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ABSTRACT

The Project on Student Values was a curriculum development effort in value education. The Project was intended to develop innovative and demonstrative programs and materials for enabling teachers and schools to work with values in the classroom. Results of the Project include: (1) development of numerous strategies and materials for assisting students in clarifying their individual value systems; (2) involvement of many educators in experiences to help them more effectively use the new ideas and materials; (3) development of various theoretical constructs for the concept of value; (4) compilation of bibliographies on various topics related to values; (5) the bringing of many people together to learn from one another how to better engage in value education; and (6) informing of many people of the prospects within value education. (KJ)

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january 1970

A REPORT TO INTERESTED CITIZENS

CG 5670

THE PROJECT ON STUDENT

VALUES

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THE PROJECT ON STUDENT VALUES

A REPORT TO INTERESTED CITIZENS

January 1970
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EA 003 673

THE PROJECT

The Project on Student Values was a curriculum development effort in value education. The Project was intended to develop innovative and demonstrative programs and materials for enabling teachers and schools to work with values in the classroom. The Project engaged in various supportive activities to value education including educational research, bibliography development, reviews of literature, psychological test development, in-service education, materials preparation, evaluation and consultation.

ITS BEGINNING

The Project began in the minds of a few people who got together in 1965 to propose ways in which teachers could deal more effectively with values in Michigan classrooms. Mr. Merlin Applegate, a citizen and businessman of Grand Rapids, Michigan was the key person in bringing the Project into being. Mr. Applegate has long had an interest in both public and private education, serving at that time as President of the Northview Public Schools Board of Education and as a member of the Michigan Cooperative Curriculum Program of the Department of Education. The committee was under the chairmanship of Mr. Merlin Applegate. Mr. Applegate made his concern known to the State Committee on Elementary Education, indicating to the members the need for some innovative and concerted effort to assist teachers in better relating student

values to achievement, careers, and citizenship. A Sub-Committee on Human Values was subsequently formed from the Elementary Education Committee with Mr. Applegate as Chairman to study the possibilities of impacting Michigan education along these lines. Hours of discussion and planning by the sub-committee resulted in a decision to initiate a pilot program to develop new strategies and exemplary classrooms from which other Michigan schools could subsequently profit.

Contemporary to the committee's discussions and planning, the United States Congress passed the Elementary Secondary Education Act of 1965, in which Title III funds were made available to public schools for the purpose of trying new and promising ideas. Mr. Don Goodson of the State of Michigan Department of Education became responsible for coordinating the Title III program in Michigan education and suggested to the Elementary Education Committee the prospects of government funding of the proposed values project. Mr. Applegate obtained official statement of interest on the part of Northview Public Schools to be the host district for the proposed project. Other schools in Kent County as well as the colleges and universities in the Western Michigan area pledged their support and cooperation. Mr. Kenneth DePree (Superintendent), Mr. John Gunnell (Curriculum Director), Mr. Jack Oatley (Business Manager), and Mr. Applegate, all with the Northview school system, prepared the necessary documents to request funding of the U.S. Office of Education under ESEA Title III. Mr. Don Goodson of the Department of Education was involved as consultant in the preparation of the proposal. In the Fall of 1966 word of the approved funding

was received and the director was named. The Project became functional February 1, 1967 with an intended duration of three years.

Until its disbandonment in 1967, the Sub-Committee on Human Values served as the advisory body to the Project. After that time the Project attempted to carry out the original expectations set by the sub-committee. Various members of the original sub-committee have remained in close contact with the Project and its endeavors. The original members of the sub-committee were Marion Dygert of Kent County Intermediate School District; William Lear of Greenville Schools; Merlin Applegate of Grand Rapids; Dorotha Briegel of Athens Area Schools; Elsie Geeting of Freemont; Pearl Johnson of Schoolcraft Schools, Pontiac; Isabelle Mattson of Union City Community Schools; and Lucille Seales of Howell Public Schools.

The Northview Public Schools demonstrated unusual and helpful cooperation and effort in behalf of the Project. As the host school system to the Project, the Northview Public Schools went to considerable lengths to assist the Project in its various endeavors. The services of the business office and staff were freely given to managing the Project monies and accounts. Particular credit is due Mr. Jack Oatley who continually provided competent counsel and assistance in the fiscal determination of the Project.

ITS ADMINISTRATION

The Project was legally responsible to Northview Public Schools. In terms of program, it was responsible to the Curriculum Services Division of the Michigan Department of Education. The Project was directed by Dr. Walter L. Thomas.

ITS LOCATION

The Project was physically located in the Northview School District, adjacent to the city of Grand Rapids, Michigan. All of the nineteen school districts of Kent County were participants in the Project. Other school districts in Michigan became involved either by request or invitation. In addition to the public schools, most of the private schools in the greater Grand Rapids area became involved in the Project's efforts.

ITS PHILOSOPHY AND RATIONALE

The advisors and staff of the Project assumed the integral nature of value education to education in general, as values are integral to the learning process. Values are predispositions that profoundly influence all higher behavior. These dispositions are standards or criteria that are deployed in learning and decision making. To overlook or deny the importance of values in living and learning is to deprive an individual of a distinctively human situation. Values are not to be confused with religion or theology, although they may occasionally be related. There was no pre-determined set of values the Project tried to perpetuate. Value education in not indoctrination, preachment or moralization. Value education is value analysis and value clarification. To educate for values is to provide the student with experiences for exploring new value alternatives, making value judgments, and appreciating the values and judgments of others.

At least four outcomes of the learning experience can be identified: skills, facts, concepts, and values. Unless values are learned, the other facets really

don't amount to much. The final difference among people is not what they know or can do, but what their commitments are.

A value is formally defined as a normative, conceptual standard of the desirable that predispositionally influences an individual in choosing among personally perceived alternatives of behavior. In short, a value is a standard that predisposes people to behave in particular ways. A value is not an attitude, an interest, or a belief. A value is a criterion by which one can express an attitude or interest. A belief is a cognitive proposition about the existence of things and has to do with "is and is not." A value is a feeling about the quality of that existence and has to do with "good and bad, right and wrong, or beautiful and ugly."

There are at least three areas of values to which the Project gave attention: social values (good and bad), moral/ethical values (right and wrong), and aesthetic values (beautiful and ugly).

Value education must be integral to all education. There is no need for a special course or class in which values are considered. Value analysis and value clarification must be natural and essential content of all learning experience. As such, value education planning must be part of all educational planning. It should not be incidental or dominating, but integral.

Students are learning values from teachers whether or not teachers purport to be teaching values. It becomes a question of value education by default or design.

Teachers are generally concerned about students and communities and their respective values, but teachers are also generally unprepared to professionally

and effectively provide value education experiences for their students. Teachers need to know more about the value concept and how it effects the behavior of groups and individuals. Teachers need to know something about how values are learned and how values are taught. Teachers need to know the philosophical and legal expectations for dealing with student values. Teachers need to know how to provide curriculum experiences in value education and how to evaluate value analysis and value clarification when it occurs. Teachers need to find out about available strategies and materials for value education.

Planned value clarification experiences are greatly needed for children and youth in contemporary society. There is increasing appearance of diversification of value orientations on the part of persons of different ethnic groups, economic levels, national origin, faith, political preference, and even age. Today's pluralistic society demands understanding and tolerance of persons of all backgrounds and ideas. Children and youth must learn to effectively live in such a society. The luxury of provincialism and bigotry no longer is possible.

Many values are also in change. Value change causes value dilemma and resulting difficulty in making value judgments. Children and youth must be able to analyze and clarify themselves on new and different problems with which they must live.

The new technology has placed new capacities into the hands of man. The new capacities demand new values and new judgments not previously necessary.

New knowledge causes some values to be inappropriate or of no more use. Children and youth must be able to demonstrate security within their own value

systems to effectively handle the insecurity generated by new information and experiences.

Many values are demonstrating their ability to sustain individuals and groups that are in change. Some values are salient and viable under most conditions. These values appear stable in our culture. Children and youth must be able to identify and use those values for the good of self and society.

For these and other reasons, the Project on Student Values saw fit to make itself known among teachers and schools of Michigan.

ITS PURPOSES

The purposes of the Project were two:

1. To develop innovative models, materials, and strategies for value education.
2. To prepare teachers to effectively provide value education experiences for students.

Specific behavioral objectives were set for the preparation of teachers for value education. Each teacher involved in the planned inservice education program would, upon conclusion of the program be able to:

1. Explain the following terms: values, beliefs, attitude, opinion, interest, preference, goal sheet, behavioral objectives, measurement, affective, cognitive, psycho-motor, cardinal, emergent-receding values.
2. Compare and contrast the terms value, belief, attitude, and opinion.
3. Personally write behavioral objectives for the affective, cognitive and psycho-motor domains.
4. Identify objectives which are incorrectly written when presented with a group of objectives.
5. Develop a goal sheet pertaining to values which is focused upon some specific person or group of persons.

6. Recognize theoretical constructs pertaining to the psychology and sociology of values.

7. Discriminate among various psychological and sociological constructs pertaining to values (and related terms).

8. Explain the kinds of classroom strategies which can cause value clarification and value identification in student's learning.

9. Integrate value education experiences into existing classroom content and experiences.

10. Suggest some philosophical rationale for considering particular values in the school situation for which the teacher is the responsible planner.

11. Prepare a unit of study related to an existing classroom situation for which the teacher is responsible, that pertains to some specific set of value education experiences.

12. Develop a system of evaluation which pertains to the value education experiences one has planned for his respective classroom.

13. Relate value concepts to some problems of our day, i.e., generation gap, race relations, war, welfare, etc.

14. Identify some value changes occurring in our society.

15. Identify some stable values considered basic to American life today.

ITS TASKS

In order to accomplish its purposes of preparing models, materials, strategies, and teachers, certain tasks were identified for the Project. These specific tasks were:

1. To compile and publish bibliographies related to value education.

2. To compile a comprehensive library of materials related to values and value education.

3. To retain knowledgeable consultants to give direction, counsel, and stimulation to the Project.

4. To develop theory and constructs on the value concept and value education.

5. To commission or develop a series of Guidelines Papers related to the psychology of value, the sociology of value, education for value change, etc.

6. To bring together classroom teachers, citizens, school administrators, and consultants for the purpose of developing methods, models, and materials for value education.

7. To prepare units of study in value education to cover the subject areas of K - 12 curricula.

8. To bring together and/or develop psychological instrumentation that will facilitate value identification and assessment as well as conduct basic research on the values of students, communities, teachers, etc.

9. To communicate to interested persons and institutions the findings, ideas, and materials resulting from other Project tasks.

Other tasks and duties were implied by the naming of the major tasks above.

Bibliographies

Bibliographies on the value concept and value education were developed by members of the Project staff. A Comprehensive Bibliography on the Value Concept was completed in the Fall of 1967. This bibliography contains 2,000 references pertaining to values from the fields of sociology, cultural anthropology, social psychology, psychology, education, philosophy, and measurement and evaluation. This bibliography is without question the most comprehensive bibliography of its kind. The Project staff and various other interested persons have relied heavily on this work for studies in values. Doctoral and graduate students from various universities have made use of the bibliography in the preparation of thesis materials.

Over half of the 2,000 bibliographical references have been reviewed and annotations made on each. These annotations are organized by topic into a special file. Members of the Project staff and selected graduate students provided the annotations.

A special selected, topical and annotated bibliography on value education was prepared in 1968 to be of particular use for classroom teachers. Over 2,000 of these bibliographies have been placed in the hands of cooperating teachers.

Particular bibliographies were also compiled on the topics of student unrest, self-concept, writing behavioral objectives, value measurement, perceptual research on values, and guides in value education for elementary school libraries, secondary school libraries, and small college libraries.

Library

From the outset of the Project in 1967 attempts were made to bring together everything available on values and value education. A library of books, pamphlets, articles, reports, and papers was compiled on these topics. More than 250 titles were obtained. These materials were regularly on loan to teachers involved with the Project. Selected articles and papers were made available in multiple copy for teacher usage.

Theory Development

A severe limitation was encountered in the earliest days of the Project. This limitation was the lack of theory and constructs pertaining to the value

concept. Extensive review of the literature of various disciplines only served to verify the fact of disagreement on the matter. One of the substantial accomplishments of the Project was the compilation/development of some conceptual handles for dealing with the difficult term VALUES. Values have been defined so that research, measurement, and teaching are possible. Values have been conceptually distinguished from such concepts as attitude, belief, interest, and preference. The role of values in motivation, learning, development, perception, and group behavior have been specified. The inservice education of teachers was greatly involved in developing some conceptual awareness in teachers regarding these constructs. In effect, these constructs are the means of "tooling up" a teacher to engage in value education with students. These theoretical constructs were written up in a series of Guidelines Papers which were used textually in the inservice seminars. These constructs also appear in many of the teacher-prepared units of study, in graduate theses, and in psychological test manuals.

One of the outgrowths of the Project's efforts was the preparation of a handbook for teachers, Values in the Classroom, which will be published in the Spring of 1970 and will be available through the State of Michigan Department of Education.

Consultants

Knowledgeable consultants were identified and retained to provide counsel and stimulation to the Project. These consultants participated in the Project in various ways: some prepared papers, others consulted the Project staff members,

and still others made presentations to seminar sessions with teachers. The consultants who have provided invaluable service to the Project include: Dr. Robert Havighurst of the University of Chicago, Dr. Jacob Getzels of the University of Chicago, Dr. Sidney Simon of the University of Massachusetts, Dr. Rosestelle Woolner of Indiana State University, Dr. Donald Barnes of Ball State University, Dr. John Taylor of Michigan State University, Dr. Eldon Whiteman of Spring Arbor College, Professor Ruth Stephenson of Spring Arbor College, Dr. Glen Heck of National College of Education, Professor Katherine Thomas of Houghton College, Dr. Orval Ulry of Western Illinois State University, Dr. Harry Groulx of the Michigan Department of Education, and Dr. Prescott Johnson of Monmouth College. Of all the consultants, Dr. Sidney Simon has provided the most involved and continuous service. Dr. Simon is one of the authors of the book, Values and Teaching and is probably the most noted authority on value education today. Dr. Simon's primary contribution to the Project teachers has been the identification and demonstration of classroom methods of value clarification.

Guidelines Papers

A series of Guidelines Papers were commissioned to be written either by Project staff members or invited consultants. These papers deal with such topics as the need for value education, classroom methods of value education, values in specified subject areas, philosophy of value, educational psychology of value, perception and value, and selected educational research reports on student values.

In addition to the Guidelines Papers, a large number of other papers were prepared as informative and preparatory materials to assist teachers in accommodating the expectations the Project had for them. Some of these papers were written by the Project staff members, but most were obtained from journals, convention reports, unpublished papers, symposia, and the like. Various topics related to value education were thus discussed for teacher information.

Seminars

The largest single endeavor in which the Project continuously engaged was the education of classroom teachers and other educators in the ideas and strategies of value education. Eleven protracted seminars or institutes were provided for approximately 1,200 teachers and non-classroom educators in Western Michigan. Each of the seminars involved a minimum of 25 clock hours of in-service sessions directed by the Project staff and selected consultants.

These eleven seminars were conducted at Northview Public Schools, East Grand Rapids Public Schools, Charlotte Public Schools, Grand Rapids Board of Education, Comstock Park Public Schools, Wyoming Public Schools, Godwin Public Schools, Grandville Public Schools, Western Michigan University, Michigan State University, and Aquinas College. In each of the seminars there were a large number of persons who were not staff members of the hosting institution. Each of the seminars were open to persons from surrounding areas.

Nine of the seminars carried graduate credit in education from either or both Michigan State University and Western Michigan University. Usually half

of the seminar participants were enrolled for graduate credit. In most cases, the academic credit was an added benefit and not the primary reason for attendance in the seminars. The work expectations for seminar participants was very large and a person had to sincerely want to participate or he would never have attempted the tasks.

Project Fellows

There were 450 Project Fellows identified who wished to become involved in the Project. Not only did the Project Fellows participate in the training seminars but they assumed responsibilities for the writing of units of study in value education and implementation of these units in their respective classrooms in Western Michigan. Most of these Project Fellows were from the greater Grand Rapids area and represented grades and subject areas in K - 12 districts and curricula.

The primary outgrowth of the work of the Project Fellows was a collection of teaching units in value education. These teaching units are not just proposed units but most have been implemented in the classroom. Some units have been revised and retaught at least three times. The names of Project Fellows contributing these materials are provided in the last section of this report. The actual results of their work, the copies of unit materials, have been made available to interested teachers throughout the State of Michigan and even to other states. The Project honored requests from schools and teachers for copies of these materials. Designated depositories are listed later in this report.

The units of study were prepared in keeping with specified format and expectations. Each unit includes a statement of philosophy, general purposes, behavioral objectives, context, outline of content, evaluation techniques, and methods of value education. The typical unit is intended to operate in the classroom for no less than six weeks with many units involving a complete semester or year. The units are typically twenty or so pages of typewritten material and include such appendices necessary for another teacher to replicate the unit in his own classroom. In almost every case, the units are complimentary to an already existing unit of study in the child's school experience. The value units are part of social studies, science, or other subjects.

Cooperating Teachers

In addition to the Project Fellows, a large number of persons designated as Cooperating Teachers were also identified. The Cooperating Teachers voluntarily attended the seminars and generally pledged themselves to implement the ideas and strategies in their respective classrooms. Most of the Cooperating Teachers made use of materials prepared by Project Fellows and Project staff members. There were also uncounted visitors who attended all or part of one or more seminars and on which there is really no information available regarding their classroom endeavors.

The Project staff conservatively estimated over 20,000 students have become directly involved in value education experiences as a result of the efforts of the Project Fellows and the Cooperating Teachers. This estimate is based on the ratio of thirty-five students per teacher. In fact, many teachers

contacted many more than thirty-five students in organized classroom experiences in which value education was implemented. Many other teachers across the country have obtained materials and assistance in value education strategies and ideas, but no direct knowledge is available regarding just how involved their respective classrooms came to be. Many teachers have been involved for two or three years and have implemented planned value education activities two or three times. An outside estimate would suggest as many as 40,000 children and youth have been variously involved in value education experiences as a result of efforts conducted by the Project.

Test Development

One of the practical problems in dealing with student values is coming up with a means of identifying and indexing these values. For sake of evaluation and research there are needed psychological instruments (tests) which assess value characteristics and particularly value change. The Project staff compiled a collection of instruments variously purporting to test the concept of values in persons of various ages and backgrounds. The general conclusion reached by reviewers was that of the fifteen or so instruments allegedly indexing value characteristics, only two or three were very useful and applicable. Teachers have been encouraged to administer these instruments to themselves for purposes of self value-analysis but the same instruments are not very usable for children.

The results of Project efforts in evaluation instrumentation are best utilized in providing classroom teachers item exemplars for teacher-made tests

rather than supplying the teacher with a ready-made test that perfectly fits the particular classroom or child under consideration.

Dissemination

During the three years of the Project's duration, large numbers of persons came in contact with the Project through an on-going mail response, visiting the Project office, reading papers and materials which came into their hands, and the like. The office filled an estimated 2,000 requests that came for materials of some kind. These requests were usually from Michigan teachers who had particular titles and materials in mind.

An estimated 30,000 persons were reached at least once during the three years of the Project operation through speaking and consultant work of the Project director. The director maintained a comprehensive speaking and consultant schedule that included consultation with individuals, institutions, and speaking to crowds in excess of 2,000 persons. The director made approximately 350 speaking presentations to various groups throughout Michigan and in various other parts of the United States. These groups included boards of education, child study groups, churches, college and university student body groups, commencements, community action groups, educational administration meetings, educational television, high school assemblies, inservice sessions, and radio broadcasts. Presentations were also made for the American Association of Colleges for Teacher Education, Association for Childhood Education International, Association for Institutional Research, Grand Rapids Diocese religious education groups, Kiwanis Clubs, Michigan Association of Elementary School Principals, Michigan Association of

Home Economics Teachers, Michigan Association of Reading Specialists, Michigan Association of Secondary School Principals, Michigan Association of Superintendents and Board Members, Michigan Association of Supervision and Curriculum Development, Michigan Education Association, National Association of Christian Schools, National Association of Christians and Jews, National Counsel of Churches, National Grocers Association, National Education Association, National Educational Research Association, Parent-Teacher Associations, Phi Delta Kappa and Rotary Clubs. The general themes expressed in these presentations included topics as the need for value education, strategies for values education, student unrest, the generation gap, and value learning and development in children.

Within its relatively limited resources of time and personnel, the Project communicated to as many persons as possible. The director's speaking and consultant services and the teacher in-service seminars have already been cited as two means of communicating to persons the ideas and strategies of the Project. The office was frequently visited by teachers and other interested persons. The files and resources in the office were always open to visiting educators and citizens.

Nineteen official depositories were negotiated in which are placed at least one copy of all materials developed by the Project in its three year duration. These depositories provide materials for persons interested in the Project after its official closing. The nineteen official depositories are Northview Public Schools, East Grand Rapids Public Schools, Michigan Department of Education, U.S. Office

of Education, ERIC, Western Michigan University Curriculum Materials Center, Michigan State University Curriculum Center, Grand Valley State College Curriculum, Aquinas College Curriculum Center, Calvin College Curriculum Center, Grand Rapids Public Library, Kent County Intermediate School District Offices, Grand Rapids Diocese Religious Education Center, Ionia County Intermediate School Offices, National Union of Christian Schools (Grand Rapids), Grand Rapids Board of Education Curriculum Center, ASSIST Center (Detroit), Regional Enrichment Center (Wayne County, Michigan), and the J. Clement Stone Foundation (Chicago). Other depositories are placed at some school curriculum offices in Kent County, Michigan. Each of the official depositories include a minimum of 200 pieces of material, including units, special papers, and the like.

ITS PEOPLE

The Project was under the directorship of Walter L. Thomas, Doctor of Education. Dr. Thomas is presently under appointment with the J. Clement Stone Foundation of Chicago. He is the Director of Research and Development of a much larger effort to bring value problems and value education into institutional and individual consciousness.

The Project enjoyed the secretarial services of Mrs. Thomas Russell and Mrs. Dennis Shimmell, who capably managed the many details of scheduling, materials production, mailing and being of service to the many Project teachers and friends. Various part-time secretarial assistance was also used during the Project's duration.

The Project had some part-time professional/staff assistance. Special persons were appointed to staff responsibilities because of particular expertise and knowledge in selected areas. These persons included Mr. David Eaton, Mr. David Andrews, Mr. John Allen, Mrs. Katherine Thomas, Miss Laura Huyssen, Miss Jeannie Brooks, Mr. Dick Johnson, Mr. George Barcheski, and Mr. Thomas Jackson. These persons made their contributions primarily in the area of research and/or the preparation of special papers and materials.

The Project has conducted its tasks and attained its objectives. It was responsible for the development of numerous strategies and materials for assisting students in clarifying their individual value systems. It was responsible for involving many educators in experiences to help them more effectively use the new ideas and materials. The Project developed various theoretical constructs for the concept of value. It compiled bibliographies on various topics related to values. It brought people together to learn from one another how to better engage in value education. The Project informed many people of the prospects within value education. No special effort was made by the Project to assess the degree of student involvement, since the Project's efforts were curriculum and teacher oriented.

The efforts of the Project would not have amounted to much at all if it had not been for the contributions and cooperation provided by the Project Fellows and the Cooperating Teachers. Listed on the following pages are the names of both Project Fellows and Cooperating Teachers.

PROJECT FELLOWS

Adams, Jacqueline

Algee, Jeanne

Ambrose, Bernice

Anderson, Wendall

Andres, Sister Mary Theodine

Anway, Mary Jane

Athearn, Dawn

Banka, Rosemary

Barcheski, George

Barr, David

Bastlin, Patricia

Baughman, Ann

Baughman, Charles

Beck, Kathleen

Berghuis, Jane

Berichon, Sister Bernice Marie

Berry, Norma

Biskie, Sara

Bixby, Howard (Rev.)

Blanchard, Elsie

Bolyard, Ruth

Boonstra, James

Boxwell, Jessie

Bradley, Clara

Braunius, Marlene

Brown, Nancy

Brown, Wayne

Brozak, Isabell

Bust, Leone

Calender, Carolyn

Calhoun, Vera

Campbell, Richard

Carey, Corinne

Carlson, Pat

Carpenter, Louise

Chamberlain, Charles

Champion, Margaret

Christman, Joy

Claflin, Ted

Clark, Anthony

Cleveland, George

Clingman, Dorothy

Cloud, Mildred

Collier, Shirley

Cook, Frances

Coulter, Judy

Cox, Frances

Crimmins, Sister Marjorie

Cross, Clifford

Crothers, Edna

Cullen, Donna

Curtis, Colleen

Curtiss, Carol

Deeb, Jacqueline

DeGroot, Sam

DeKeip, Margaret

DeVoogd, A.

DeWys, Eugene

Dudis, Emma

Duerr, Donna

Earhart, Gordon

Ebels, Tom

Edmunds, Clara

Elliott, Marguerite

Ellis, Virginia

Essink, Joan

Eversole, John

Eversole, Mary

Faber, Charles

Fiedler, Phil

Fifolt, Harry

Fisher, George

Flagg, Alpha

Flower, Marvin

Flower, Vivian

Folk, Patricia

Folkema, Gladys

Forest, Madelyn

Fournier, Barbara

Frederick, David

Friedrich, Marion

Fry, Mildred

Fuce, Martha

Fuller, Janet

Gardner, Thomas

Gieseler, Alice

Gildart, Mabel

Gill, Margaret

Gillett, Susan

Goodemoot, Ethel

Goodwin, Lila

Gottsch, Dixie

Granger, Carol

Gregory, Pete

Greninger, Barbara

Grundstrom, Janet

Haiduk, Lucy

Hamling, Etta

Hannon, Charles

Hanson, Ellwyn

Hartel, Marthadawn

Harvey, Elisebeth

Havens, Roselle

Haviland, Patricia

Heal, Julia

Heemstra, Marlene

Helton, Weyman

Henson, Patricia

Herbstreit, Ethelen

Herman, Karen

Herrala, Marlene

Heuvelman, Kenneth

Holmes, Margaret

House, Phoebe

Hudson, Barbara

Huttinga, Evelyn

Ingersoll, Winifred

Ingraham, Sally

Jager, George

Jager, Marthea

Janowiak, Sister Mary Lucille

Johnson, Barbara

Johnson, Louis

Johnson, Richard

Jones, Sylvester

Joseph, Edna

Kalafsky, Eleanor

Kamyszek, John

Kane, Douglas

Keeling, Dorothy

Keen, Carol

Keen, William

Kellogg, Jane

Kemp, Ruth

Kibbe, Yvonne

Kidd, Charlotte

Kidd, Gary

Kik, Annette

Killiane, Nancy

Klooster, John

Knickerbocker, Larry

Knoll, Edith

Koning, Charles

Kops, Herman

Kouchnerkavich, Louis

Kozlowicz, Paul

Lamberts, Julie

Larsen, Grover E.

Larson, Jackie

Laurent, John

Lawless, Donald

Levy, Judy

Lewis, Pam

Lewis, Sharon

Light, Jerry

Lodewyk, David

Lowden, Jim

Lowell, Patricia

Lumpkins, Elias

Luneke, Martha

Lusby, Bertha

McCabe, Patricia

McCaley, Evelyn

McClure, Anna

McConnell, Rita

McDonald, Bernadette

McKenzie, Doris

McNaughton, Eleanore

Mack, Helen

Martin, Lucinda

Mattix, Diane

Mead, Paul

Meines, Jean

Mencarelli, James

Miller, Milton

Milnikel, Fred

Molesworth, Shirley

Monsma, Hester

Moody, Wilma

Mooney, Sharon

Mooradian, Elizabeth

Mulder, Bernard

Mulder, Evelyn

Nanninga, Evelyn

Nelson, Monta Rae

New, Karen

Newland, Lucille

Novak, Thomas

O'Connor, Jane

Ohnsman, Barbara

Orr, JoAnn

Ouderkirk, Lynne

Ozinga, Glen

Pease, Florence

Pierce, Mildred

Pittman, Mary

Popma, Joseph

Poposki, John

Powell, Mildred

Powell, Robert

Price, Berthold

Priest, Terrance

Pratley, Robert

Pugno, Jackie

Quaranta, Sister Celestia

Ranta, Joan

Richards, Betsy

Rietsma, Clyta

Riggle, Lee Ann

Ringelburg, Harriet

Rinkus, Donald

Ritsema, Robert

Roach, Mary

Robinson, Charlotte

Roeloefs, Richard

Rollins, Al

Rozendahl, James

Russell, Joan

Rytlewski, Sister Frances M.

Satrom, Karen

Schaub, Sister Ottilia

Schneider, Sister M. Jeanette

Scholl, Philip

Scott, Rosa

Siegel, Gerald

Siegel, James

Silva, Sister Eva

Slade, Stella

Slocum, Robert

Smith, Edna

Smith, John

Smith, Louise

Sortomme, Richard

Southard, Mary Jane

Southworth, Marjorie

Sparpana, Gwen

Spoelma, Mary Ann

Stanage, Shirley

Steward, Lowell

Stormzand, Carol

Sutton, Ruby

Swartz, Julia

Syers, Evelyn

Szymas, Lena

Taleen, Nancy

Tasson, Fabian

Tharp, Carroll

Thomas, Joyce

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Waite, David

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Hoey, Charles

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Nierenberger, Marsha

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Olson, Norma

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Reed, Roberta

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Stark, Robert

Steele, Charles

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Sterkenberg, Patricia

Sternberg, Louise

Sutton, Ronald

Swain, John

Swets, Marinus

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TenHarmsel, Johanna

Terrell, Jack

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Trafton, Dorothy

Tubbs, Norman

Tumath, Eleanor

Tweddale, Charles

Tweddale, Thomas

Upton, Janet

VanAllsburg, Margie

VandenBerg, Nancy

VanderBie, Wilma

VanderVelde, James

VanderWerf, Sherry

VanHouse, Gwen

Vasold, Amalie

VerHeek, Gerald

VerHeek, John

Wagbo, Martha

Wallinga, Dorothy

Walters, James

Wangler, Sister M. Verona

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Wessell, Tyrus

Wical, Cynthia

Wideman, Donald

Wideman, Jean

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Wingeier, Vera

Wolflin, John

Wray, Marian

Wright, Joyce

Wrisley, Roselle

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Zwart, David



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A BIBLIOGRAPHY ON VALUE EDUCATION

(Selected, Topical, and Annotated)

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June, 1969

A BIBLIOGRAPHY ON VALUE EDUCATION

(Selected, Topical, and Annotated)

I. Philosophy of Values

Cantril, Hadley. "The Qualities of Being Human," American Quarterly, 6 (1954), 3-18.

Speaking from a philosophical viewpoint in which human life and civilization constitute creative. ongoing processes, Cantril re-examines conceptually four qualities of being human.

Dewey, John. Experience and Education. New York: The Macmillam Co., 1938.

Written toward the end of his career, this book contains Dewey's most concise statement of his ideas about education. He finds both traditional and progressive education wanting. and calls for education based on experience. The responsibility of the teacher is to manipulate the environment so as to provide educative, valuable experiences for children.

Lepley, Ray (ed.). The Language of Value. New York: Columbia University Press. 1957.

A companion to the subsequent volume. This volume is also a symposium with the participants investigating issues in the language (semantics and linguistics) of value.

Lepley, Ray (ed.) Value: A Cooperative Inquiry. New York: Columbia University Press. 1957.

This book is a symposium, reviewing positions and criticisms of pragmatist value theorists. Four questions about value raised by John Dewey are systematically investigated by several authorities on value theory.

Maslow, Abraham H. (ed.). New Knowledge in Human Values. New York: Harper and Row. 1959.

Fifteen outstanding scholars from a variety of disciplines relate to the question: "Are the values that govern our society inadequate to the challenge of the modern world?"

II. Values in Society and Culture

Benedict. R. "The Diversity of Culture," (Chapter II) Patterns of Culture. New York: Houghton-Mifflin. 1934.

Benedict points out the great variety of cultural values that have been generated by man.

Gabriel, Ralph H. Traditional Values in American Life. Harcourt, Brace & World, Inc., 1963.

This pamphlet attempts to outline the explicit values of the United States, using basic documents such as the Declaration of Independence and the Constitution as starting points.

Ginzberg, Eli (ed.). Values and Ideals of American Youth. New York: Columbia University Press, 1964.

This book contains a number of papers on various aspects of the topic.

Kluckhohn, Clyde, et. al. "Value and Value-Orientations in the Theory of Action," Toward a General Theory of Action, ed. Talcott Parsons and Edward A. Shils. Cambridge, Massachusetts: Harvard University Press, 1951, pp. 388-433.

In this article Kluckhohn sets forth and discusses in detail his famous definition of value.

Kluckhohn, Florence R. "Dominant and Variant Value Orientations," Personality in Nature, Society and Culture, ed. Clyde Kluckhohn and Henry A. Murray. New York: Alfred A. Knopf, 1962.

Kohn, Melvin L. "Social Class and Parental Values," American Journal of Sociology, 64 (January, 1959), 337-351.

This study of middle class and working class parents is an attempt to discover relationships between social class and the characteristics parents value in their children.

Shuster, Jeanette W. "Values of Negro and Caucasian Children: Do They Differ?" Journal of Negro Education, 37 (Winter, 1968), 90-93.

Shuster studied the values of Negro and Caucasian upper-class elementary students using Rowland's Elementary School Study of Values, concluding that there are some significant differences.

Stendler, C.B. "Class Biases in the Teaching of Values," Progressive Education, 27 (January, 1950), 123-126.

The problem of the middle class teacher and the non-middle class child is explored and some ways to lessen the conflict involved in home-school value discontinuities are suggested.

Westby-Gibson, Dorothy. Social Perspectives on Education. New York: John Wiley and Sons, Inc., 1965, pp. 71-91.

The author draws from studies in the social sciences and discusses American cultural values as sources for educational values in this enlightening chapter.

Wilson, W.C. and Goethals, G.W. "Relation Between Teachers' Backgrounds and Their Educational Values," Journal of Educational Psychology, 51 (October, 1960), 292-298.

This article reports an empirical study of the relationships between three relevant background variables, pre-adult socialization, occupational selection and professional socialization, and educational values. A number of significant relationships are found between certain background variables and certain values.

III. Psychological and Social Psychological Aspects of Value

Bills, Robert E. "The Effect of Value on Learning," Journal of Personality, 21 (1952), 217-222.

This interesting study finds that agreement or disagreement between student and teacher values affects the grades the students get; the student whose values agree with those of the teacher is likely to do better in his class than the student whose values do not agree.

Boleratz, J.M. "Learning by Discovery: An Experimental Study to Measure its Effectiveness for Teaching Value Concepts," Journal of Experimental Education, 36 (Winter, 1967), 13-21.

This study attempts to assess the effectiveness of the discovery method in teaching value concepts to high school students.

Bronfenbrenner, Urie. "Socialization and Social Class through Time and Space," Readings in Social Psychology, ed. E.E. Macoby, T. Newcomb, and E.L. Hartley. New York: Holt, 1958, pp. 400-425.

Bronfenbrenner reconciles contradictory evidence on what child behavior is considered desirable by people in different social classes by positing a change in these values over time.

Bruner, Jerome S. and Postman, Leo. "Symbolic Values as an Organizing Factor in Perception," Journal of Social Psychology, 27 (1948), 203-208.

This study investigates the effects of positive, negative, and "neutral" symbols on perceptual organization. The authors conclude that value, whether positive or negative, leads to perceptual accentuation.

Davis, Allison. "Socialization and Adolescent Personality," Adolescence, 43rd Yearbook, National Society for the Study of Education, Part I. Chicago: University of Chicago Press, 1944, pp. 198-216.

Davis discusses three broad systems of social rank restricting the cultural environment of children and the implications of these systems for adolescent socialization.

Erikson, E.H. Childhood and Society. 2nd ed. New York: W.W. Norton and Co., Inc., 1963.

While not explicitly concerned with values, Erikson's creative discussion of development throws light on the growth of ego abilities important for a mature sense of value. This is one of the classics in human development.

Getzels, Jacob W. "A Stable Identity in a World of Shifting Values," Educational Leadership, 14, No. 4 (January, 1957), 237-240.

Getzels discusses the process of value acquisition, the problems created for value acquisition by value dilemmas growing out of social cleavages and social change, and suggests that schools must be aware of and prepared to meet the complexity of values in our society and deal openly with them in the schools.

Havighurst, Robert and Taba, Hilda. Adolescent Character and Personality. New York: John Wiley and Sons, Inc., 1949.

In this classic book Havighurst and Taba present several studies of various aspects of character among adolescents, a conceptual scheme of character and personality types, suggestions for character education, and methods for studying character and personality.

Hutt, M.L. and Miller, D.R. "Value Interiorization and Democratic Education," Journal of Social Issues, 5, No. 4 (1949), 32-43.

The authors pose the problems a democracy faces in attempting to socialize individuals so that they will be self-sufficient and sensitive to the needs of the group. The role of the teacher as an identity figure in this socialization process is discussed.

Kohlberg, Lawrence. "Development of Moral Character and Moral Ideology," Review of Child Development Research, vol. I, ed. Martin L. Hoffman. New York: Russell Sage Foundation, 1964.

Kohlberg gives a lucid review of the literature on moral development and reports some of his own conceptions and research.

Nunokawa, Walter D. Human Values and Abnormal Behavior. Chicago: Scott, Foresman and Co., 1965.

Several eminent psychologists discuss value issues in abnormal psychology in this lucid and useful book of readings.

Peck, Robert F. and Havighurst, Robert J. The Psychology of Character Development. New York: John Wiley, 1960.

Based on a longitudinal study of high school students, this presents data from the study and discusses the five character types that were derived from the data plus theories developed regarding the development and maintenance of the various character types.

Piaget, Jean. The Moral Judgement of the Child. New York: The Free Press, 1966.

Originally published in 1932, this book sets forth Piaget's famous investigations of children's moral judgements. Looking at moral development from a cognitive development point of view, Piaget finds two major phases in the development of the child's moral thought; an earlier one characterized by moral realism and adult constraint, and a later phase characterized by autonomy and relations of equality among peers.

Prince, Richard. "Value, Grades, Achievement, and Career Choice," Elementary School Journal, 60 (April, 1960), 376-384.

Working from the theoretical framework of traditional and emergent values, Prince has constructed an instrument, the Differential Value Inventory and used it to analyze the relationship between high school students' values and grades, achievement, and career choice Implications for educators are discussed.

Rogers, Carl R. "Toward a Modern Approach to Values: The Valuing Process in the Mature Person," Journal of Abnormal and Social Psychology, 68, No. 2 (1964), 160-167.

Rogers addresses himself to the problem of finding a valid value approach for today's world. He suggests that approaching value as a process of valuing is more tenable than approaching value as an end product. This valuing process as it takes place in the mature person is discussed.

Rogers. Carl R. and Skinner, B. F. "Some Issues Concerning the Control of Human Behavior," Science, 124, Part II, No. 3231 (1956), 1057-1066.

Two leading psychologists, the former, a therapist, the latter, a behaviorist, present their respective views on the issue of the control of human behavior.

Wheelis, Allen. The Quest for Identity. New York: Norton, 1958.

This book written by a psychiatrist, includes a penetrating discussion of the values of contemporary society and the role of values in identity.

IV. Values and Education

A. General References

Allport, Gordon W. "Values and Our Youth," Studies in Adolescence, ed. Robert E. Grinder. New York: The Macmillan Co., 1963, pp. 17-27.

In this article a provocative analysis of educating for values follows a preview of problems confronting youth. Allport gives a few examples of methods of teaching values in areas such as government and economics, English, and biology. He advocates teaching national values derived from Judeo-Christian ethics, discusses the school's responsibility for teaching values and analyzes the role of the teacher in value education.

Beck, C. E. and Barak, J. "The Place of Values in the Study of Society," School and Society, 95 (February 18, 1967), 122-123.

The authors briefly and cogently present the role played by values in social inquiry.

Brameld, Theodore and Elam, Stanley (eds). Values in American Education. Bloomington, Indiana: Phi Delta Kappa, Inc., 1964.

This book contains papers and discussion from a Phi Delta Kappa Symposium on values. Papers included are: Gail Kennedy, "Education and the Three Cultures," Ronald Lippitt, "Value Issues for a Classroom Change-Agent," Herman J. Muller, "The Role of Science Education in Value Formation," Morris E. Opler, "Values and Education in Cultural Perspective," and Theodore Brameld, "Values: Education's Most Neglected Problem."

Carter, Harold J. (ed.). Intellectual Foundations of American Education. New York: Pitman Publishing Corp., 1965.

This fine book of readings includes selections dealing with basic themes in education such as, cultural values and education, moral-ethical values, spiritual values and education, the group and education. Particularly pertinent are: George E. Axtelle, "How Do We Know What Values are Best?" Ward Madden, "Education for Religious Quality in Experience," Cora DuBois, "The Dominant Value Profile in American Culture," and George D. Spindler, "Education in a Transforming American Culture."

Dahlke, H. Otto. Values in Culture and Classroom. New York: Harper, 1958.

Dahlke attempts to define values of the American way of life and show how these values are expressed in the institution of the school.

Dreeben, Robert. "The Contribution of Schooling to the Learning of Norms," Harvard Educational Review, 37 (Spring, 1967), 211-237.

"The author analyzes various aspects of the social structure of the school, particularly in contrast to that of the family, and discusses the relationship between that structure and the acquisition of norms which are integral to public and occupational life in industrial societies." (Sociological Abstracts). Value (norm) acquisition in schools is approached from a sociological point of view.

Dunkel, Harold B. "Value Decisions and the Public Schools," School Review, 70 (Summer, 1962), 163-170.

Mr. Dunkel takes as his starting point the value theory which states that values are the results of a process of social conditioning and cogently explores ..."the consequences which this view produces as problems in the conduct of the educational enterprise" in our pluralistic society.

Educational Policies Commission. Moral and Spiritual Values in the Public Schools. Washington, D.C.: National Education Association, 1951.

This book discusses the role of values in education, lists the values American people agree upon, discusses the various sanctions of values, the necessity of teaching moral and spiritual values in the public schools, and the necessity of co-operation between the home and the school.

Francis, E. Frank. "Fundamentals of Character Education," School Review, 70 (Autumn, 1962), 345-357.

Francis argues convincingly that an adequate and accurate self-concept is essential to the building of character, and calls on the schools to make greater effort in building the self-concept of the students.

Friedenberg, Edgar Z. "New Value Conflicts in American Education," School Review, 74 (Spring, 1966), 66-94.

In this absorbing article Friedenberg discusses the cost paid in personal values for the acceptence by students of the values of society as experienced in the public schools. He draws heavily in his discussion on educational critics such as Henry Holt, and Cicourel and Kitzuse.

Getzels, J.W. "The Acquisition of Values in School and Society," The High School in a New Era, ed. F.S. Chase and H.A. Anderson. Chicago: University of Chicago Press, 1958, pp. 146-161.

Getzels raises two basic issues: (1) What is the nature of the dominant American value system and the shifts it is undergoing? (2) What evidence do we have for the effect of these shifts on education? These issues are discussed and illustrated with relevant research.

Goodykoontz, Bess. Basic Human Values for Childhood Education. Washington, D.C.: Association of Childhood Education International, 1963 (pamphlet).

This is a publication of the proceedings of a colloquy which attempted to identify "some of the pressures on children in American society..., some of the possible outcomes if today's trends continue, and... some of the basic human values which educators should bear in mind as they work with children."

Hahn, Albert S. "American Values and Public Schools," National Elementary Principal, 42 (November, 1962), 6-12.

This article discusses the development of American democratic values and several value dilemmas faced by schools.

Jarolimek, John (ed.). "Social Studies Education: The Elementary School; Focus on Values," Social Education, 31 (January, 1967), 33-48.

This supplement presents five articles on the subject of values and value-teaching as related to the elementary school social studies program. Included are: "Two Styles of School Talk about Values," by W.R. Fiedeler, "Values and the Primary School Teacher," by Bernice J. Wolfson, "Value Teaching in the Middle and Upper Grades," by M. Ezer, "Using Learning Resources in Teaching Values," by G.M. Torkelson, and "Guaranteeing the Values Component in Elementary School Social Studies," by Nancy W. Bauer.

Kaufman, Walter. "Educational Development from the point of view of a Normative Philosophy," Harvard Educational Review, 36 (Summer, 1966), 247-264.

"Attacking the view that rational debate on normative judgements has no place in higher education, the author presents a canon of methods for the consideration of values and then applies the canon to his own normative judgement. The article closes with a practical proposal for encouraging the discussion of value questions in our universities."

Kohlberg, Lawrence. "Moral Education in the Schools: A Developmental View," School Review, 74, No. 1 (1966), 1-30.

Kohlberg presents a clear discussion of his research and stages of moral development, elaborating on its implications for educators. His cognitive development approach to value acquisition is both useful and timely.

Kozol, Jonothan. Death at an Early Age. Houghton Mifflin Co., Boston, 1967.

This impassioned and sensitive account of the author's year of teaching in a Boston ghetto school makes absorbing reading as well as very graphically pointing up some essential value issues facing urban school people.

Newsome, George L., Jr. and Gentry, Harold W. "Values and Educational Decisions," National Elementary Principal, 42 (November, 1962), 24-29.

The authors define value and decision and discuss how value and fact get mixed in the logical reasoning accompanying educational decisions.

Ozmon, Howard A. Value Implications in Children's Reading Material. (A study supported by a Grant from the U.S. Office of Education). College of Education, University of Virginia, 1969.

Five basal reading series were analyzed in respect to the values emphasized in the material of each. A classification according to value and reading level was made. A factor analysis was undertaken in order to determine whether or not the identified values reflected significant types of behavioral modes. Fourteen such clusters were identified.

Progressive Education, 27, No. 6 (April, 1950).

This entire issue is devoted to values. Essays included are: Ralph K. White, "Ultimate and Near-Ultimate Democratic Values," Robert Beck, "Methodology of Decision and Policy Making," Kenneth F. Herrold, "Techniques for Sensitizing Individuals to their Values," M.A. Wight, "How Our School Helps Youth with Value-Problems," George Axtelle, "How Do We Know What Values are Best?"

Rasmussen, G.R. "Perceived Value Discrepancies of Teachers and Principals: A Threat to Creative Teaching," National Association of Secondary School Principals Bulletin, 46 (March, 1962), 1-12.

Rasmussen investigates the discrepancies between teachers' self and ideal-self perceptions and their perceptions of the principals and colleagues position on a 16 item value questionnaire. Many such discrepancies are found and their implications discussed.

Rasmussen, Margaret. Implications of Basic Human Values for Education, Washington, D.C.: Association for Childhood Education International, 1964. (Pamphlet).

This pamphlet reports the implications of the proceedings of a colloquy concerned with the pressures on today's children, the effects of such pressures, and basic human values to be considered by educators. The emphasis is on the child from two to twelve.

Rowland, M.K. and DelCampo, P "Values of the Educationally Disadvantaged: How Different Are They?" Journal of Negro Education, 37 (Winter, 1968), 86-89.

This study points to the possibility that there are actually not such great differences in values between normal and educationally disadvantaged students. Values were measured on a scale similar to the Allport-Vernon-Lindzey.

Stahmer, Harold. "Religion and Moral Values in the Public Schools," Religious Education, 61 (January, 1966), 20-26.

Stahmer presents theory, rationale and suggestions for learning about religion in public schools

Torrance, E.P. "What Kinds of Persons Do We Want Gifted Children to Become?" High School Journal, 48 (November, 1964), 88-93.

This article reports a study investigating teacher's values concerning what kind of person they would like their students to become, finding that some of the values chosen are in conflict with values seen by experts as encouraging creativity and achievement of potential.

Trow, William C. "The Value Concept in Educational Psychology," Journal of Educational Psychology, 44 (1953), 449-462.

Trow discusses the affect of values on education and makes some suggestions for values in the school program and in educational psychology. His analysis of the value pressures placed on schools from groups outside it and the effects such pressures have on the school and its functioning is particularly relevant.

B. Teaching Suggestions and Materials

Archambault, R.D. "Criteria for Success in Moral Instruction," Harvard Educational Review, 33 (Fall, 1963), 472-483.

The author concerns himself with the aims of moral instruction the relation between knowledge and virtue and the responsibility of the school for the moral conduct of its student, arguing for rigorous intellectual activity which will promote moral conduct but may not insure it.

Arnspiger, V. Clyde, Brill, James A., and Rucker, W. Ray. The Human Values Series, Austin, Texas: Steck-Vaughn Co., 1967.

This is a series of graded explicitly value-oriented story books with teacher's guides.

Arnstine, D.G. "Value Models and Education: Content in the Popular Arts," Journal of Educational Sociology, 35 (September, 1961), 41-48.

A content-analysis study of value themes in the popular arts (movies, magazines, T.V.) is presented. The author concludes that the popular arts reflect dominant American cultural values as discussed by Riesman and others. He advocates analysis of popular arts in art and literature classes.

Buethe, Chris. "A Curriculum of Value," Educational Leadership, 26, No. 1 (October, 1968), 31-33.

Buethe asserts that youth of today are demanding a school curriculum that deals with issues of value, and makes some suggestions concerning what such a curriculum might include.

Crosscup, Richard. "What Do Children Value?" Wilson Library Bulletin, 39 (October, 1964), 146-150.

Mr. Crosscup lists some of the books and poetry selections that he has used successfully with junior highs, and derives from these selections six themes which children seemed to find of value. He discusses the use of selections with children of varying backgrounds.

Foshay, Arthur W., and Wann, Kenneth D. Children's Social Values. New York: Teacher's College, Columbia University, 1954.

Despite its simplistic format, this report of a systematic study of children's social values done by teachers is useful both in its findings and methodology.

Gordon, Julia H. "Grouping and Human Values," School Life, 45 (July, 1963), 10-15.

The author discusses values inherent in basic human processes and derives some guidelines for grouping children in elementary school that would be conducive to the growth of human values.

Harmin, Merrill, and Simon, Sidney B. "The Subject Matter Controversy Revisited," Peabody Journal of Education, 42, No. 4 (January, 1965), 194-205.

The authors urge the solution of the subject matter controversy in favor of a problem-centered approach. Three levels at which subject matter can be handled are given. Level I - Fact-oriented, Level II - Generalization-oriented, and Level III - Value-oriented. Concrete examples are given of subject matter treatment at each level, and a curriculum reform in these terms is advocated.

Hartford, Ellis F. "Emphasis on Moral and Spiritual Values," The Clearing House, 27, No. 9 (May, 1953), 515-522.

This article reports a high school's three years of experimentation in teaching moral and spiritual values. Faculty roles and participation are discussed. Examples are given of application in subject matter areas. Developments in the program are traced, values stressed are mentioned and an evaluation is given.

Katz, Martin. Decisions and Values. New York: College Entrance Examination Board, 1963.

Katz discusses the decisions to be made by guidance counselors relating to career guidance, emphasizing the role the student's values should play in the process.

Hoover, K.H. "Using Controversial Issues to Develop Democratic Values Among Secondary Social Studies Students," Journal of Experimental Education, 36 (Winter, 1967), 64-69.

This article presents a study of an attempt to change students' values through a program of studying controversial issues with a problem solving approach. There was a trend toward superiority of the experimental groups, but it was not a completely clear superiority.

Klevan, A. "Clarifying as a Teaching Process," Educational Leadership, 25 (February, 1968), 454-455.

Written from the theoretical and practical point of view of Raths, et. al., this paper deals with the question "What does the teacher do when children are expressing their valuing and giving evidence that thinking has occurred?" Many excellent suggestions for clarifying procedures are given for both the reflective and dissonant modes of clarifying procedures.

Krathwohl, David R., Bloom, Benjamin S., and Masia, Bertram B. Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook II: The Affective Domain. New York: David McKay Company, Inc., 1964.

The authors present their classification of behaviors in the affective domain and show how these are used in formulating educational objectives.

Lieberman, Phyllis, and Simon, Sidney B. "Values and Student Writing," Educational Leadership, 22 (March, 1965), 414-421, 438.

The authors present the values card technique and explain carefully and thoroughly what it is and how it can be utilized in the classroom.

Lippitt, Ronald, et. al. "Children Look at Their Own Behavior: Michigan Social Science Education Project," N.E.A. Journal. 53 (September, 1964), 14-16.

Lippitt reports on a project aimed at helping children learn to observe human behavior and separate factual information about such behavior from value judgements.

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A SUPPORTIVE BIBLIOGRAPHY IN VALUE EDUCATION

(A Guide for High School Libraries)

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A SUPPORTIVE BIBLIOGRAPHY IN VALUE EDUCATION

(A Guide for High School Libraries)

This selected bibliography has been compiled especially for elementary and secondary educators wishing to incorporate the teaching of human value clarification in classroom programs. The materials have been listed under particular curriculum headings. They are as follows:

I. General
(Includes materials on theory and philosophy as well as techniques and materials too general or inclusive to be listed under an individual curriculum.)

II. Arts
(Includes Art, Music)

III. Health and Physical Education
(Includes sex education)

IV. Language Arts
(Includes reading and literature, drama, speech, writing, etc.)

V. Sciences

VI. Social Studies
(Includes sociology as well as history, government, economics, international affairs, etc.)

VII. Vocational Education
(Includes home economics, shop, agriculture, etc.)

An attempt has been made to select, whenever possible, rather current materials and those which might be most readily available to the greatest number of educators. Materials not found in a school library may be available in a large city library or in one of the larger university libraries in the state.

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VOCATIONAL EDUCATION

Bradley, H.R. "Punt, Pass, and Pray, Philosophy for Teaching Moral and Spiritual Values in our Vocational Agriculture Departments," The Agricultural Education Magazine, 34 (December, 1961), 137+.

Brown, M.M. "Values in Home Economics," Journal of Home Economics, 59 (December, 1967), 769-775.

Dawson, K.E. "Providing Basic Values," Industrial Arts Teacher, 22 (November, 1962), 7-8.

Hartford, Ellis F. "Emphasis on Moral and Spiritual Values," The Clearing House, 27 (May, 1953), 515-22.

Ingersoll, H.L. "Family Values in a Consumer Age," Journal of Home Economics, 53 (September, 1961), 543-46.

Keenan, D. "Exploring Value Patterns of Teenagers in Family Living Classes," Journal of Home Economics, 59 (December, 1967), 776-78.

Lee, D. "Attitudes and Values: Family, Community, Individual," Journal of Home Economics, 54 (October, 1962), 690-94.

Wood, D.H. "Values in Vocational Agriculture," The Agricultural Education Magazine, 39 (July, 1966), 4.

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VALUES BIBLIOGRAPHY

of

ELEMENTARY FICTION*

*Prepared by Edna Smith for Project on Student Values, directed by Walter L. Thomas.

ABSTRACT

Teachers have a duty to help students in the valuing process, beginning with Kindergarten students and continuing as long as they are in school. I believe stories are a valuable instrument to use in value clarification. To help the elementary teachers use the books in my library to the best advantage and to help me give better suggestions to each student, I have made a bibliography of my elementary fiction books. This is divided into two interest groups - Kindergarten through third grade, and fourth through sixth grade. There is also a reading level notation and a short annotation with each entry. I used the terminology from the listing of intrinsic and instrumental values as developed by Dr. Milton Rokeach which was given to us in class. I used only the titles which seemed pertinent to the books I have.

The following is a list of the value titles I used.

1. Ambitious. Here also are the books dealing with attitudes towards work.

2. Broadminded. These books give a symmathetic view of other cultures or sub-cultures.

3. Courageous. This means standing up for your beliefs as well as facing physical dander.

4. Equality. These books present the idea of equal opportunities for minority groups.

5. Forgiving. Usually forgiving comes with understanding.

6. Friendship. The joys of friendship, and how to make friends are presented.

7. Helpful. These deal with generosity, teamplay and helpfulness to others.

8. Imaginative. Many biographies would exemplify this value, but they are not included in this bibliography.

9. Independent. These deal with self-reliance or with physical handicaps or fears overcome.

10. Intellectual. In these books the characters have thought about the meanings of things.

11. Loving. Family relationships are mostly what is presented.

12. Polite. The importance of being courteous is presented.

13. Responsible. The characters are reliable, dependable.

14. Self-respect. Acceptance of one's self or his culture is stressed.

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PHILOSOPHICAL [illegible]

Stories have been one way that certain values which have been considered good, have been presented to the younger generation. Some have had a definite moral spelled out at the end of the story, such as in Aesop's fables. Most early writers for children had an obvious value that they wished their young readers to accept. Writers now are not as blunt in presenting the values they prize, but they are there.

In my capacity as a libarian I suggest to the elementary teachers ways in which our books may be used, or the best books for the use the teacher has in mind. I hope to be able to persuade teachers to do more teaching for value clarity, and this bibliography can assist them. I can also make use of the knowledge I have gained of my books when I suggest books for students to read or talk with them about what they have read.

The value judgment given in the books in my library stress what most Americans feel are "good" values. However the net value judgment children get after reading a number of books might not be the value judgment any one of the authors had in mind. I have had many children tell me the "naughty" child has more fun than the "good" child.

I feel children need to be exposed to many value experiences. Books can provide vicarious experiences to help children consider alternative values.

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FOREWORD

When I went over the books on my shelves I tried to analyze what value was presented in each book. Some books would have several values presented, and some did not have any that could be pin-pointed. The values I listed seemed to fall most naturally into the list of intrinsic and instrumental values as developed by Dr. Milton Rokeach. Not all of the values he lists are used in my bibliography. Most of the values I list are instrumental, which is not surprising for elementary reading.

This bibliography is divided into two sections according to the grade of the child the book would appeal to. I have used the Kindergarten through third grade, and fourth through sixth grade, as the grade groupings. This of course will have to be adjusted for some children. I have also given a reading level notation with each entry, plus a short annotation to give an idea what the story is about.

The value titles I used are: ambitious, broadminded, courageous, equality, forgiving, friendship, helpful, imaginative, independent, intellectual, loving, polite, responsible, and self-respect.

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AMBITIOUS

Bell, Thelma Harrington. Mountain Boy. Eau Claire: E. M. Hale & Co., 1947.
" I can't," leads to trouble, but " I can" gets the work done for both donkey and boy.
Reading level: 3 Interest: 1-3

Ets, Marie. Mister Penny. New York: Viking Press, 1946.
The animals belonging to Mister Penny find they enjoy working.
Reading Level: 2 Interest: K-2

Felt, Sue. Rosa-too-little. Garden City: Doubleday & Co., 1950.
Rosa learns to write her name so she can sign out books at the library.
Reading level: 2 Interest: 1-3

Gramatky, Hardie. Little Toot. New York: G. P. Putnam's Sons, 1939.
The little tugboat liked to play but found he could like to work too.
Reading level: 2 Interest: K-3

Mason, Miriam E. Happy Jack. New York: Macmillan Co., 1959.
A donkey discovers that if you are not afraid of work, it will not hurt you.
Reading level: 3 Interest: 2-4

Piper, Watty. The Little Engine that Could. New York: The Platt and Munk Co., 1954.
The little engine who " thought I could" took the train of toys over the mountain.
Reading level: 2 Interest: K-2

COURAGEOUS

Bannon, Laura. Billy and the Bear. Eau Claire: E. M. Hale & Co., 1949.
Billy was afraid, but he knew he must keep the pet bear performing until its owner came, or the bear might be shot.
Reading level: 3 Interest: 1-3

Dennis, Wesley. Flip and the Cows. New York: Viking Press, 1942.
Flip was afraid of the cows until he found they were afraid of him.
Reading level: 2 Interest: K-3

Enright, Elizabeth. Kintu. Eau Claire: E. M. Hale & Co., 1935.
Kintu overcame his fear of the jungle when he followed the advice of the witch doctor.
Reading level: 3 Interest: 2-4

Gramatky, Hardie. Little Toot. New York: G. P. Putnam's Sons, 1939.
When there was no one else to save the ship, Little Toot faced the danger.
Reading level: 2 Interest: K-3

Jackson, Mary Coleman. Climb to the Crow's Nest. Chicago: Follett Co., 1957.
Joey was afraid to climb to the high rigging of the ship, but he did when it depended on him to sight the school of sardines.
Reading level: 3 Interest: 3-6

MacDonald, Golden. Little Frightened Tiger. Garden City: Doubleday & Co., 1953.
Little Tiger finds everything is afraid of something.
Reading level: 2 Interest: K-2

Williams, Gweneira. Timid Timothy. New York: William R. Scott, 1944.
Timothy , the kitten, was afraid of all the animals until he visited a toy shop.
Reading level: 2 Interest: K-2

FRIENDSHIP

Anglund, Joan Walsh. Cowboy and His Friend. New York: Harcourt, Brace & World, 1961.
Cowboy's friend does every thing with him.
Reading level: 2 Interest: K-2

Anglund, Joan Walsh. A Friend Is Someone who Likes You. New York: Harcourt, Brace & World, 1958.
Not a story- more like an illustrated essay on friendship, for small children.
Reading level: 2 Interest:K-3

Bannon, Laura. Manuela's Birthday. Eau Claire: E. M. Hale & Co., 1939
Manuela's friends give her just the right gifts for her birthday.
Reading level: 3 Interest: 1-3

Beim, Jerrold. Two Is a Team. New York: Harcourt, Brace & World, 1945.
Two little boys find the fun of sharing.
Reading level: 2 Interest: K-2

Bryan, Dorothy and Marguerite. Friendly Little Jonathan. New York: Dodd, Mead & Co., 1939.
Jonathan was so friendly the big dog couldn't stay fierce.
Reading level: 2 Interest: K-2

Clymer, Eleanor. Sociable Toby. New York: F. Franklin Watts Co., 1956.
Toby the dog is so friendly he gets people to be friends too.
Reading level: 3 Interest: 2-5

Cohen, Miriam. Will I Have a Friend? New York: The Macmillan Co., 1967.
Jim makes friends at school when he starts sharing.
Reading level: 2 Interest: K-2

Dalgliesh, Alice. The Courage of Sarah Noble. New York: Charles Scribner's Sons, 1954.
Big John, the Indian, and his family become special friends of Sarah.
Reading level: 3 Interest: 2-5

FRIENDSHIP- continued

Daugherty, James. The Picnic. New York: The Viking Press, 1958.
Father Mouse says, "Much of our trouble with disliking people is not knowing them."
Reading level: 2 Interest: K-3

DeJong, Meindert. Good Luck Duck. New York: Harper & Brothers, 1950.
Timothy became a friend to the duck when he finally understood why the duck was acting like he did.
Reading level: 3 Interest: 3-6

Fatio, Louise. The Happy Lion and the Bear. New York: McGraw Hill Book Co., 1964.
The lion and the bear each thought he had to show the other one he was not afraid of him.
Reading level: 2 Interest: K-3

Foreman, Michael. The Two Giants. New York: Pantheon Books, 1967.
Even the weather was affected when the giants quarreled.
Reading level: 2 Interest: K-3

Gardner, Lillian. The Oldest, the Youngest, and the One in the Middle. Eau Claire: E. M. Hale & Co., 1954.
The children in a neighborhood experience what it feels like to be left out of a group.
Reading level:2 Interest: K-3

Hogan, Inez. Nappy Has a New Friend. New York: E. P. Dutton & Co., 1947.
Nappy and his colored friend Tommy find many things to do together.
Reading level: 2 Interest: 1-3

Mannheim, Grete. The Two Friends. New York: Alfred A. Knopf, 1968.
When a little white girl says, "won't you play with me?" to a little colored girl, they become friends.
Reading level: 2 Interest: K-3

Milhous, Katherine. Appolonia's Valentine. New York: Charles Scribner's Sons, 1954.
Each child took special care so his valentine would express just the right idea to his friend.
Reading level:3 Interest: 3-6

FRIENDSHIP - continued

Savage, Joan. Hurray for Bobo. Chicago: Children's Press, 1947.
Bobo's mother tells him, "He who is not worth having for a friend will never have a friend."
Reading level: 2 Interest: K-3

Thompson, Vivian L. Faraway Friends. New York: Holiday House, 1963.
Lani and Kawili show Mary Jane how to make friends.
Reading level: 3 Interest: 3-6

White, E.B. Charlotte's Web. New York: Harper & Brothers, 1952.
A spider and a pig have a special friendship.
Reading level: 4 Interest: 3-6

Will & Nicolas. Finder's Keepers. New York: Harcourt, Brace & World, 1951.
The two dogs decide to be friends and share their bone.
Reading level:2 Interest: K-3

Zolotow, Charlotte. The Quarreling Book. New York: Harper & Brothers, 1963.
Both quarreling and friendliness were contagious.
Reading level: 3 Interest: 1-4

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HELPFUL

Beim, Jerrold. The Smallest Boy In Class. New York: William Morrow & Co., 1949.
The smallest boy was the most generous and helpful.
Reading level: 2 Interest: K-2

Brown, Myra Berry. Company Is Coming For Dinner. New York: F. Franklin Watts, 1959.
A small boy helps his mother prepare for company.
Reading level: 2 Interest: K-2

Dalgliesh, Alice. Courage Of Sarah Noble. New York: Charles Scribner's Sons, 1954.
Sarah's father says, "There are those people in the world who do not help others along the way- and there are those who do."
Reading level: 3 Interest: 2-5

Daugherty, James. Andy and the Lion. Eau Claire: E. M. Hale & Co., 1938.
Andy has a moment of glory because he helped the lion.
Reading level: 2 Interest: 1-3

Daugherty, James. The Picnic. New York: The Viking Press, 1958.
The mouse family proved they could be very helpful to the lion.
Reading level: 3 Interest:1-3

Davis, Alice Vought. Timothy Turtle. New York: Harcourt, Brace & World, 1940.
All of the animals try to help their friend Timothy.
Reading level: 2 Interest: K-3

Fatio, Louise. The Happy Lion and the Bear. New York: Whittesey House, McGraw Hill Book Co., 1964.
The bear and the lion forgot their quarrel when Francois needed their help.
Reading level: 2 Interest: K-3

Hader, Berta. The Big Snow. New York: The Macmillan Co., 1948.
The old man and woman feed the animals all through the long hard winter.
Reading level: 3 Interest: 1-3

HELPFUL -continued

Kissin, Rita. Zic-Zac. Eau Claire: [illegible] Co., 1942.
The crocodile bird and the crocodile mutually help each other.
Reading level: 3 Interest: 2-4

Lobel, Arnold. Prince Bertram the Bad. New York: Harper & Brothers, 1963.
The prince saves himself by an act of helpfulness.
Reading level: 3 Interest: K-3

Potter, Beatrix. The Tailor Of Glouchester. New York: Frederick Warne & Co., 1931.
The mice finished the waistcoat for the sick tailor so it would be done on time.
Reading level: 3 Interest:K- 4

Ruskin, John. The King Of the Golden River. Cleveland: World Publishing Co., 1929.
Because Gluck is helpful and kind, he receives the treasure but his selfish brothers are turned into stone.
Reading level: 4 Interest: 2-6

Wiseman, B. The Log and Admiral Frog. New York: Harper & Brothers, 1961.
The animals worked together and drove away their enemy.
Reading level: 2 Interest: K-3

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IMAGINATIVE

Bromhall, Winifred. Mary Ann's First Picture. Eau Claire: E. M. Hale & Co., 1948.
A paint blob nearly spoiled her picture, until Mary Ann was creative and turned it into an apple.
Reading level: 2 Interest: 1-3

Daugherty, James. Andy and the Lion. Eau Claire: E. M. Hale & Co., 1938.
Andy gets a book from the libary and has many wonderful adventures in his imagination.
Reading level: 2 Interest: 1-3

Ness, Evaline. Sam, Bangs and Moonshine. New York: Holt, Rinehart & Co., 1966.
Samantha found her imagination made trouble for herself and her friends.
Reading level: 3 Interest: 1-4

Slobodkin, Louis. Clear the Track. Eau Claire: E. M. Hale & Co., 1945.
Mike's imagination takes him on a wonderful train ride.
Reading level: 2 Interest: K-2

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INDEPENDENT

Anderson, M. W. The Crooked Colt. New York: The Macmillan Co., 1954.
The crooked colt keeps trying until he can run and play like the other colts.
Reading level: 2 Interest: K-3

Bennett, Rainey. The Secret Hiding Place. Cleveland: World Publishing Co., 1960.
Everyone needs a place to be alone- but not too alone.
Reading level: 2 Interest: K-3

Bennett, Richard. Not a Teeny Weeny Wink. Garden City: Doubleday & Co., 1959.
Two boys go camping alone- but don't sleep.
Reading level: 2 Interest: 1-3

Blaisdell, Mary Francis. Cherry Tree Children. Boston: Little, Brown & Co., 1957.
Most of the animals plan ahead for their wimter's food.
Reading level: 1 Interest: 1-2

Evans, Katherine. The Man, the Boy, and the Donkey. Chicago: Albert Whitman & Co., 1958.
It does not work to try to please everyone.
Reading level: 2 Interest: K-3

Holland, Joyce. First Day of School. Minneapolis: T. S. Denison & Co., 1962.
David learns to be happy at school without his mother.
Reading level:2 Interest: K -1

Leaf, Munro. Boo, Who Used to be Afraid of the Dark. New York: Random House, 1948.
Boo is shown by his cat that he has nothing to fear when the lights are turned out at night.
Reading level: 2 Interest: K-2

Lipkind, William. Boy with a Harpoon. New York: Harcourt, Brace & World, 1952.
The Eskimo boy kept practicing until he could handle himself in the water as well as his father.
Reading level: 3 Interest: 3-4

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INTELLECTUAL -continued

Taylor, Mark. Henry the Explorer. New York: Atheneum, 1966.
Henry marks his trail, like a good explorer, and safely comes home again.
Reading level:2 Interest: K-3

Thaver, Jane. A Drink for Little Red Diker. New York: William Morrow & Co., 1963.
Diker wanted to go to the lake by himself for a drink, and he finally did.
Reading level:2 Interest: 1-3

Thompson, Vivian. Camp-in-the-Yard. New York: Holiday House, 1961.
When the boys camp in the yard they aren't as brave as they think they will be.
Reading level: ? Interest: K-3

Yashima, Taro. Umbrella. New York: The Viking Press, 1958.
Red boots and an umbrella give Momo a feeling of self-reliance.
Reading level: 2 Interest: K-3

INTELLECTUAL

Caudill, Rebecca. "Did You Carry the Flag Today, Charley?" New York: Holt, Rinehart & Winston, 1966.
Charley goes to Head Start and upsets the routine because he is interested in finding out about everything and thinking about how something might feel.
Reading level: 3 Interest: 1-4

Ness, Evaline. Exactly Alike. New York: Charles Scribner's Sons, 1964.
Elizabeth ponders the problem of getting along with her brothers, and at last gains an insight into her relationship with them.
Reading level: 3 Interest: 2-4

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LOVING

Anglund, Joan Walsh. Love Is a Special Way of Feeling. New York: Harcourt, Brace & World, 1960.
A small book of illustrated descriptions of love.
Reading level: 3 Interest: 1-4

Brenner, Barbara. Nicky's Sister. New York: Alfred A. Knopf, 1966.
Nicky was going to leave home, when he discovered his baby sister needed him.
Reading level: 2 Interest: K-3

Brown, Margaret Wise. Little Fur Family. New York: Harper & Brothers, 1946.
The little fur family have love and concern for each other.
Reading level: 2 Interest: K-2

Brown, Margaret Wise. The Runaway Bunny. New York: Harper & Brothers, 1942.
The little bunny finds his mother's love will follow him everywhere.
Reading level: 2 Interest: K-2

Brown, Palmer. Something For Christmas. New York: Harper & Row, 1958.
Love was the best gift for mother.
Reading level: 2 Interest: K-2

Damjan, Mischa. Atuk. New York: Pantheon Books, 1966.
Atuk finds love a better solution than hate and revenge.
Reading level: 3 Interest: 3-6

Flack, Marjorie. Ask Mr. Bear. New York: The Macmillan Co., 1932.
A bear hug is a good birthday gift for mother.
Reading level: 2 Interest: K-2

Handforth, Thomas. Mei Li. Garden City: Doubleday & Co., 1938.
Mei Li has wonderful adventure in town, but she is glad to be back to the warm love of her family.
Reading level: 3 Interest: 1-3

Hawkins, Quail. The Best Birthday. Garden City: Doubleday & Co., 1954.
Dick thinks his parents do not love him when the new baby is born, but finds he is still an important part of the family.
Reading level:3 Interest: 1-3

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LOVING - continued

Hill, Elizabeth Starr. Evan's Corner. New York: Holt, Rinehart & Winston, 1967.
Evan did not get the expected satisfaction from having his own corner until he included his brother in what he was doing.
Reading level: 3 Interest: K-3

Kessler, Ethel & Leonard. The Day Daddy Stayed Home. New York: William R. Scott, 1962.
When the big snow storm forces Daddy to stay home, he and his little boy work and play together.
Reading level: 1 Interest: K-2

Kraus, Ruth. The Bundle Book. New York: Harper & Brothers, 1951.
A mother plays a game of love.
Reading level: 2 Interest: K-2

Lindgren, Astrid. Lotta on Troublemaker Street. New York: The Macmillan Co., 1963.
Lotta moves away from home- until night comes.
Reading level: 3 Interest: 1-4

Lindman, Maj. Snipp, Snapp, Snurr and the Red Shoes. New York: Whitman Co., 1932.
The three brothers work very hard for money to buy red shoes for their mother's birthday gift.
Reading level: 2 Interest: K-3

Liu, Beatrice. Little Wu and the Watermelons. Chicago: The Follett Publishing Co., 1954.
Little Wu wanted to buy his mother an ornament to show her the thought she was beautiful, but pleased his mother more by what he did do with his money.
Reading level: 3 Interest: 3-6

Ness, Evaline. Exactly Alike. New York: Charles Scribner's Sons, 1964.
Elizabeth and her brothers learn the meaning of "give and take".
Reading level: 3 Interest: 1-3

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LIVING - continued

Gilder, Laura Ingalls. The Little House in the Big Woods. New York: Harper & Brothers, 1953.
The dangers of pioneer life do not seem to matter very much when there is a warm loving family.
Reading level: 3 Interest: K-4

Yashima, Taro. The Red Clogs. New York: The Viking Press, 1962.
A quiet story which portrays a Japanese mother's understanding of her daughter.
Reading level:3 Interest: 1-3

Zolotow, Charlotte. Mr. Rabbit and the Lovely Present. New York: Harper & Brothers, 1962.
A little girl is helped to think of a nice birthday present for her mother.
Reading level: 2 Interest: K-2

Zolotow, Charlotte. The Sky Was Blue. New York: Harper & Brothers, 1963.
Each generation has the same sky, grass, snow, sun,- and mother's love.
Reading level: 2 Interest: K-3

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POLITENESS

Bradbury, Bianca. One Kitten Too Many. Boston: Houghton Mifflin, 1952.
The stray kitten gained a friend when he learned to be polite.
Reading level: 2 Interest: 1-3

Bryant, Bernice. Everybody Likes Butch. Chicago: Children's Press, 1947.
Butch learns he is better liked in Kindergarten when he shows consideration for others.
Reading level: 2 Interest: K-2

Ets, Marie. Little Old Automobile. New York: Viking Press, 1948.
Little Old Automobile bumped into something once too often.
Reading level: 3 Interest:1-3

Merrill, Jean. The Elephant Who Liked to Smash Small Cars. New York: Pantheon Books, 1967.
Elephant found it was to his own interest to be considerate of others.
Reading level: 2 Interest: K-2

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SELF- CONCEPT

Bailey, Carolyn Sherwin. The Little Rabbit Who Wanted Red Wings. New York: The Platt & Munk Co., 1945.
Little Rabbit decides he can be happy as a regular rabbit.
Reading level: 2 Interest: K-3

Bright, Robert. Which Is Willy? Garden City: Doubleday & Co., 1962.
Willy stops trying to be something he isn't.
Reading level: 2 Interest: K-3

Duvoisin, Roger. Donkey, Donkey. New York: Parents Magazine Publishers, 1968.
Donkey Donkey gained respect for his donkey ears after trying to wear them like the other animals did theirs.
Reading level:2 Interest: K-3

Fischer, Hans. Pitschi. Harcourt, Brace & Co., 1953.
After Pitschi has some unpleasant experiences he wants to be just a kitten.
Reading level: 3 Interest: K-3

Massey, Joanne. The Littlest Witch. New York: Alfred A. Knopf, 1959.
The little witch found something she could do in which she could take pride.
Reading level:3 Interest: 1-4

Moore, Nancy. The Unhappy Hippopotamus. New York: Vanguard Press, 1957.
Nancy tried many ways to be happy but it wasn't until she acted like a hippopotamus that she was happy.
Reading level: 3 Interest: 1-4

Vorse, Mary Ellen. Wakey Goes to Bed. Chicago: Scott, Foresman & Co., 1941.
Wakey discovers each animal has its own way to sleep, and a boy's way is best for him.
Reading level: 2 Interest: K-2

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AMBITIOUS

Arora, Shirley L. " What Then, Ramon?" Chicago: Follett Publishing Co., 1960.
Ramon is the first one in his village in India to learn to read.
Reading level: 6 Interest: 4-6

Bulla, Clyde. Benito. New York: Thomas Y. Crowell Co., 1961.
Benito had one ambition- to be an artist. Every thing seemed to be against him, but his perseverance pays.
Reading level: 4 Interest: 4-6

de Trevino, Elizabeth Borton. About Bellamy. New York: Harper & Brothers, 1940.
Bellamy wanted to be a great dancer like her grandmother, but first she had to overcome her father's refusal to let her dance.
Reading level:6 Interest: 4-6

Fenton, Edward. Hidden Trapezes. Garden City: Doubleday & Co., 1950.
A young boy spends many hours practicing on the trapeze, even though he has been forbidden, and wins his right to be a regular performer.
Reading level: 5 Interest:5-6

Mason, Miriam E. Happy Jack. New York: Macmillan Co., 1959.
Happy Jack, the donkey, found that if you are not afraid of work it will not hurt you.
Reading level: 3 Interest: 2-4

ABRIDGED

Arner, Laura dams. Waterless Mountain. New York: Longmans, Green & Co., 1931.
Navajo Indian life.
Reading level:6 Interest: 5-6

Arora, Shirley. "What Then, Ramon?" Chicago: Follett Publishing Co., 1960.
Life in a village of India.
Reading level: 6 Interest: 5-6

Baum, Betty. New Home for Theresa. New York: Alfred A. Knopf, 1968.
The life of colored people in New York City.
Reading level: 6 Interest: 5-6

Baum, Betty. Patrica Crosses Town. New York: Alfred A. Knopf, 1965.
A colored girl in a group bussed to a white school.
Reading level: 5 Interest: 4-6

Bishop, Curtis. Little League Amigo. Philadelphia: J. B. Lippincott & Co., 1964.
Cuban immigrants who have fled from Castro.
Reading level: 5 Interest: 4-6

Clark, Ann Nolan. Little Navajo Bluebird. New York: The Viking Press, 1943.
The Navajo Indians in a changing world.
Reading level: 4 Interest: 4-6

Clark, Ann Nolan. Santiago. New York: The Viking Press, 1955.
Indian life in Guatemala.
Reading level: 6 Interest: 6

Clark, Ann Nolan. Secret of the Andes. New York: The Viking Press, 1952.
The Inca Indians of Peru.
Reading level: 5 Interest: 4-6

Davis, Robert. Pepperfoot. New York: Holiday House, 1941
The Berber tribes in North Africa.
Reading level: 5 Interest: 4-6

French, Harry. The Lance of Kanana. Eau Claire: E. M. Hale & Co., 1920.
The Arab people of the Sahara Desert.
Reading level: 5 Interest: 4-6

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BROADMINDED - continued

Garlan, Patricia. Orange-Robed Boy. New York: The Viking Press, 1967.
Burma and the Buddhist religion.
Reading level: 4 Interest: 4-6

Gates, Doris. Blue Willow. New York: The Viking Press, 1940.
Migrant family living.
Reading level: 5 Interest: 4-6

Gati, Attilio. Saranga the Pigmy. New York: Charles Scribner's Sons, 1940.
Pigmies of Africa.
Reading level: 5 Interest: 4-6

Graham, Lorenz. South Town. Chicago: Follett Publishing Co, 1959.
The life of colored people in a southern town.
Reading level: 6 Interest: 5-6

Hall, Esther. Mario and the Chuna. Eau Claire: E. M. Hale & Co., 1940.
Life of an Indian family in Argentina.
Reading level:4 Interest: 4-6

Jackson, Jesse. Call Me Charley. New York: Harper & Brothers, 1945
The life of the only colored family in a northern town.
Reading level: 6 Interest: 5-6

Judson, Clara Ingram. The Lost Violin. Chicago: The Follett Publishing Co., 1947.
The life of Bohemian immigrants.
Reading level: 5 Interest: 5-6

Judson, Clara Ingram. Michael's Victory. Chicago: The Follett Publishing Co., 1946.
The life of Irish immigrants.
Reading level: 5 Interest: 5-6

Judson, Clara Ingram. Petar's Treasure. Chicago: The Follett Publishing Co., 1945.
The life of Dalmatian immigrants.
Reading level: 5 Interest: 5-6

BOOKS RECOMMENDED - continued

Knoop, Faith Yingling. Lars and the Luckstone. Eau Claire: E. M. Hale & Co., 1950.
Life of the Laplanders with their reindeer.
Reading level: 5 Interest: 4-6

Lenski, Lois. Judy's Journey. Philadelphia: J. B. Lippincott & Co., 1947.
Migrant living from Florida to New Jersey.
Reading level: 4 Interest: 4-6

Lenski, Lois. Little Sioux Girl. Philadelphia: J. B. Lippincott & Co., 1958.
The life of the Sioux Indians now.
Reading level: 4 Interest: 4-6

Lewis, Elizabeth. Ho-ming. Chicago: John C. Winston Co., 1934.
Chinese family life during the time the Communists were beginning their struggle for power.
Reading level: 6 Interest: 5-6

Lipkind, William. Boy with a Harpoon. New York: Harcourt, Brace & Co., 1952.
Eskimo life.
Reading level: 3 Interest: 5-6

Mirsky, Reba Paeff. Seven Grandmothers. Chicago: The Follett Publishing Co., 1955.
Zulu life in Africa.
Reading level: 4 Interest: 4-6

Rankin, Louise. Daughter of the Mountain. New York: The Viking Press, 1948.
Tibetan customs and life.
Reading level: 6 Interest: 5-6

Rooke, Daphne. Twins in South Africa. Boston: Houghton Mifflin Co., 1955.
A Dutch family living in Zulu country, in Africa.
Reading level: 6 Interest: 6

BIBLIOGRAPHY- continued

Sperry, Armstrong. The Rain Forest. New York: The Macmillan Co., 1947.
Life in the New Guinea jungle.
Reading level: 6 Interest: 6

Sperry, Armstrong. Thunder Country. New York: The Macmillan Co., 1952.
Life in the Venezuelan jungle.
Reading level: 6 Interest: 6

Van Stockum, Hilda. The Winged Watchman. New York: Farrar, Straus & Co., 1962.
Life in Holland during World War II.
Reading level: 5 Interest: 5-6

Waldeck, JoBesse McElveen. Little Jungle Village. New York: The Viking Press, 1940.
Life in a jungle village of British Guiana.
Reading level: 6 Interest: 6

Weiner, Sandra. it's wings that make birds fly. New York: Pantheon Books, 1968.
Life of a colored boy in Harlem.
Reading level: 4 Interest: 4-6

Woods, Hubert C. Child of the Arctic. Chicago: The Follett Publishing Co., 1962.
Eskimo Life.
Reading level: 4 Interest: 4-5

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Equality

Baum, Betty. A New Home for Theresa. New York: Alfred A. Knopf, 1968.
Black and white people learn to live together.
Reading level: 6 Interest: 5-6

Gates, Doris. Blue Willow. New York: Viking Press, 1940
Janey meets the intolerance often shown to migrant families.
Reading level: 5 Interest: 4-6

Graham, Lorenz. South Town. Chicago: Follett Publishing Co., 1959.
A black family struggles to have equal opportunity in school and jobs.
Reading level: 6 Interest: 5-6

Lenski, Lois. Judy's Journey. Philadelphia: J. B. Lippincott Co., 1947.
The migrant workers find poor living and working conditions.
Reading level: 4 Interest: 4-6

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COURAGEOUS

Baum, Betty. A New Home for Theresa. New York: Alfred A. Knopf, 1968.
Some families at a mixed housing development find they have to put action behind their beliefs.
Reading level: 6 Interest: 5-6

Doone, Radko. Nuvat the Brave. Eau Claire: E. M. Hale & Co., 1934.
Nuvat was afraid of the dangers of hunting, but found he could face even a ferocious bear when his life depended on it.
Reading level: 5 Interest: 4-6

Enright, Elizabeth. Kintu. Eau Claire: E. M. Hale & Co., 1935.
Kintu was afraid of the jungle until the witch doctor made him face his fear.
Reading level: 3 Interest: 2-4

Estes, Eleanor. The Hundred Dresses. New York: Harcourt, Brace & World, 1944.
Mattie's failure to speak out for what she knew was right caused her to do some serious thinking.
Reading level: 4 Interest: 4-6

French, Harry. The Lance of Kanana. Eau Claire: E. M. Hale & Co., 1920.
Kanana was thought a coward by his father but he proves bravery is more than fighting.
Reading level: 5 Interest: 4-6

Graham, Lorenz. South Town. Chicago: Follett Publishing Co., 1958.
Conflict between the people who stood up for what they believed and those who wanted the black community to stay in their "place".
Reading level: 6 Interest: 5-6

Jackson, Mary Coleman. Climb to the Crow's Nest. Chicago: Follett Publishing Co., 1957.
Joey was afraid to climb to the high rigging of the ship but he did when he realized sighting a school of sardines depended on him.
Reading level: 3 Interest: 3-6

SUBJECT AREA - continued

Linkind, William. Boy with a Harpoon. New York: Harcourt, Brace & World, 1952.
Little Seal wins the right to go on a whale hunt.
Reading level: 3 Interest: 3-6

Macken, Walter. The Flight of the Doves. New York: Macmillan Co., 1968.
Finn takes a perilous journey because he believes his little sister needs the love of a home with their grandmother.
Reading level: 5 Interest: 4-6

Rankin, Louise. Daughter of the Mountains. New York: Viking Press, 1948.
Momo faces many dangers to get back her stolen pet dog.
Reading level: 6 Interest: 5-6

Sperry, Armstrong. Call It Courage. New York: The Macmillan Co., 1940.
Mafatu knew he must face and conquer Moana, the sea god.
Reading level: 6 Interest: 4-6

Thurber, James. The Great Quillow. New York: Harcourt, Brace & World, 1944.
A story of intelligence and courage against brute force.
Reading level: 4 Interest: 4-6

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FRIENDSHIP.

Bishop, Curtis. Little League Amigo. Philadelphia: J. B. Lippincott Co., 1964.
It takes awhile, but the Galvez family find new friends in the United States.
Reading level: 5 Interest: 4-6

Clymer, Eleanor. Sociable Toby. New York: F. Franklin Watts Co., 1956.
Toby the dog, is so friendly he gets people to be friends too.
Reading level: 3 Interest: 2-5

Coatsworth, Elizabeth. The Cat Who Went To Heaven. New York: The Macmillan Co., 1939.
The love of the artist for his friend the cat, assures the cat of a place in heaven.
Reading level:6 Interest: 5-6

Dalgliesh, Alice. The Courage Of Sarah Noble. New York: Charles Scribner's Sons, 1954.
Big John the Indian, and his family become special friends of Sarah.
Reading level: 3 Interest: 2-5

De Angeli, Marguerite. Bright April. New York: Doubleday & Co., 1946.
A black girl finds friends in her Brownie troop.
Reading level: 4 Interest: 3-6

DeJong, Meindert. Along Came a Dog. New York: Harper & Brothers, 1958.
The strange friendship between a dog and a hen.
Reading level:5 Interest: 4-6

Jackson, Jesse. Call Me Charley. New York: Harper & Brothers, 1945.
Charley, a black boy, has difficulties accepting the friendship of the white boys.
Reading level: 6 Interest: 5-6

Lenski, Lois. Judy's Journey. Philadelphia: J. B. Lippincott Co., 1947.
Judy learns that if you are friendly first, people will usually be friendly to you.
Reading level: 5 Interest: 4-6

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FRIENDSHIP- continued

Lenski, Lois. Little Sioux Girl. Philadelphia: J. B. Lippincott Co., 1958.
The Sioux felt a Christmas gift to a friend should be a real sacrifice to show how much the friend was liked.
Reading level: 4 Interest: 4-6

Lovelace, Maud Hart. Betsy-Tacy. New York: Thomas Y. Crowell, 1940.
Two special friends have the ability to comfort each other.
Reading level: 4 Interest: 4-6

Meigs, Cornelia. The Willow Whistle. New York: The Macmillan Co., 1931.
The settlers and the Indians needed to be friends for the good of both.
Reading level: 4 Interest: 4-6

Milhous, Katherine. Appolonia's Valentine. New York: Charles Scribner's Sons. 1954.
Each child took special care that his valentine would express just the right idea to his friend.
Reading level: 3 Interest: 3-6

Reynolds, Barbara Leonard. Emily San. New York: Charles Scribner's Sons, 1955.
Emily makes friends in Japan.
Reading level: 4 Interest: 4-6

Thompson, Vivian L. Faraway Friends. New York: Holiday House, 1963.
Lani and Kawili show Mary Jane how to make friends.
Reading level: 3 Interest: 3-6

White, E. B. Charlotte's Web. New York: Harper & Brothers, 1952.
A spider and a pig have a special friendship.
Reading level: 4 Interest: 3-6

Zolotow, Charlotte. The Quarreling Book. New York: Harper & Bros., 1963.
Both quarreling and friendship were contagious.
Reading level:3 Interest: 1-4

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FORGIVING

Burgwyn, Mebane Holoman. River Treasure. [illegible] Claire: E. M. Hale & Co., 1947.
Guy hated his stepmother for what she did to him, but later, with understanding, he was able to forgive her.
Reading level: 5 Interest: 4-6

De Angeli, Marguerite. Bright April. Garden City: Doubleday & Co., 1946.
April has the problem of forgiving a white girl for making remarks about her because she is colored.
Reading level: 4 Interest: 4-6

Doss, Helen. The Really Real Family. Boston: Little, Brown & Co., 1959.
Two little girls learn to figuratively walk in the other's shoes.
Reading level: 3 Interest: 2-4

Estes, Eleanor. The Hundred Dresses. New York: Harcourt, Brace & World, 1944.
Wanda was teased by the girls, but she had an unexpected way of showing them she forgave them.
Reading level: 4 Interest: 4-6

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[illegible]

Westerman, Catherine. The Quaint and Curious Quest of Johnny Longfoot, the Shoe King's Son. Indianapolis: Bobbs-Merrill, 1947.
Johnny is helpful to others, so they help him on his travels.
Reading level: 5 Interest: 4-6

Bishop, Curtis. Little League Amigo. Philadelphia: J. B. Lippincott Co., 1964.
Carlos learns the good of the team comes before individual glory.
Reading level: 5 InterestL 5-6

Christopher, Matt. Baseball Flyhawk. Boston: Little, Brown & Co., 1963.
A Cuban boy saves the life of one of his team-mates.
Reading level: 4 Interest: 4-6

Dalgliesh, Alice. Courage Of Sarah Noble. New York: Charles Scribner's Sons, 1954.
Sarah's father says, "There are those people in the world who do not help others along the way- and there are those who do."
Reading level: 3 Interest: 2-5

De Angeli, Marguerite. Thee, Hannah. Garden City: Doubleday & Co., 1940.
Hannah does not mind wearing her Quaker bonnet after she realizes it symbolizes help to those who see it.
Reading level:4 Interest: 4-6

Macken, Walter. The Flight Of the Doves. New York: The Macmillan Co., 1968.
"I help you and you will remember it, and sometime when you are big, you will help someone in trouble- It's a sort of circle that never ends."
Reading level: 5 Interest:4-6

Ruskin, John. The King Of the Golden River. Cleveland: World Publishing Co., 1929.
Because Gluck is helpful and kind, he receives the treasure but his selfish brothers are turned into stone.
Reading level: 4 Interest: 2-6

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INDEPENDENT

Angelo, Valenti. The Marble Fountain. New York: The Viking Press, 1951.
Two brothers inspire a town to start rebuilding after the war, rather than wait for government aid.
Reading level: 6 Interest: 5-6

Burnett, Frances Hodgson. The Secret Garden. Philadelphia: J. B. Lippincott, 1949.
Colin learns to walk because Mary instills some of her dertermination into him.
Reading level: 6 Interest:5-6

De Angeli, Marguerite. Door in the Wall. Garden City: Doubleday & Co., 1949.
Robin triumphs over his handicap of being lame, and wins his knighthood.
Reading level: 5 Interest: 4-6

DeJong, Meindert. Along Came a Dog. New York: Harper & Brothers, 1958.
The dog wanted this for his home, but he had to prove he was needed.
Reading level: 5 Interest: 4-6

DeJong, Meindert. The House of Sixty Fathers. New York: Harper & Brothers, 1956.
Tein Pao shows his self-reliance in finding his family after he becomes separated from them during the war.
Reading level:6 Interest:5-6

Doone, Radko. Nuvat, the Brave. Eau Claire: E. M. Hale & Co., 1934.
Nuvat gets adrift on an ice-floe and has to depend on his own resources to get back home alive.
Reading level: 5 Interest 4-6

Garlan, Patricia Wallace. Orange-Robed Boy. New York: The Viking Press, 1967.
The young Buddist monk learns there is an inner freedom that can be found wherever you may be.
Reading level: 4 Interest: 4-6

Le Grand. Augustus and the River. Indianapolis: Bobbs-Merrill Co., 1939.
Augustus brings the houseboat and his brother and sister safely through a flood.
Reading level:4 Interest: 4-6

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INDEPENDENT -continued

Linkind, William. Boy with a Harpoon. New York: Harcourt Brace & Co., 1952.
He was called "Fish" in derision, but he had determination and earned the name in truth.
Reading level: 3 Interest: 4-6

O'Dell, Scott. Island of the Blue Dolphins. Boston: Houghton Mifflin Co., 1960.
The Indian girl stranded on an island survives by her own ingenuity.
Reading level:6 Interest: 4-6

Rankin, Louise. Daughter of the Mountain. New York: The Viking Press, 1948.
Momo travels alone from Tibet to Calcutta to find her stolen pet dog.
Reading level: 6 Interest: 5-6

Sperry, Armstrong. Call It Courage. New York: The Macmillan Co., 1940.
Mafatu is able to depend on his own resources as he lives alone on an island.
Reading level: 5 Interest:4-6

Van Stockum, Hilda. The Winged Watchman. New York: Farrar, Straus & Co., 1962.
Story of the Underground in Holland and the self-reliance of one particular boy.
Reading level: 6 Interest: 5-6

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INTELLECTUAL

Caudill, Rebecca. "Did You Carry the Flag Today, Charley?" New York: Holt, Rinehart & Winston, 1966.
Charley goes to Head Start and upsets the routine because he is interested in finding out about everything. He even wonders how a rock feels.
Reading level: 3 Interest: 1-4

Clark, Ann N. Little Navajo Bluebird. New York: The Viking Press, 1943.
Uncle tells his wife-"You are doing well by your beloved school, for you are sharing its wisdom with many.
Reading level:4 Interest: 4-6

Cunningham, Julia. Onion Journey. New York: Pantheon Books, 1967.
A small boy puzzles over the intellectual riddle of an onion given as a symbol of love.
Reading level: 4 Interest: 4-6

Geld, Ellen Bromfield. The Junglely One. New York: Dodd, Mead & Co., 1957.
Old Joao taught Jeff the wonders of the river and forest because he recogonized Jeff wanted to learn. He also taught much of the human spirit.
Reading level: 6 Interest: 5-6

Tarshis, Elizabeth Kent. The Village who Learned to Read. Boston: Houghton Mifflin Co., 1941.
Pedro didn't want to learn to read until he saw a use for the ability.
Reading level: 5 Interest: 5-6

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LOVING

Alcott, Louisa May. Little Women. New York: The Macmillan Co., 1962.
Four sisters have a happy family relationship, though they are poor and their father is away in the Civil War.
Reading level: 6 Interest: 5-6

Anglund, Joan Walsh. Love Is a Special Way Of Feeling. New York: Harcourt, Brace & World, 1960.
A small book of illustrated descriptions of love.
Reading level: 3 Interest: 1-4

Bennett, Anna Elizabeth. Little Witch. Philadelphia: J. B. Lippincott Co., 1953.
" I love you," are the magic words that break a witch's spell.
Reading level:4 Interest: 3-6

Bennett, Richard. Hannah Marie. Eau Claire: E. M. Hale & Co., 1939.
Hannah Marie thinks of a good gift for her grandmother, but then her troubles begin.
Reading level:4 Interest:3-6

Clark, Electa. Tony For Keeps. New York: Holt, Rinehart and Winston. 1955.
A family opens their hearts to a ward of the state, and she becomes a real part of the family.
Reading level: 5 Interest: 4-6

Cunningham, Julia. Onion Journey. New York: Pantheon Books, 1967.
The onion held the answer to a riddle about love.
Reading level:4 Interest: 4-6

Damjan, Mischa. Atuk. New York: Pantheon Books, 1966.
Atuk finds love a better solution than hate or revenge.
Reading level: 3 Interest: 3-6

DeJong, Meindert. The House Of Sixty Fathers. New York: Harper & Brothers, 1956.
A small Chinese boy is separated from his family by war. In his desperate search for them he is befriended by some American soldiers.
Reading level: 6 Interest: 5-6

Gates, Doris. Blue Willow. New York: The Viking Press, 1940.
Janey has only a blue willow plate to remember her mother by.
Reading level: 5 Interest: 4-6

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MOVING - continued

Lewis, Elizabeth. Ho-ming. Chicago: John C. Winston Co., 1954.
Chinese family life with three generations living together. This is at the time of beginning social change.
Reading level: 6 Interest: 5

Liu, Beatrice. Little Wu and the Watermelons. Chicago: Follett Publishing Co., 1954.
Little Wu wanted to buy his mother an ornament to show her he thought she was beautiful, but pleased his mother more by what he did do with his money.
Reading level: 3 Interest: 3-6

Macken, Walter. The Flight Of the Doves. New York: The Macmillan Co., 1968.
Finn had a strong devotion to his little sister, and believed she needed to grow up in an atmosphere of love.
Reading level: 5 Interest: 4-6

Meigs, Cornelia. Wind In the Chimney. New York: The Macmillan Co., 1934.
A gift made in love brings the Moreland family what they most desire.
Reading level: 6 Interest: 5-6

Ness, Evaline. Exactly Alike. New York: Charles Scribner's Sons, 1964.
Elizabeth and her brothers learn the meaning of "give and take".
Reading level: 3 Interest: 2-4

Rich, Elaine Sommes. Hannah Elizabeth. New York: Harper & Brothers, 1964.
" Hannah Elizabeth looked at her parents and loved them. They were not 'fashionable' like her schoolmates' parents. But they were hers."
Reading level: 4 Interest: 4-6

Taylor, Sydney. All-of-a-kind Family. Chicago: Follett Publishing Co., 1951.
A series of stories of an immigrant family in New York City.
Reading level: 4 Interest: 4-6

Wilder, Laura Ingalls. Little House In the Big Woods. New York: Harper & Brothers, 1953.
Beginning book in a series about the Ingalls family as they move from homestead to homesteads. Excellent family relations.
Reading level: 3 Interest: 2-6

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RESPONSIBLE

Davis, Verne T. The Time of the Wolves. New York: William Morrow Co., 1962.
Two pioneer boys in Michigan Territory keep the trust their father had in them.
Reading level: 4 Interest: 4-6

Derleth, August. Sweet Land of Michigan. New York: Duell, Sloan & Pearce, 1962.
David is intrusted with an important mission during the dispute over the south east border of Michigan.
Reading level: 5 Interest: 5-6

De Trevino, Elizabeth Borton. Nacar, the White Deer. New York: Farrar, Straus & Co., 1963.
Though many tried to steal it, Lalo safely delivers the white deer to the king.
Reading level: 5 Interest: 5-6

Edmonds, Walter. The Matchlock Gun. New York: Dodd, Mead & Co., 1941.
A small boy defends his home and his sister from the Indians.
Reading level: 5 Interest: 4-6

French, Harry. The Lance of Kanana. Eau Claire: E. M. Hale & Co., 1920.
Kanana promises his father he will find the white camel and his brother, and send them back safely, and he does.
Reading level: 5 Interest: 4-6

Hoff, Carol. Johnny Texas on the San Antonio Trail. Chicago: The Follett Publishing Co., 1953.
Johnny is trusted to go alone on the dangerous journey to deliver a load of corn and bring back the money.
Reading level: 5 Interest: 4-6

Kohler, Julilly H. The Boy who Stole the Elephant. Eau Claire: E. M. Hale & Co., 1952.
Gyp wasn't going to let anything stop him from delivering the elephant to its master on Labor Day.
Reading level: 4 Interest: 5-6

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Armer, Laura. Waterless Mountain. New York: Longmans, Green & Co., 1931.
Younger Brother is absorbed in the beliefs and feelings of his people, and feels at one with them.
Reading level: 6 Interest: 5

Clark, Ann Nolan. Secret of the Andes. New York: The Viking Press, 1952.
The Inca Indian boy learns the traditions and lore of his people, and feels his idenity with them.
Reading level: 5 Interest: 4-6

Little, Jean. Mine for Keeps. Boston: Little, Brown & Co., 1962.
A spastic cripple learns to face the world.
Reading level: 4 Interest: 4-6

Massey, Jeanne. The Littlest Witch. New York: Alfred A. Knopf, 1959.
The little witch found something she could do in which she could take pride.
Reading level: 3 Interest: 1-4

Moore, Nancy. The Unhappy Hippopotamus. New York: Vanguard Press, 1957.
Nancy tried many ways to be happy but it wasn't until she acted like a hippopotamus that she was happy.
Reading level: 3 Interest: 1-4

The work presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

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VALUES

A

BIBLIOGRAPHY

ON

VALUES

WALTER THOMAS

A COMPREHENSIVE BIBLIOGRAPHY ON

THE VALUE CONCEPT

Walter L. Thomas

Project on Student Values
3860 Plainfield Blvd., N.E.
Grand Rapids, Michigan 49505

December, 1968

A COMPREHENSIVE BIBLIOGRAPHY ON

THE VALUE CONCEPT

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Adkins, Dorothy C. Construction and Analysis of Achievement Tests. Washington, D.C.: U.S. Government Printing Office, 1947, pp. 180-84.

Adler, Franz. "The Value Concept in Sociology," American Journal of Sociology, 62 (1956), 272-79.

Adorno, F.W. The Authoritarian Personality. New York: Harper and Row, 1950.

Agarwal, Vimla. "Factors in Ways of Life," Psychological Studies, 7, No. 1 (1962), 52-63.

Aiden, Henry D. "God and Evil: A Study of Some Relations Between Faith and Morals," Ethics, 68 (1958), 77-97.

Aiken, Henry David. "Reflections on Dewey's Questions About Value," Value: A cooperative Inquiry, ed. Ray Lepley. New York: Columbia University Press (1949), pp. 15-42.

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Allport, Floyd H. Theories of Perception and the Concept of Structure: A Review and Critical Analysis with an Introduction to a Dynamic-Structural Theory of Behavior. New York: Wiley, 1955.

Allport, Gordon W. "Attitudes," Handbook of Social Psychology, ed. Carl Murchinson, Worchester, Massachusetts: Clark University Press, 1935, pp. 798-844.

_____. Becoming: Basic Considerations for a Psychology of Personality. New Haven and London: Yale University Press, 1955.

_____. "The Ego in Contemporary Psychology," Psychological Review, 50 (1943), 451-78.

_____. The Individual and His Religion. New York: Macmillan Co., 1957.

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_____. Pattern and Growth in Personality. New York: Holt, Rinehart, and Winston, 1961.

_____. Personality: A Psychological Interpretation. New York: Henry Holt and Co., 1937.

_____, Vernon, Philip E., and Lindzey, Gardner. Study of Values, 3rd ed. Boston: Houghton Mifflin Co., 1960.

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AN ATTEMPT TO IMPROVE THE CHILD'S CONCEPT OF HIMSELF AND HIS RESPECT FOR OTHER MEMBERS OF HIS FAMILY*

Specific Values:	**Sharing thru love for the family**
Specific Area:	**Language Arts, Health**
Grade Level:	**Third**
Time:	**Ten Weeks**

Project on Student Values
3860 Plainfield, N. E.
Grand Rapids, Michigan 49505

***Materials prepared by Joy Chrisman**

AN ATTEMPT TO IMPROVE THE CHILD'S CONCEPT OF HIMSELF AND HIS RESPECT FOR OTHER MEMBERS OF HIS FAMILY

ABSTRACT

I. Philosophical Statement. To give children the opportunity to discover values by which intelligent moral and ethical decisions can be made, the public school seems to hold the best position. It is the teacher's responsibility to maintain a classroom atmosphere which best fosters and directs the search for the fundamental values of our society. It should provide children with the means of making choices. Meikjohn says in the NEA Journal that, "Our final responsibility as scholars and teachers is not to the truth; it is to the people who need the truth."

II. General Objectives. The curriculum areas of the third-grade program that will deal with the value studies will be language arts, social studies, health, and fine arts. These curriculum studies will attempt to show the children the value of self-respect, respect for other members of the family and his classmates. It will attempt to help the child see his role in the family as well as in the classroom.

III. Specific Objectives. The objectives of this curriculum unit will be to develop a child's image of himself and an insight into his role as a member of the family unit. Another objective will be to develop an attitude that successful family living includes love and sharing. Because love has honesty and integrity in it, they will develop an understanding that honesty with their playmates is important.

IV. Context. The students involved in this study will be third-graders from a high-economic community with some families having only one parent. The majority of them are college bound. There are twenty-eight students, all of the Caucasian race.

V. Content. The students will participate in group discussions, role-playing, reviewing T. V. shows, and writing letters to their parents. The students will read several stories and see filmstrips relating to families and their problems.

VI. Methods. The first part of this unit will be to measure each child's feelings about himself and his family by means of positive or negative choice test. Next we will read stories about family problems. We will write letters to fathers and mothers to invite them to speak to the group about their roles in the family. We will develop role-playing situations demonstrating conflicts between parents and children which will will be followed by small-group discussions.

VII. Time Schedule. The length of time for this unit will encompass about ten weeks. Forty per cent of the allotted time will be in the language arts, forty per cent spent in social studies and health and twenty per cent of the time in the fine arts area.

AN ATTEMPT TO IMPROVE THE CHILD'S CONCEPT OF HIMSELF AND HIS RESPECT FOR OTHER MEMBERS OF HIS FAMILY

Philosophical Statement.

Although our culture is undergoing great change, the problem of our young people remains the same, i.e., finding ideals by which life's motion may be made meaningful and values by which intelligent moral and ethical decisions can be made.

"American youth will redefine traditional American values in terms more appropriate for our country's changing nature and its place in the world." (Ginzberg and Kagan)

Because the aspect of the society in which a child is most intimately involved is the family, I believe that this is the area in which to teach social values. I believe that a child's growing sense of values needs constant reinforcement and enlargement.

Because the training of another person can never be entirely impersonal, the teacher's feelings and actions will contribute much to the success of the unit. The fate of democracy will be determined by the success we have in creating decision-making values that are ethical, meaningful, consistent, and consciously chosen. The child will identify favorable and feel secure in his new group situation when a feeling of belongingness with his classmates is stimulated and when the teacher recognizes his role in the group.

Just as our culture has changed so has the American family. One of the major changes is that the family has become more specialized. It has become more democratic with wives taking a larger share of the responsibility.

There is evidence that Americans have a high valuation of their children. Although today's youth seem hesitant he also seems to be active, eage and ambitious for achievement. Because middle-class parents have moved away from the more rigid styles of care and discipline toward freer expression of affection, the gap between social classes in their goals and methods of child rearing appears to be narrowing. The successful use of withdrawal of love as a discipline technique implies the prior existence of a gratifying relationship.

I believe that teaching a child that love is a practical, useful quality will help him in his relationship with his family, his classmates, and his playmates. A child who loves attracts love to himself and is at peace in his relationship with others. When children learn that loving attracts, they have learned a sound, constructive way of being attractive. Living love is putting the golden rule into action. Children need to how to put love into action. Any family is only as strong as the individuals who make it up.

General Objectives.

1. To read stories about families and to understand what he reads.
2. To learn to discuss his feelings about himself with an older person.
3. To enjoy making gifts for others.
4. To be able to express himself clearly in written work.
5. To understand that all different kinds of families have problems.
6. To show that families vary.

7. To show respect for his family.
8. To be able to see his role in the family unit.
9. To show his love by sharing.
10. To appreciate the importance of other family members.
11. To know how to make friends and how to keep them.
12. To develop a respect for himself.

Specific Objectives.

1. To listen to others courteously and considerately.
2. To share his things with other members of his family or group.
3. To verbally express pride and admiration for his parents.
4. To verbally express pleasure in the making and giving of presents.
5. To plan good use of his time.
6. To obey his parents, to abide by the rules set by the school, teachers, and class.
7. To actively and enthusiastically participate in group activities in the classroom.
8. To discuss his feelings with a grown up (the teacher or a parent).
9. To take good care of his and other's property (respect for property).
10. To verbally express pleasure in reading stories about families and friends.
11. To welcome a new student, to greet a shy or withdrawn classmate.

Statement of Context.

This unit of study will involve third grade children from a high-economic background. There are children reading on the first grade reading level to the sixth grade reading level. There are twenty-eight children in this class. The unit will encompass the curriculum areas of social studies, language arts, health and find arts.

Outline of Content.

A. Reading several stories about families and their problems. Hearing the teacher read several stories about different families and how they feel about the members of their family.
B. Children will write letters to their parents inviting them to talk to the class about their role as a father or mother.
C. Children will participate in group work through group discussions, role-playing, and making a story review on the T.V. Viewer.

Methods.

FIRST WEEK

1. Give pre-test for the unit.
2. Show film strip, "A Garden We Planned Together".
3. Discuss ways families have fun together.
4. Draw pictures to show one way your family has fun together.
5. Read "Family Fun" p. 122 in From Eight to Nine.
6. How can our friends and our classmates have fun together?

7. Make a chart listing ways families, friends, and classmates can have fun together.
8. Read to the children, "Pancho and Chico" p. 105 in Values to Learn.
9. Discuss the following questions:
    a. Do you know any brothers and sisters who are jealous of each other?
    b. What do you think are the reasons for it?
    c. Do rivalry and jealousy ever get one into trouble?
10. Each student could write a paragraph describing himself as he was when he was in first grade?

SECOND WEEK

1. Ask the children to write down what friendship means to them. (Value sheet)
2. In what ways do you show friendship? (Proud Line)
3. Discuss why friends are important.
4. Read "What Can We Do?" in From Eight to Nine.
5. Read to the children "Friends Are Everywhere" p. 165 in Value to Share.
6. Discuss the following questions:
    a. What jobs could the children do to help with the packing?
    b. What jobs could they do to help get settled in their new home?
    c. How do the members of this family feel about each other?
    d. What do they enjoy doing together?
    e. How did the children in the school greet the newcomers?
7. Make a picture story to review the story on the T. V. Viewer.
8. Show the film strip, "The Happy Man".

THIRD WEEK

1. Have the children write letters to their fathers or mothers to ask them to talk to the group about their role in the family.
2. Discuss our responsibility as a listener when others are talking.
3. Arrange a schedule for parent's talks.
4. Formulate questions to ask a parent about their talk.
5. Read to the children "When Gerta Smiled" in Values to Learn.
6. Discussion Questions:
    a. Was Gerta proud of her family?
    b. How did she finally win friends?
    c. Was it her new clothes or her smile?
7. Recall another story you have read recently that reminds you of this story.
8. Are you proud of the job you do at school? (Proud Line)
9. Show children the transparency of boys helping in an emergency.
10. When is a job something to be proud of and when is it something to get out of the way the easiest way possible?

FOURTH WEEK

1. Write thank you letters to each parent to show appreciation for the time he took to talk to the class.

2. Read "A Very Special Birthday".
    a. Discuss that parents take time from their work and friends to do things with and for their children.
    b. Discuss other things parents do to help at home.
3. List things that children can do to help at home.
4. Write a paragraph about some time when you helped save time at home.
5. Make a scrapbook showing things mothers and fathers do.
6. Read "Sara Soars Above the Clouds" p. 174 in Values to Learn.
7. Discussion questions:
    a. How many of you have been up in a plane?
    b. How did you feel before taking off for the first time?
    c. How did Sara feel about her father?

FIFTH WEEK

1. Have the children read "A Tag For Loki" and write an ending about what you think happened.
2. Discuss and read endings of the story in small groups.
3. Read "Working Together" p. 106 in From Eight to Nine.
4. Assemble in small groups and plan together something to make for a member of the family.
5. Plan what materials to use.
6. Plan how long it will take to make it.
7. Read "Dawdling Daughter" p. 105, in Values to Learn.
8. Discussion Questions:
    a. Can you describe a person who dawdles?
    b. What is wrong with wasting time?
    c. Did Jan's mother show her love for her? How?
9. Show transparency of a girl and her mother discussing a household chore.
10. Make a list of home duties you are expected to do promptly.

SIXTH WEEK

1. Read "Carl's Cowboy Costume"
2. Discussion questions:
    a. How did Carl's brothers show their affection?
    b. Did Carl's father love him?
3. How do you show your brother or sister that you love them?
4. From Eight to Nine, read "What's the Matter with Patty?" p. 60-65.
5. Using three or four children to represent family members, act out some of the stories which we have read.
6. Make a list of all the persons who come to your house to visit.
7. Make a list of all of those whose houses you visit.
    --How many of these are you happy to be with?
8. Give the following open-ended quiz:
    a. My best friend is ...
    b. My children won't have to . . .
    c. People hurt my feelings by . . .
    d. I believe . . .
    e. I wish . . .
    f. Things I do to make my parents feel good without their asking . . .

SEVENTH WEEK

1. Read together "Danny's Acre".
2. Discussion Questions:
    a. Inquire of the children if any of their fathers have had to start over in business.
    b. List ways they can help their family who is having a difficult time.
3. Show children transparency of parents and baby.
4. Have the children list ways older children can help their mother with younger children.
5. Write a paragraph about a way you can help with a younger brother or sister.

EIGHTH WEEK

1. Have the children read "The Timid One".
    a. Ask, If you had to risk you life for someone else, would you stop to think about it?
2. Write a story finishing this sentence:
    a. Why I chose _____ as my best friend.
3. Read to the children, "Good Fortune From Bad" found in Values to Learn.
4. Discussion Questions:
    a. Do you think some people who are crippled could be helped if they had enough money?
    b. If we have enough money should we help people who need help?

NINETH WEEK

1. List you favorite T. V. programs.
2. List favorite programs of other members of your family.
3. Discuss the need for sharing the use of the T. V. so that your parents and other members of you family are able to watch their favorite programs.
4. Read together in From Eight to Nine, "Does Watching Television Hurt Our Eyes?"

TENTH WEEK

1. Give the evaluation test which was given at the beginning of the unit.
2. Write more thank you letters to parents who have talked to the group during the latter weeks of the unit.
3. Complete articles for sharing with another member of our family.

Time Schedule.

This unit will be about ten weeks long beginning the last week in January and ending the first week in April. Forty percent of the allotted time will be in the language arts, forty percent of the time will be in social studies and health and twenty percent of the time in the fine arts area. About fifty percent of our school day will be spent on this unit.

GRID

Objectives / Methods	I	II	III	IV	V	VI	VII	VIII	Totals
A	10	3	4	2	2	5	5	3	34
B	4	1	4	2	2	3	2	3	21
C	3	1	4	3	3	1	2	2	19
D	1		1	1				1	4
E	5	2	3	3	3	1	2	3	22
Totals	23	7	16	10	10	10	11	12	100%

Explanation of Objectives:

1. Think about feelings of others.
2. Obey his parents.
3. Assume responsibility.
4. Perform his duties.
5. Plan good use of his time.
6. Discuss feelings with a grown-up.
7. Get along with members of his family and school group.
8. Share his things with other members of his family or group.

Explanation of Methods:

A. Read stories about families and friends.
B. Write paragraphs, stories, lists and letters to parents.
C. Participating in group work through discussions, committees, and role-playing.
D. Viewing film strips and transparencies.
E. Drawing pictures, making scrap books, and an article to share.

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GOAL SHEET

Behavior Factor	Initial	Sustained	Qualit
1. To listen to others courteously and considerately.			
2. To share his things with other members of his family or group.			
3. To verbally express pride and admiration for his parents.			
4. To verbally express pleasure in the making and giving of presents.			
5. To plan good use of his time.			
6. To obey his parents, to abide by the rules set by the school, teachers, and class.			
7. To actively and enthusiastically participate in group activities in the classroom.			
8. To discuss his feelings with a grownup (the teacher or a parent).			
9. To take good care of his and other's property (respect for property).			
10. To verbally express pleasure in reading stories about families and friends.			
11. To welcome a new student, to greet a shy or withdrawn classmate.			

TEST

Suppose that you want to make new friends. What should you do? Put + before each sentence that tells something you could do to make friends. Put - before each sentence that tells something you should not do.

_____ 1. Welcome newcomers to your school.
_____ 2. Be a good winner and a good loser.
_____ 3. Ask some boy or girl to be your best friend and to stop being friendly with others.
_____ 4. Invite a classmate to your home to share one of your hobbies.

How can you keep friends? Put + before each sentence that tells something you could do to keep friends. Put - before each sentence that tells something you should not do.

_____ 5. Be friendly to everyone.
_____ 6. Always insist on having your own way.
_____ 7. Be a good winner as well as a good loser.
_____ 8. Say unkind things to your friends when you are angry.
_____ 9. Be interested in someone else's hobby.
_____ 10. If you are hurt or angry, talk your feelings over with an older person.

What do you know about friendship? Write T before each sentence that is true about friendship. Write F before each sentence that is false.

_____ 11. Your friends and you usually enjoy doing the same things.
_____ 12. One way to have a friend is to be one.
_____ 13. A friend listens when you talk to him.
_____ 14. A friend gets angry when he cannot have his way.
_____ 15. A friend plays only games that he can win.

Are you growing up? Put + before each sentence that tells a way to show that you are growing up. Put - before each sentence that does not.

_____ 1. Do your share of work at home.
_____ 2. If you feel envious of a brother or sister, tell him or her about it.
_____ 3. Explain to your parents that you are old enough to decide everything for yourself.
_____ 4. Try to think about the way that other members of your family feel.
_____ 5. Go to bed on time.
_____ 6. Learn to be responsible for yourself and others.
_____ 7. Make mealtime pleasant by practicing good table manners.
_____ 8. Obey your parents and accept their help.
_____ 9. Make plans for the family to follow in order to get the work done.
_____ 10. Realize that each member of the family is loved in his own way.

Write the word that correctly ends each sentence. Choose from these words: chore, envious, responsibility, schedule.

11. One sign of growing up is being willing to take _____.
12. Some work that you can do at regular times is called a _____.
13. A written plan for doing something is called a _____.
14. When you allow yourself to feel jealous of someone, you are _____.

In family living, who usually does these things? Fill in the blanks. Choose from these words: children, father, mother.

15. Keeps the house clean _____.
16. Do certain chores _____.
17. Buys food and cooks meals _____.
18. Tries to get along with brothers and sisters _____.
19. Earns money for the family _____.
20. Share their things _____.

APPRECIATING BOOKS BY MAKING BOOKS*

Specific Value: Appreciation of literature

Subject Area: Language Arts

Grade Level: Third Grade

Time: Twelve Weeks

Project on Student Values
3860 Plainfield Ave.
Grand Rapids, Michigan

*Materials prepared by Judy Coulter

APPRECIATING BOOKS BY MAKING BOOKS

Abstract

I. Philosophical Statement. In this age of expanding leisure time, the public school curriculum should endeavor to aid the students in clarifying their choices as to what each will do in his spare time. Through actual authorship, as well as through appreciation of published works of fiction, this unit is offered as a possible aid towards the students' thoughtful selection of choices in creative expression and reading as a possibility for filling his leisure hours.

II. General Objectives. The unit will incorporate the general field called Language Arts with special emphasis on creative story telling. The value areas are appreciation of literature, use of leisure time, and being proud of one's own work.

III. Specific Objectives. Behavioral objectives in the value education goals will be listed as imperative statements of student behavior and will deal with willingness to share, enjoyment of literature, and pride in own work.

IV. Context. Third grade.

V. Content. Behavioral objectives in the content area will be stated, and will include psycho-motor skills, such as typing and spelling, cognitive efforts in vocabulary development, sequence, and proof reading, imagery and some understanding of the creative process.

VI. Methods. Methods used will be selected from the content areas as well as the value clarifying process and will include such things as showing a film, demonstrating use of quotation marks, showing formation of capital letters, and illustrating the the use of commas, etc.

VII. Time Schedule. Twelve weeks.

APPRECIATING BOOKS BY MAKING BOOKS

Philosophical Statement

This value unit, while incorporating many skills in the language arts, is being offered as a clarifying experience in the area of aesthetics---specifically the consideration or appreciation of creative fiction. My philosophical premises have to do with:

1. increasing leisure time
2. availability of fiction
3. relaxed codes on fiction

Personally, I do not believe in governmental censorship of most (if any) books, but rather in personal censorship---a free choice of fictional materials which have been thoughtfully selected or rejected by the individual. By starting this thoughtful selectivity (taste?) in the early elementary grades, who knows?---Perhaps by junior high these students won't have to be cajoled or coerced into reading "good" novels, or clobbered for reading "naughty ones."

Statement of General Objectives.

Throughout this unit, the following specific areas of curriculum will be incorporated:

Skills:
1. Typing
2. Penmanship
3. Spelling
4. Reading
    a. sequence
    b. visualization and imagery
    c. vocabulary development
    d. oral presentation

Concepts
5. Language
    a. punctuation
    b. full sentence structure
    c. creative writing
    d. expressive speech
6. Art
    a. appreciation
    b. ability to illustrate

The values incorporated are:

1. Consideration of work of
    a. unknown others
    b. peers
    c. self
2. Clarifying use of leisure time

3. Discover importance of art and literature
4. Willing to share with
    a. teacher
    b. best friends
    c. family
    d. classroom
    e. strangers

Specific Objectives

1. Listens to books being read aloud.
2. Makes an independent choice of one or two books at library time.
3. Completes the books he likes.
4. Returns those he chose but discovers do not suit him.
5. Takes part voluntarily in creative dramatics of favorite fiction.
6. Recommends a favorite book.
7. Considers books recommended to him.
8. Asks for help when he comes to a word or words he doesn't understand.
9. Notices illustrations in books.
10. Occasionally chooses books because of the illustrations.
11. Takes good care of library books and reading materials.
12. Reads when he doesn't have to.
13. Desires the teacher to write his stories (experience charts).
14. Writes short stories (3 to 5 sentences) he has made up dealing with ideas which concern him.
15. Writes rhyming poems voluntarily.
16. Writes poetic prose voluntarily.
17. Reads poems aloud with meaning.
18. Reads published fiction orally with meaning.
19. Writes stories of 5 to 20 sentences, the content of which concerns him.
20. Draws pictures to illustrate the story he wrote.
21. Reads his stories aloud with meaning and dignity.
22. Listens attentively as peers read their work.
23. Notices the illustrations of peers' stories.
24. Voluntarily changes his own work when it doesn't please him.
25. Explains the creative writing process within himself.
26. Values the creative writing process within peers and unknown others.

Statement of Context

This language arts unit will take place in a class of approximately 25 third grade students from the older, more established section of Grandville. We have no blacks, no yellows, (and definitely no reds), and approximately 95% of our families' wage earners are employed year around in jobs ranging from professional (5%) to unskilled laborers (10%). Our student turn-over is minimal, as is our teacher turn-over. Most of our families attend church regularly and belong to: Reformed, Methodist, Congregational, Lutheran, Catholic, or other sects, extremely straight laced in nature.

As to ability, I feel our curve is not typically bell, but is slightly heavier on the just-above-average side.

Outline of Content

The efforts of this unit, from an academic view-point will result in individual authorship for each student. The end result will be illustrated, creative fiction, bound by the author, read aloud by the author, and hopefully prized by the author. The behavioral objectives are:

1. Recognize complete sentences from mixed presentations.
2. Write complete sentences, unrelated.
3. Punctuate complete sentences according to accepted standards. (capital letters, commas, quotation marks, periods, question marks, etc.)
4. Spell familiar words correctly.
5. Get assistance on spelling unfamiliar words. (Dictionary or people).
6. Use acceptable forms of speech---grammar.
7. Recognize sequence in related sentences.
8. Produce sequence in telling a story.
9. Produce sequence in writing a story.
10. Draw a picture about a story which was read aloud.
11. Draw one picture illustrating 3 to 5 sentences original story.
12. Arrange illustrations in sequence.
13. Draw illustrations for a familiar story.
14. Write a short story never heard or written before--- 5 to 20 sentences in length.
15. Proof read that story.
16. Change anything unsuitable or not pleasing to author.
17. Study the keys of the typewriter.
18. Type your story.
19. Arrange typed sentences on art paper cut to desired shape. Paste down, in sequence.
20. Bind book, using tag covers.
21. Make a cover design.
22. Plan the title page, including copyright date.
23. Illustrate your book.
24. Read it aloud to peers.
25. Read it aloud to other classrooms.

17 - 25 are specifically related to making a book, whereas 1 - 16 are skills and concepts which would be repeated and necessary even without the end product.

Methods

A. Audio-Visual
   - Films
   - Film-strips
   - Tapes
   - Records
   - Art Prints

B. Demonstrations and Presentations (by the teacher)
- Read orally to the class
- Demonstrate formation of capital letters
- Bring in primary typewriter and point out keys
- Write examples of complete vs. incomplete sentences
- Speak and write in acceptable grammar at all times
- Demonstrate use of all punctuation marks used at ends of sentences
- Demonstrate use of quotation marks
- Point out similarities and differences of commas, quotation marks, and apostrophes.
- Demonstrate position of above on typewriter.
- Use the "then what happened" approach to sequence
- Present alphabetical order
- Demonstrate how to look words up in a dictionary or phone book
- Demonstrate how to make, cover, and bind a book

C. Lessons and Assignments
- Reading texts, workbook pages
- Language text and teacher prepared worksheets
- Penmanship recorder

D. Teacher Instigated Activities for Value Clarification
- Creative dramatics
- Rank ordering also reverse
- Proud sentences
- One-legged conferences
- Value-voting
- Continuum

One point I'm really working on is my tendency to state my opinion of the quality of the students' work before I give them a chance to tell how they feel about it. I hear myself saying, "Wonderful," "Aren't you proud of that," (not a question!), etc.... As a result of this course, I feel it very important to check that tendency.

Time Schedule

Overall - 10 to 12 weeks

Content Outline Number	Number of Weeks
1 & 2	1
3, 4, 5, 6	Overlap of entire year
7, 8	1
9	1
10, 11, 12, 13	1
14, 15, 16	1
17, 18, 19, 20	1
21, 22	1
23	1
24, 25	1

GRID

Methods / Objectives	Audio Visual	Demonstrations and presentations	Lessons & Assignments	Teacher instigated activities for value clarification
Consideration of work of others and self	X			X
Clarification of use of leisure time	X			X
Discovering importance of art and literature.	X			X
Willingness to share				X
Typing		X		
Penmanship		X	X	
Spelling	X		X	
Reading	X		X	X
Language	X	X	X	X
Art	X			X

GOAL SHEET

Behavioral Factors	Initial	Sustained	Quality
1. Listens to books being read aloud.	____	____	____
2. Makes an independent choice of one or two books at library time.	____	____	____
3. Completes the books he likes.	____	____	____
4. Returns those he chose but discovers do not suit him.	____	____	____
5. Takes part voluntarily in creative dramatics of favorite fiction.	____	____	____
6. Recommends a favorite book.	____	____	____
7. Considers books recommended to him.	____	____	____
8. Asks for help when he comes to a word or words he doesn't understand.	____	____	____
9. Notices illustrations in books.	____	____	____
10. Occasionally chooses books because of the illustrations.	____	____	____
11. Takes good care of library books and reading materials.	____	____	____

Behavioral Factors	Initial	Sustained	Quality
12. Reads when he doesn't have to.	____	____	____
13. Desires the teacher to write his stories (experience charts).	____	____	____
14. Writes short stories (3 to 5 sentences) he has made up dealing with ideas which concern him.	____	____	____
15. Writes rhyming poems voluntarily.	____	____	____
16. Writes poetic prose voluntarily.	____	____	____
17. Reads poems aloud with meaning.	____	____	____
18. Reads published fiction orally with meaning.	____	____	____
19. Writes stories of 5 to 20 sentences, the content of which concerns him.	____	____	____
20. Draws pictures to illustrate the story he wrote.	____	____	____
21. Reads his stories aloud with meaning and dignity.	____	____	____
22. Listens attentively as peers read their work.	____	____	____
23. Notices the illustrations of peers' stories.	____	____	____
24. Voluntarily changes his own work when it doesn't please him.	____	____	____
25. Explains the creative process within himself.	____	____	____
26. Values the creative writing process within peers and unknown others.	____	____	____

EVALUATION DATA

The first soft data item below will be given as a pre- and post-test, and may provide some evidence of change in values. However, I feel that first-hand observations of their behavior perhaps will tell the story more accurately. Therefore, I shall use my behavioral objectives in both the curriculum and value areas as check lists throughout the unit.

****

Please put a 1 by the first choice, a 2 by your second and so on.

While you are writing and you don't know how to spell a word, do you

_____ ask for help.
_____ try to look it up.
_____ use another word you do know.
_____ guess at it.
_____ write the sounds you do know and leave the rest blank.

If you had your work finished and it was fifteen minutes until recess, would you

_____ talk to your neighbor who is also finished.
_____ read a book.
_____ draw.
_____ check your work.
_____ work on a puzzle.
_____ do nothing.
_____ write a story.

If you found a library book on the playground, would you

_____ take it to your teacher.
_____ take it home.
_____ take it to the library.
_____ read it.
_____ leave it there.

When you come to something you don't understand while you are reading to yourself, do you

_____ skip that part and so on.
_____ try to figure it out by sounds.
_____ try to figure it out by the pictures on that page.
_____ ask for help.
_____ stop reading that story.

When you start a library book and find you don't like it, do you

_____ keep reading for a few more pages.
_____ return it to the library.
_____ finish it anyway.

When putting on a dramatization, what would you choose to be? (B means just the boys answer, G means just the girls, and E means either may answer).

_____ king B
_____ servant E
_____ poor but beautiful girl G
_____ princess G
_____ giant E
_____ witch E
_____ witless boy B
_____ queen G
_____ prince B
_____ dwarf E
_____ ogre E
_____ something not named here E _____

When your best friend tells you about a story he likes, do you

_____ read it too.
_____ look at the pictures before you decide if you'll read it.
_____ tell him about one you like.
_____ ask him to tell you about it.

When you are writing a story, do you

_____ write about animals.
_____ tell about yourself.
_____ make it seem impossible.
_____ make it seem real or true.

When you choose a book to read, do you decide on it by

_____ reading the title
_____ looking at the pictures.
_____ finding out how long it is.
_____ looking at the size of print.
_____ remembering what someone else said about it.
_____ something not mentioned here _____

When someone is reading to you, do you

_____ wish you could read it to yourself.
_____ make pictures in your mind about the story.
_____ like to draw pictures of anything.
_____ like to draw pictures about the story.
_____ wish you could do your other work.

Rank Ordering - to be done orally

What would you rather do?

Read a story to yourself
Write a story of your own
Tell the class a story you've made up

Read a poem
Read a fairy tale
Read a true story

Draw pictures of animals
Draw pictures of people
Draw designs

Write your story
Type your story
Illustrate your story

Read your book to the class
Have someone else read it to the class
Choose not to have the class hear it

What would you feel the worst about?

Someone laughed at you when you were really trying
You were not chosen as team captain
Someone you know quite well forgot your name

Missing gym
Missing music
Missing snack-time after recess

Not being able to see for a day
Not being able to hear for a day
Not being able to speak for a day

AUDIO-VISUAL MATERIALS

(Available from Kent County)

Films - Aesops Fables
Improve Your Vocabulary
Punctuation
Let's Read Poetry
Creating with Color
How to Say No
Story of a Book
Library - a Place for Discovery

Film Strips:
Many listed folk and fairy tales
Improve your Spelling
Many listings of authors
What Do You Like to Do
Acceptance of Differences

Tapes and Records -
Carl Sandburg's Poems for Children
Kipling - Just So Stories
Adventure in Writing
Marguerite Henry
Aural Imagery - Creative Thinking

Art Prints -
Just a few on loan, but they are suitable for this unit.

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AN AWARENESS OF PERSONAL RESPONSIBILITY FOR EATING A NUTRITIOUS LUNCH MAY BE DEVELOPED IN SCIENCE*

Specific Value:	Responsibility
Specific Area:	Science
Grade Level:	First
Time:	Six Weeks

Project on Student Values
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Grand Rapids, Michigan 49505

*Materials prepared by Colleen J. Curtis

AN AWARENESS OF PERSONAL RESPONSIBILITY FOR EATING A NUTRITIOUS LUNCH MAY BE DEVELOPED IN SCIENCE

Abstract

I. Philosophical Statement. Children are confronted with many conflicts, how they solve their conflicts depends on their developing value systems. Children can be given assistance in discovering various alternatives to their conflicts.

II. General Objectives.

A. Accustom students with the basic foods.
B. Help children become aware of the importance of food
C. Help children see how much they have to grow before they are adults
D. Promote dental care.
E. Continue developing their science vocabulary.
F. Give the children the opportunity to check their own lunches for the basic foods.
G. Observe the children's lunch hour behavior.

III. Specific Objectives. To encourage children to:

A. Eat some of all the basic foods, rather than throw away fruit and sandwiches.
B. Leave candy and rich desserts until last.
C. Be more concerned about their teeth, both cleanliness and growth.

IV. Context. First Grade.

V. Content. Text Concepts in Science, role playing, discussions.

VI. Methods. Compare hand sizes, mirror for teeth examination, value clarifying discussions, Colgate Clean Teeth Kit, film Teeth Are to Keep, weigh and measure children, use charts to clarify basic foods

VII. Time Schedule. Six Weeks.

AN AWARENESS OF PERSONAL RESPONSIBILITY FOR EATING A NUTRITIOUS LUNCH MAY BE DEVELOPED IN SCIENCE

Philosophical Statement

Children are confronted with many conflicts, how they solve their conflicts depends on their developing value systems. Children can be given assistance in discovering various alternatives to their conflicts.

Children can be assisted in becoming aware of healthful eating habits in a science unit, which may reflected in their lunch hour behavior. Children can be introduced to the nutritious balanced diet and also, why it is important to their health. Children can be given the opportunity to see if they are helping prevent the decay of their teeth.

General Objectives

1. Accustom students with the basic foods.
2. Help children become aware of the importance of food for body growth, energy, body temperature and body repair.
3. Help children see how much they have to grow before they are adults and how much they have grown.
4. Promote dental care.
5. Continue developing their science vocabulary.
6. Give the children the opportunity to check their own lunches for the basic foods.
7. Observe the children's lunch hour behavior.

Specific Objectives

This unit is planned to improve the lunch hour situation. The children are supervised, however, they have the responsibility of eating their own lunches. This unit is planned to encourage children to be more aware of their nutritional needs, so they may choose to be more responsible. If they so choose they will:

1. Eat some of all the basic foods, rather than throw away fruit and sandwiches.
2. They will usually leave candy and rich desserts until last.
3. They will be more concerned about their teeth, both cleanliness and growth.

If these objectives are reached:

1. There will be less garbage to clean up after the lunch period. Less food will be wasted.
2. If the children leave their desserts until last they will not be too full to eat the nutritious foods.
3. The children will appear to have cleaner teeth and they will smell better.

Context

This unit is written for a first grade classroom. The class ability is average. This is an affluent suburban community. The education of the parents is high school and above. There are 23 students in this class.

Content

Much of the content is taken from the science text, Concepts in Science by Harcourt, Brace and World, Unit 10, We Grow.

From the textbook:

1. Food is necessary for energy and growth.
   a. Compare hand sizes with older and younger children, use as a frieze.
   b. Provide mirrors so children may observe baby and permanent teeth.
   c. Value clarifying discussion on care of teeth.
   d. Emphasize the care of teeth with the Colgate Clean Teeth Kit.
   e. Show film. Teeth are to Keep.
   f. Oral student report on film.
   g. Weigh and measure children.
   h. Discuss size in relation to nutrition.
2. Clarifying Basic Foods.
   a. Display charts from the National Dairy Council.
   b. Show film Eat for Health.
   c. Public Interview---use the film as a topic
   d. Children should be reminded to check their own lunches with the charts.
   e. Plan and prepare a simple lunch including something from each of the essential food groups.
   f. Role playing---the responsible and irresponsible eater.
   g. Read paragraph to children concerning specific problem with multiple choice answers.
   h. Rank the children before observing as to responsibility.

Methods

1. Food is necessary for energy and growth.

   a. To compare hand sizes, let each child make a picture of one of his own hands by spreading a hand flat on a piece of paper and drawing around it. Get similar drawings from older and younger children. Use them in a frieze where children can compare hand sizes, contrasting the sizes of their hands with those of older children.

      Baby shoes and socks may be brought in for similar comparison.

b. Provide small mirrors for the children and let them look at their front teeth. Explain that these are first teeth or baby teeth. They will be pushed out by permanent teeth. Let a few children that have lost baby teeth show their permanent teeth. Explain how important it is to keep teeth free from decay through cleanliness and diet even though they come out. They must be strong and whole to keep adequate places for permanent teeth which follow.

c. Start a value clarifying discussion with a brief question such as this:

Craig does not like to brush his teeth before he goes to school. He doesn't like to hurry in the morning.

If you were Craig what would you do?

If the children have difficulty with solutions, the teacher might ask:

Does it matter if your teeth get yellow?
Could Craig get up earlier?
Do you suppose he could brush his teeth better at another time?
Do you suppose mouth wash would help?

Sara's two front baby teeth came out and she has new teeth coming in. Why do you think she should take care of her new teeth?

How long do her new teeth have to last?
Will her teeth be pretty?
Will she get cavities in them?

d. The Colgate Clean Teeth Kit is sent free upon request. The kit contains a filmstrip in color, pamphlets to be sent home to the parents, large poster and strawberry flavored tablets. The children take home the pamphlet and the tablets. They are to brush their teeth after breakfast the next morning and then chew the strawberry tablet. It will leave a red dye on parts of the teeth that are not properly brushed. Two tablets are available for each child so he has a second chance to get his teeth really clean.

e. A film is available from the Kent County Health Department, Teeth Are to Keep. Color, eleven minutes. This is animated cartoon. The story is centered around a picnic and the preparation for it by members of a family. Strong motivation for proper care of teeth is built into the film.

f. After the children have seen the film ask two of the children to give their interpretations of the film.

g. Weigh and measure the children. (The school nurse may help with this) Make a class measuring chart by fastening a long strip of tagboard to the wall. Mark inches on the strip. Cut out a rough silhouette of a baby twenty inches high and fasten it to the bottom of the chart. Measure each child by having him stand against the chart. Write children's names or initials by lines that indicate their respective heights. Children will enjoy noting how much taller they are than the twenty inch baby height.

On another chart, list the children's names alphabetically, beside the names draw two columns. Record the weight in the first column and the height in the second.

h. Discuss heights and weights in relation to nutrition. Leading question: Why are you so much bigger than you were when you were a baby?

Clarify basic foods.

a. Put up charts from the National Dairy Council, Eat the 1, 2, 3, 4 Way.

Alternative - Put up the balanced diet mobile from the National Dairy Council, or display the pictures on a bulletin board.

Discuss the essential food groups as follows.

1. Leafy vegetables, green and yellow.
2. Citrus fruits.
3. Potatoes and other vegetables and fruits not included in 1 and 2.
4. Milk and milk products.
5. Meat, peanut butter, eggs, poultry, fish, dried beans, peas and nuts.
6. Bread, flour, cereals.
7. Butter or margerine.

Charts show what each group contributes to the body.

b. Show film, Eat for Health, Kent County Board of Education. B/W Eleven minutes. Using the five fingers of the hand as an always available check off device, Ralph learns to eat a balanced diet of bread and butter or margerine, milk and cheese, meat and eggs, vegetables and fruits.

c. The following are incidents that have actually occurred to members of our class. By changing the names they can be used and discussed in the classroom.

1. Some of Tina's lunch is spoiled. Joey wants to give her some of his lunch. He has a sandwich, milk and an orange. Tina has just a sandwich in her lunch. If you were Joey, what would you give Tina?

    a. Your sandwich
    b. Half of your sandwich
    c. Your orange
    d. Half of your orange
    e. Your milk Why?

2. Jim was the last one to get his lunch. Bobby and David want him to hurry and join the ball game. If you were Jim what would you do?

    a. Drink your milk and cookies and go.
    b. Pour out your milk to get done faster.
    c. Eat a little of everything.
    d. Save your lunch until after school.

3. When the bell rang after lunch, Paul found ants under his desk. Why do you think they are there?

   a. They like Paul.
   b. Paul dropped food on the floor.
   c. Paul stepped on an ant hill.

4. If Paul doesn't want ants under his desk tomorrow, what do you think he had better do?

   a. Stay away from ants.
   b. Throw leftover pieces of food in the wastebasket.
   c. Push the pieces under his neighbors desk.

5. Melissa doesn't like white milk. Her mother sent money to school for milk and wants her to drink it. If you were Melissa, what would you do?

   a. Drink just a little and pour the rest down the sink.
   b. Pretend you do not take milk.
   c. Ask your mother for some chocolate powder to change it to chocolate milk.

6. Randy accidently spilled some milk and it ran inside his desk. He doesn't like to clean up spilled milk so he left it and went outside to play. What may happen?

   a. Nothing, it will evaporate.
   b. His books and papers may get all wet.
   c. He may have flies in his desk.
   d. He can always blame it on someone else so they will help him clean it up.

7. Mary Ann wanted to save her bananna until after school, so she put it in her desk. What do you think will happen?

   a. Her bananna may get too ripe to eat.
   b. Flies will be on her desk.
   c. Her reading book may mash it.
   d. The teacher may make her put it in her lunch box.

8. David often misses school because he has a cold. He likes to be the first one in line for the bus so he carries his coat out and puts it on in line. What else could David do?

   a. Put his coat on inside and run faster.
   b. It doesn't matter if he is not first in line.
   c. Keep staying home from school and do his work at home. .

Do not put your name on this paper.

I will read the questions aloud. Listen while I read all the answers. Put an X by the answer you like best.

1.	2.	3.	4.	5.	6.	7.	8.
a	a	a	a	a	a	a	a
b	b	b	b	b	b	b	b
c	c	c	c	c	c	c	c
d	d				d	d	

This may be done written or orally as already suggested.

Public Interview, have the child being interviewed sit in a special place in the classroom. If he does not want to answer a question he may say "I pass." If he gets tired of the interview he may say "Thank you" and go back to his seat. Another child who is eager may take the special seat.

Suggested questions:

1. What did you like about the film?
2. Tell me one thing you learned.
3. Did you disagree with anything.

Build more questions from the child's comments on the film.

Open Ended Statements that might be useful:

1. My favorite food is _____
2. If I made my own lunch I would put in _____
3. One food I can not stand is _____
4. I like the top of my desk clean because _____

Remind the children just before lunch hour to check their own lunches with the food charts. In the afternoon allow the children to report the results of their investigation. Ask if they had any food group missing. Encourage this investigating for several days. If any child brings a poor lunch repeatedly, report it to the school nurse.

Each child could keep the following check sheet in their desk and color in the square each day if they had that food in their lunch.

Summary of Food Intake of an Individual Student

Food	M	T	W	T	F	Total
Bread						
Milk & Cheese						
Butter & Margarine						
Meat, Eggs, Peanut Butter						
Vegetables, Fruits						

Plan a simple afternoon lunch with children, checking each item with the food chart. A sample lunch:

Celery and carrot sticks
Fruit juice
Yellow cheese
Peanut butter
Crackers

The teacher may want to plan a grocery list with the children and find the total cost in a math lesson.

After the menu has been planned, divide the children into groups to prepare the food. Divide this period into two time slots. 1. Preparation time 2. Serving and eating.

Material necessary for preparation:

Papers to cover work areas.
Large pan water or ice water.
Carrot scrapers and table knives for celery, carrots, crackers and peanut butter and cheese.
4 oz. paper cups for fruit juice.

Direct one group of children to prepare carrot sticks, another group celery sticks, another group cheese cubes, another group spread peanut butter on crackers and the last group pour fruit juice into paper cups.

Each group of children should be responsible to clean up their own work area when they are finished. (I planned that preparation time would end at recess time).

Serving time---After the children have prepared the food the classroom has the odor of food and by mid-afternoon the children are hungry so I served buffet style, using paper cups and paper plates. I put a centerpiece on the table to add to the festive air. We had no leftover food. Children, who had said earlier that they did not like this food or that food, ate their share.

Suggestion: Children could design their own place mats before the "tasting party."

While they are eating the teacher might circulate among the children with value clarifying remarks. The teacher must be cautious that she does not state opinions and force her values on the children. Let them enjoy the food and discover that eating a balanced lunch is fun!

Evaluation

1. Children may be ranked according to how responsible the teacher feels they are, before observation.

2. The lunch hour supervisor may assist in observing if the children seem more aware of what they eat and what they throw away.
3. A check list could be prepared to assist in the observation.
4. An oral check list on nutrition to use with the children is available, see methods 2-d.
5. Give the children the opportunity to do some role playing. This may be in both dental care and responsible and irresponsible lunch hour behavior.
6. To see if the children are aware of the facts the teacher might use the five following questions.
7. The contrived incident and the discussion that follows will give the teacher insight as to the children's awareness.

This is a suggestion to help the lunch hour observation.

1. Are the children drinking the school milk?
2. Do many of the children bring thermos bottles?
3. Do you notice very much food being thrown away?
4. Are children leaving food in their lunch pails?
5. Do most of the children appear to be eating an adequate lunch?
6. Are there children that appear to have poor habits in tooth brushing?

These questions could be answered yes or no. This evaluation or behavior sampling could be done one day a week for six weeks. Note any changes.

Rank the children according to responsibility, then observe and rank again.

1. Andy
2. Jackie
3. Kim
4. Melissa
5. Brian
6. Cindy
7. Sheila
8. Tina
9. Kathy
10. MaryAnn
11. Julie
12. Randy
13. Craig
14. Tammy
15. Sara
16. Joey
17. Mary V.
18. William
19. Bobby
20. Terry
21. Paul
22. Jim
23. David

Contrived Incident

Toward the end of the unit, "fix" one of the children's lunches with candy, potatoe chips and "junk food." Only let the child who owns the lunch in on the contrived incident. See what the reaction of the class is and use this to motivate discussion.

Since this is not a reading test, the teacher would read both questions and answers aloud. The children would circle the three best answers.

1. What food does your body need each day?

   fruit vegetables meat cookies

2. My body needs fruit each day. Which are fruit?

   apples corn cherries oranges

3. My body needs vegetables each day. Which are vegetables?

   beans pears beets corn

4. My body needs dairy products each day. Which are they?

   butter milk peanut butter cottage cheese

5. Which of these foods contain grain?

   cereal bread eggs toast

Films from the Kent County Board of Education

Charts Eat the 1-2-3-4 Way, National Dairy Council, Chicago, Ill. 60608

Kit Colgate Tooth Brushing Instruction Kit
Professional Services Dept.
740 N. Rush St., Chicago, Ill. 60611

Other aids available which could be used in this unit are:

Kit Ring the Bell Breakfast Kit
Kelloggs Dept. of Home Ec. Service
Battle Creek, Mich. 49016

Coloring Book Johnny Appleseed Coloring Book
National Apple Institute
2000 P St. N.W.
Washington D.C.

Time Schedule

About one hour a day, two days a week for six weeks is needed to use this unit.

GRID

	Responsibility for Nutrition	Dental Care	Totals
Body Growth Activities & Charts Film	15		15
Care of Teeth Kit & Film	5	10	15
Discussion of incidents and films	20	10	30
Plan, prepare Eat lunch	10		10
Evaluations Role playing Oral Behavior Sampling	25	5	30
Totals	75	25	100

INTEGRITY AND ITS COMPENENTS: PERSONAL RESPONSIBILITY, COURAGE UNDER FIRE AND SENSITIVITY TO OTHERS*

Specific Value: Integrity

Subject Area: Language Arts

Grade Level: Two

Time: Ten Weeks

Project on Student Values
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INTEGRITY AND ITS COMPONENTS: PERSONAL RESPONSIBILITY, COURAGE UNDER FIRE, AND SENSITIVITY TO OTHERS

Abstract

I. Philosophical Statement. We are not absolutely sure how a child learns to prize one value above another, internalize it and be willing to act upon it, but most authorities agree that with the increasing complexity of life upon this planet, the opportunities which demand that choices be made, are vastly multiplied. The teaching of values has long been the province of the home and church but since there is conflicting evidence that these two institutions are being successful in the area, the school can no longer ignore the challenge.

II. General Objectives.

Toward becoming:

A. a complete or whole person, an integrated personality
B. responsible for one's own actions and courageous enough to take the consequences.
C. aware of one's behavior involving obligation and duty, the "ought to" areas.
D. a cooperative member of a group.

Non-value objectives:

A. enhanced listening skills
B. improved reading skills
C. more skillful recall and telling of stories
D. greater appreciation of fables as literature
E. understanding of why fables have survived
F. increased creative writing skill
G. proper use of film strip projector and tape recorder
H. enlarged vocabulary, dictionary and library skills

III. Specific Objectives.

Affective:

A. To trust himself in a testing situation, not cheating and doing his best.
B. To persist in finishing his work in spite of distractions.
C. Not to blame others for his behavior, not saying, "He or she told me to do it."
D. To verbally express pride in his ideas or work when they are inspected or evaluated by the class.
E. To question the teacher or other students when he does not understand or disagrees.
F. When failing a task, to accept help from others and try to make it a learning situation.
G. To utilize free time without distracting or interrupting others.
H. To help or support verbally or actively an unpopular classmate.
I. To help another student even when he must make a sacrifice or interrupt his own activity (deferred gratification).
J. To defend his own choices without offending or hurting others.
K. To express pleasure in reading and discussing fables.
L. To share materials and ideas with his classmates.

IV. Context. Second grade.

Abstract (cont)

V. Content. Pre-assessment of students, use fables, examples: The Hare and the Tortoise, The Birds, Beasts and Bat, The Boy Who Cried Wolf, etc., Post-assessment.

VI. Methods. Interest Inventories, Opinion Surveys, Self-Concept Questionnaire, Teacher's Observations, Recordings, Filmstrips, Role-playing, Contrived Incident, Make own books, Modeling and painting

VII. Time Schedule. Ten Weeks.

INTEGRITY AND ITS COMPONENTS: PERSONAL RESPONSIBILITY, COURAGE UNDER FIRE, AND SENSITIVITY TO OTHERS

Philosophical Statement

We are not absolutely sure how a child learns to prize one value above another, internalize it and be willing to act upon it, but most authorities agree that with the increasing complexity of life upon this planet, the opportunities which demand that choices be made, are vastly multiplied. The teaching of values has long been the province of the home and church but since there is conflicting evidence that these two institutions are being successful in the area, the school can no longer ignore the challenge.

"For as yet the prevalent value system and the institutions and policies representing it are woefully out of line with the understanding of things attained by science and with the power of action attained by the technology," says Hermann J. Muller in a symposium report before Phi Delta Kappa, "It is the job of education to arouse in youth a sense of values of each facet of the world that he is exploring, their values for his own life and human life in general."[1]

Some school systems go so far as to write the teaching of values into the curriculum guide and stipulate how much time shall be spent in such effort, as in Los Angeles. Others still expect the home and church to carry the responsibility. Most of the efforts toward value clarification have been aimed at older children, especially the secondary schools and colleges. However, there is good reason to attempt this at a much lower level.

Children at the ages of seven and eight are developmentally ripe to begin value clarification according to Havighurst who sees this as a time of developing conscience, morality and a scale of values. He quotes Piaget, "Morality or respect for rules of behavior, is imposed on the child first by the parents. Later the child learns that rules are necessary and useful to the conduct of any social enterprise, from games to government and thus, learns a 'morality of cooperation or agreement' which is true moral autonomy and necessary in a modern democratic society. Piaget believes that middle childhood is the crucial period for learning the morality of cooperation... the growing child must develop a scale of values which will enable him to make stable choices and to hold himself to these choices."[2]

Erikson, while taking into account the development of social cooperation, sees the child at this age struggling with Industry vs. Inferiority.[3] In many classrooms the sense of inferiority far overshadows the sense of competence due to our methods and grading systems which doom some children to a feeling of mediocrity or inadequacy.

From studies of disadvantaged children, we know that the teachers' expectations greatly influence the self-concept of the child and therefore his achievement in school. The Woolner paper relates the self-concept and the value system of the child saying "The sense of self, the worth one places on self, becomes a stable value which influences all other values."[4]

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[1]Hermann J. Muller. The Role of Science Education in Value Formation.

[2]Robert J. Havighurst. Developmental Tasks and Education, p. 23.

[3]Erik Erikson. Childhood and Society, p. 258-260.

[4]Rosestelle B. Woolner. Values and the Self-Concept In Early Childhood, p. 8.

The conclusion seems obvious that the teacher as a "significant other" cannot help teaching his own values, since actions speak louder than words and non-verbal communication is more powerful than all the words that are mouthed. So it behooves him to take a good look to see what values "are showing" and to make some effort at a planned approach. Among the fringe benefits of attempting to teach clarification of values to children will be that of gaining some insight into his own value system and that of his students, with greater understanding as the result.

The experts are saying that at second grade level, including ages seven and eight, the children are developmentally ready willing and able to start questioning, examing, and clarifying the values that have been imposed upon them and that they see exhibited by their peers and contemporaries.

Erikson is also warning against an apartheid set of values spawned by the school that may not be valid in other areas of life. It is imperative that we examine carefully whether we want children to perform and be paid off in M and M's as in the Bereiter teaching methods of language patterning for the disadvantaged, or be paid off in grades as in the traditional pattern, or seek a third alternative for their own enhancement and satisfaction that comes from inner motivation as is being tried in the New Stelle Elementary School.[5]

We must carefully consider what we can afford not only financially but socially and aesthetically. What kind of humans do we want in the Age of Space?

Many master teachers have knowingly or not, taught value clarification all their lives, but only recently have strategies and methods become organized and available to the interested teacher. A continuous in-service program in the area of value-clarification should be undertaken, because it is exciting, pertinent and holds possibilities for helping us strengthen our claim on being human.

Keeping in mind that the process of valuing is life-long and continuous, the teacher can work with the idea "that the process is a creative one in which each teacher formulates the actions that he deems appropriate at each moment."[6]

With this background in mind, the following Curriculum Unit for the Clarification of Values came into being.

AS LONG AS I LIVE
I SHALL ALWAYS BE
MY SELF AND NO OTHER
JUST ME

Walter de la Mare

---

[5]Caroline Gerlach. Education in the New Age. Seminar Notes.

[6]Kimball Wiles. Editor Values and Teaching Foreword p. VIII.

Since true foundation cannot fail
But holds as good as new
Many a worshipful son shall hail
A father who lived true.
Realized in one man, fitness has its rise,
Realized in a family, fitness multiples,
Realized in a village, fitness gathers weight,
Realized in a country, fitness becomes great,
Realized in the world, fitness fills the skies.
And thus the fitness of one man,
You find in the family he began,
You find in the village that accrued,
You find in the country that ensued,
You find in the world's whole multitude.

And how do I know this INTEGRITY?
Because it could all begin in me.

LAOTZU

It seems fitting to couple this quotation from Laotzu with a unit exploring Aesop's Fables since Aesop (620-560 B.C.) and Laotzu (born 604 B.C.) both possibly myths themselves, could have been contemporaries. They both had much to say about life and to the people who lived it. Neither wrote down what he said, seeming to know the eternal verities would survive.

General Objectives

Toward becoming:

a. A complete or whole person, an integrated personality.
b. Responsible for one's own actions and courageous enough to take the consequences.
c. Aware of one's behavior involving obligation and duty, the "ought to" areas.
d. A cooperative member of a group.

The non-value objectives:

a. enhanced listening skills
b. improved reading skills
c. more skillful recall and telling of stories
d. greater appreciation of fables as literature
e. understanding of why fables have survived
f. increased creative writing skill
g. proper use of film projector and tape recorder
h. enlarged vocabulary dictionary and library skills

The teacher himself is the great variable in the value clarification process, since we are dealing with intangibles and are expecting changes in behavior that are observable.

Specific Objectives

A. To trust himself in a testing situation, not cheating and doing his best.
B. To persist in finishing his work in spite of distractions.

C. To not blame others for his behavior, not saying, "He or she told me to do it."
D. To verbally express pride in his ideas or work when they are inspected or evaluated be the class.
E. To question the teacher or other students when he does not understand or disagrees.
F. When failing a task, to accept help from others and try to make it a learning situation.
G. To utilize free time without distracting or interrupting others.
H. To help or support verbally or actively an unpopular classmate.
I. To help another student even when he must make a sacrifice or interrupt his own activity (deferred gratification).
J. To defend his own choices without offending or hurting others.
K. To express pleasure in reading and discussing fables.
L. To share materials and ideas with his classmates.

Context

This unit is planned for a self-contained classroom of twenty-six students, twelve girls and fourteen boys between the ages of seven and eight years, all above average intelligence with reading performance spanning the gap from pre-primer to fourth grade level. The children are from middle class and upper middle class families most of whom are economically affluent. Racial backgrounds vary, but only two are of foreign parentage, one Mexican and one Chinese. One child has a German born mother and another a Spanish born mother. The Chinese child has a language lag because Chinese is spoken in the home.

Three children have speech problems and are seeing the speech therapist twice a week. Three others are seeing the reading specialist for perceptual training for an hour twice a week. One of these wears glasses. None have visible physical defects. Religious faith is divided betwee Protestant, Catholic and Jewish. Political sentiment is mostly Republican. The children reflect the monetary and success-oriented values of the parents.

The room atmosphere is highly flexible, lightly structured, with much movement, talking and working with others allowed. Comparative grades and competition are at a minimum.

Children work together in four or more reading groups which are flexible and math groups of the same order. An attempt is being made to let each child work at his own speed, progressing to a new concept when ready. Testing is at a minimum although the Stanford Achievement Test is to be given for the first time at this level in February.

We profess to have a democratic working arrangement with a different room chairman each week and those responsible for room jobs. There is much time devoted to verbal communication as a means of clarifying language patterns and correct usage as well as for solving social problems which arise daily, exchanging information and telling jokes and riddles.

Subject Areas for this Unit: (Tues. and Thurs. for Ten Weeks or half-days four or five days a we

Language Arts:

1. Reading - Oral and silent
2. Spelling - We are piloting the Follett Series
3. Creative Writing - Stories, Plays, Poems, Items for monthly school paper

4. Cursive Writing - To begin in February
5. Oral Expression - Sharing experiences, jokes and riddles
   Book reports, poetry we like
6. Dictionary and Library skills

Creative Arts

1. Art and Construction
2. Music and Drama

Content

First Week: Pre-Assessment will try to determine where your students are now in clarification of their values; how they feel about themselves and others. Besides teacher observation and recording which is always one of the best methods, this writer has prepared several ditto sheets, copies of which are attached.

1. "All About Me"
2. How I Feel When-----
3. If I had my "Druthers" (preferences)
4. I like to-----
5. I believe -----
6. The Goody Sheet

Using Viktor Lowenfeld as our authority, we can have the child draw himself BEING in different situations, moods, favorite animals or persons, and learn how he feels about himself in his world. "At the schematic stage in creativity the child discovers there is a definite order in spatial relationships. The first consciousness that the child is a part of his environment is a base line. He puts everything on this important schema - the base line. When he does this, he consciously becomes a part of his environment and is ready for cooperation."[7]

Second Week: Experiences aimed at developing personal responsibility toward work

Tues: The Hare and the Tortoise - Slow and sure is better than fast and care less.
The Crow and the Pitcher - Little by little gets it done.

Thurs: Timothy and the Nettle - Do it boldly.
The Mice and the Cat - Plan only for what can be done.
The Grasshopper and the Ant - Think ahead.

Third Week: Experiences aimed at developing personal responsibility toward peers.

Tues: The Birds, Beasts and Bat - Be a loyal friend.
The Birdcatcher and Partridge - Only a coward betrays his friends.

Thurs: The Miller, the Boy and the Donkey - Don't try to please everyone.
The Boy Who Cried Wolf - Liars will not be believed when they want to be.

Fourth Week: Courage Under Fire

Tues: Freedom of Choice
The Wolf and the House Dog - Better Starve and be free than feast and be a slave.
Country Mouse and City Mouse - Better have beans and bacon in peace than cakes and ale in fear.

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[7]Viktor Lowenfeld. Creative and Mental Growth, p. 134.

Thurs: Reaction to Ridicule
The Bald Knight - Laugh with others when they laugh at you.
The Fox and the Stork - Tricksters must expect to be tricked.

Fifth Week: Sensitivity to Others
Tues: Compensation
The Ant and the Dove - One good turn deserves another.
Androcles and the Lion - A noble soul never forgets a kindness.
The Lion and the Mouse - Little friends may be great.
Thurs: Understanding and Cooperation
The Wind and the Sun - Persuasion is better than force.
The Belly and the Members - We are dependent upon one another.

Sixth Week: Cooperation
Tues: Bundle of Sticks - Union gives strength.
Four Oxen and the Lion - United we stand.
Thurs: Review and select favorite fables, vote for five.

Seventh Week: Divide class into five teams and decide who will present each of the five fables and what medium they will use: Dramatization, Diorama with narrator, Roller Movie with narrator, Tape recording with illustrations, Comic Strips, Charades.

Eighth Week: Actual work and preparation by teams. Opportunities for choices, leadership, cooperation, understanding another's feeling, valuing each person's contribution, defering to another, trying something new, failing and recovering.

Ninth Week: Sharing the finished products with others. Assessment by the children of how their plans worked out; what they might have done in another way.

Tenth Week: Post Assessment of Students' value indicators. Situation Stories have been prepared to correlate with the experiences aimed at different facets of integrity. The stories call for value judgments and hopefully will indicate a change if there has been one.

In Gordon Allport's Becoming he called the core of the personality, the Proprium - the center of all that is warm, vital, and peculiarly ours. In these teaching experiences we are aiming at this core in an attempt to unify the personality around basic values. If as Allport also states, "our tribal morality is somehow peripheral to our personal integrity"[8] it would seem we are beginning in the right place.

Specific presentation for The Hare and the Tortoise and The Crow and the Pitcher (Tuesday of Second Week)

Books on Display:
1. Aesop's Fables - Ann Terry White
2. Aesop's Fables - Boris Artzybasheff
3. Aesop's Fables - Illustrated Library Edition

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[8]Gordon Allport. Becoming. Yale University Press, 1955. (From the Terry Lectures)

4. The Fables of Aesop - Joseph Jacobs, 1950.
5. The Fables of Aesop - Joseph Jacobs, 1964.

Ditto the three versions that are starred to hand out. Vocabulary enrichment (for the board) White's version. Dick, tick, stick, lick, pick, wick. Say these words. Now add ety to the end and say them: Dickety, tickety, stickety, lickety, pickety, wickety. Lickety-split - a hyphenated word, made of two words like a compound word. What does this word tell? How the hare ran, or rather, how he started off? What sound of the vowel do you hear in all of these words - short I.

Make believe
Made believe — What is the land of Make Believe? Is it true or real? Have you ever made believe or pretended to do something? Do you ever pretend to be busy working when you really are not? Everyone has. What is another word for made believe? Fooled, faked, joked, deceived.

End of the course - You know what a golf course is. Does it have a beginning and ending? Does a sports car rally have a set course? Does a race in the gym? Yes, a course is a certain distance.

He was a slowpoke - Compound word made of slow and poke, magic e on the end makes the o long and ow also says long o. Would a slowpoke be apt to do something lickety-split?

Vocabulary enrichment: Jacob's version

Boat - Boast - How are these words alike? How different? Same beginning and vowel sound - end differently.

boast, boasted, boasting
roast, roasted, roasting
toast, toasted, toasting — Are these rhyming words. Yes, because they end the same but begin with a different sound.

If you boasted about something would you be bragging? Did you ever hear it called "blowing your own horn?"

Challenge - If you challenged someone to a fight, what would you be doing? Just asking him to fight? More than that - it would be insisting that he fight with you. Do you challenge someone to race with you? Yes, you can challenge someone to any kind of contest.

win, won, winning
fix, fixed, fixing
dart, darted, darting
plod, plodded, plodding — These are words that mean something people can do, or have done. Perhaps we can find them in that section of our dictionary.

Contempt - If you show contempt for someone do you think that you would like them very much? No you would probably dislike them and feel they were not as good as you are, that they are less important and worthless.

Let children choose spelling words from this list. They should be able to manage the following:

boast, boasted, boasting - same vowel digraph as in boat
win, won, winning - rule for doubling final consonant
plod, plodded, plodding - " " " " "

dart, darted, darting - a followed by r as in car
fix, fixed, fixing - relate to number word six
fable, table, cable - made from able
hare, dare, care - a changes sound when followed by re
slowpoke - compound word, long o sound, final e

The teacher reads The Hare and the Tortoise first from the Junior Library edition and then from Artzybasheff which is a more sophisticated wording. Make sure that the children know a hare is a jackrabbit and a tortoise is a turtle. Some vocabulary may need explaining as you read.

jeers are not cheers but insults.
goaded means prodded
five miles for five pounds - not weight but money
make a jest - make a joke
a tuft of fern - a small sprig or bunch of fern
with ease - another way of saying easily
jogging along - jogging is a popular exercise now.

Does this sound like the same story even though some of the words are different? Hand out the ditto sheets and have different children read the three versions. Which two of them are alike? Show that they were written by the same person. What do you think Aesop was trying to tell people by this story:

1. Hares are fast runners.
2. A tortoise does not need a nap.
3. A slower animal can win a race.
4. If you boast you will be sorry.
5. Sometimes it is better to be slow and sure rather than fast and careless.

And can you think of some times when this last might be true? What about a reading test? Choose people to act out the story, making up their own conversation for the beginning and ending of the race. Draw pictures of how the hare and tortoise looked at some time during the race. These can be stapled to the ditto sheets to start a fable book for each child.

The Crow and the Pitcher

Have a small amount of water in a long-necked pitcher, urn, or bottle, so that a child cannot possibly stick his finger in and touch it. Have them try to think of ways to get the water level high enough to touch without tipping the bottle. A box or container of small pebbles or stones should be available but not mentioned.

Whether or not anyone comes up with the solution, have two children read the Jacob's and Junior Library versions and see if anyone completes the gestalt. Ask if anyone can be as smart as the crow. Let each child in the room select a pebble to drop in the pitcher and see how many it takes to bring the water level to the top.

What do you think is the main idea of this story?

1. Crows are smarter than people.
2. Crows are good workers.
3. If you want something bad enough you will think of a way to get it.
4. If you work hard, little by little, you can finish a job.

Does this story mean anything like the Hare and Tortoise fable? What about them is the same?

Reinforcement: Have the film strips for the Hare and the Tortoise and the Crow and the Pitcher ready for the afternoon session. Ask children to retell the stories as the strips are shown or use the recordings. It would seem, however, that the recordings would be a better initial exposure method to alternate with the reading by the teacher or pupils and use the re-telling by students for the reinforcement.

Children at this age enjoy role playing and acting out, so it would seem wise to make use of this method of clarification as much as possible. Mowrer is one authority for concentrating on this method. "It is easier to act yourself into a new way of thinking than it is to think yourself into a new way of acting."[9] This is an opportunity to try out the rationale behind the Bereiter method of progressive patterning on a modified scale to be sure, but it may be helpful.

It would be most helpful to have a tape recorder available at all times to record childrens' accounts, reactions and interpretations, as it would be a physical impossibility for the teacher to do it alone. An aide who was thoroughly familiar with the objectives would be helpful as an observer and recorder.

Methods

First Week: Pre-assessment of the students

1. Interest inventories
2. Opinion surveys
3. Self-concept questionnaires "All About Me," "The Goody Sheet"
4. Teacher's observation of behaviors, recorded
5. Collection of as many copies of Fables as possible.

Second through Eighth Weeks - Exposure to Selected Fables from Aesop in a planned order.

1. By recording and film strip
2. Being read to the class by teacher or students from different editions.
3. Reading the fables silently and giving charades
4. Dramatizing and taking parts after reading
5. Re-telling fables in own words for the chart.

- Exploring meanings of the Fables and clarifying

1. Contrast and compare
2. Teacher plays "Devil's Advocate" supports unpopular side.
3. Relate to own experiences
4. Role-playing
5. Re-telling to the tape recorder
6. Finishing stories of parallel action
7. The contrived incident to reinforce

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[9]Hobart Mowrer. The New Group Therapy, p. 68.

Ninth and Tenth Weeks - Culmination Activities

1. Teams dramatize for other rooms, make TV movies with narrators
2. Partners make dioramas to be used in Library or to go to other rooms
3. Make own books or comic books of favorite fables.
4. Modeling and painting favorite characters

- Post Assessment to determine possible changes in behavior

BIBLIOGRAPHY OF BOOKS AVAILABLE AT GRAND RAPIDS PUBLIC LIBRARY

J398 Ae8:2	AESOPUS	The Aesop for children, Chicago Rand McNally, 1919, pictures by Milo Winter
J398 A38:5		Aesops Animal Fables
J398 Ae88:16		Aesop's Fables Selected Louis Untermeyer, New York, Golden Press, 1965.
J398 Ae88:13	AESOPUS	Aesops Fables, New York, Viking, 1933
J398 Ae88a:15	AESOPUS	Fables retold by Anne Terry White, New York, Random House, 1964
J398 A38:5	AESOPUS	Aesops Animal Fables combined with "Bring Back the Animals Game," Kirby Miur, New York, Broadlands, Inc., 1945.
J398 Ae88:12	AESOPUS	Aesops Fables selected by Laura Harris, Garden City, Garden City Books, 1955.
J398 Ae88:7	AESOPUS	Aesops Fables Drawings by Fritz Kredel, New York, Grosset and Dunlap, 1947.
J398 Ae88:4	AESOPUS	Aesops Fables, New Version by Munro Leaf, Illustrated by Robert Lawson, New York, The Heritage Press, 1941
J398 Ae88:9	AESOPUS	Aesops Fables from James and George Tyler Townsend, Glen Rounds, Philadelphia, Lippincott, 1949.
J398 Ae88:14		The Fables of Aesop retold by James Reeves, First American Edition, New York, H. Z. Walck, 1962.
J398 Ae88:17		The fables of Aesop selected by Joseph Jacobs (history traced) illustrated by Kurt Wiese, New York, MacMillan, 1950.
J398 H422		Herford, Oliver, Fifty Fables in Verse, Boston, New York, Ginn and Co., 1921.

BIBLIOGRAPHY List of Appropriate Fables

1. The Dog in the Manger
   Do not begrudge to others what you cannot use.

2. The Fox and the Stork
   One trick deserves another.

3. The Lion and the Mouse
   Little friends may prove to be great friends.

4. The Milkmaid and Her Pail
   Don't count your chickens before they are hatched.

5. The Country Mouse and the City Mouse
   Beans and bacon in peace are better than cakes and ale in fear.

6. The Goose That Layed the Golden Eggs
   He who is too greedy may end up with nothing.

7. The Frog and the Ox
   Don't try to do what you are not suited for.

8. The Miser
   Money has no true value if it is not used.

9. The Old Lion and the Fox
   Be warned by what happens to others.

10. The Fox and the Grapes
    It is easy to say something is not good if you cannot get it.

11. Two Frogs
    Think twice before you leap.

12. The Miller and His Donkey
    If you try to please all, you will please none.

13. Androcles and the Lion
    A noble soul never forgets a kindness.

14. The Grasshopper and the Ant
    Prepare today for the needs of tomorrow.

15. The Hare and the Tortoise
    Slow and sure is better than fast and careless.

16. Two Fellows and a Bear
    It is a poor friend who deserts you in time of trouble.

17. The Wind and the Sun
    Kindness is better than force.

18. The Ant and the Dove
    One good turn deserves another.

19. The Mice in Trouble (Belling the Cat)
    No use offering a plan that cannot be carried out.

20. The Fox and the Crow
    Flattery works (more or less) on all of us.

21. The Monkey and the Cat
    The flatterer always wants to get something out of you.

22. The Shepherd Boy (The Boy Who Cried Wolf)
    A Liar will not be believed even when he tells the truth.

23. The Dog and the Bone
    Grasp for all and lose all.

24. The Bundle of Sticks
    When people stand together they are strong - strength in unity.

25. The Boy and the Nuts
    Half a loaf is better than none.

26. The Heron
    He who is hard to please may get very little in the end.

27. The Fox and the Goat
    Look before you leap.

28. The Wolf and the House Dog
    Better to starve and be free than to eat well and be a slave.

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ASSESSMENT - List of drawings that could be made by children for assessment and insight into values.

1. I am Being a Friend, Frinedly, a Good Joe.
2. I am Being Mean, Stinky, a Fink.
3. I am Being a Good Citizen, A Good Do Bee.
4. I am Being Helpful or Thoughtful.
5. I am Being Good, Kind, Loving.
6. I am Being Bad, A Cheater, Dishonest.
7. I am Being my Favorite Animal.
8. I am Being Scared, Afraid, Panicky.
9. I am Being Brave, Strong, Courageous.
10. I am Being a Hero, Heroine.
11. I am Being Room Leader, Pledge Leader, Song Leader, A Safety Captain, A Student Council Representative.

12. I am Being Sad, Sorry.
13. I am Being my Favorite Grown-up.
14. I am Being Silly, Kooky, Goofy.
15. I am Being Happy, Contented, Satisfied.
16. I am Being Sneaky, Snippy, Snoopy (not the dog).
17. I am Being the Best, the Most, the Coolest, Hip.
18. I am Being Where I most Want to Be.
19. I am Doing What I most Want to Have.
20. I am Having What I most Want to Have.
21. I am Having Fun with my Family or Friend.
22. I am Fighting with my Family or Friend.
23. I am Doing Something I don't want Anyone to See.

HOW DO YOU FEEL WHEN?	Use these feelings:	Mad	Happy	Like Crying
		Like Fighting	Good	Unhappy
		Pleased	Don't Care	

1. Someone calls you names.
2. The teacher scolds you.
3. You are late for school.
4. You don't get your work done.
5. You are the first finished.
6. You are the last finished.
7. You do not understand something.
8. You tell something not true.
9. Someone else is crying.
10. Your friend is being scolded.
11. Your enemy is being scolded.
12. You can't do what you want to.
13. You have to give up something to someone else.
14. You have copied someones work.
15. We march around the room.
16. We read poetry together.
17. We sing together.
18. You tattle on someone.
19. You fight with your friend.
20. We tell jokes and riddles.
21. You make a mistake.
22. Someone tattles on you.
23. You hurt someone, not meaning to.
24. You win a game.
25. Someone takes cuts in line.
26. Someone accuses you of something that you did not do.

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PREFERENCE SHEET 'If I Had My Druthers"

I'd Rather:	Yes	No
1. Read than do math.	___	___
2. Draw pictures than read.	___	___
3. Work on math than draw.	___	___
4. Work with clay than paint.	___	___
5. Be pledge leader than room leader.	___	___
6. Be song leader than pledge leader.	___	___
7. Play outside than inside at recess.	___	___
8. Tell jokes and riddles than personal news.	___	___
9. Be desk checker than hall checker.	___	___
10. Be line leader than room leader.	___	___
11. Be student Council Representative than Messenger.	___	___
12. Be a boy than a girl.	___	___
13. Be chosen by a friend than by one I do not like.	___	___
14. Be the biggest rather than the smallest in class.	___	___
15. Be best in math than best in reading.	___	___
16. Have the most toys than have the most books.	___	___
17. Have the most clothes than have the most toys.	___	___
18. Have a dog than a bike.	___	___
19. Have juice than milk to drink.	___	___
20. Have rubber boots than buckle boots.	___	___
21. Have shoe boots than galoshes.	___	___
22. Spend my money than save it.	___	___
23. Have someone hit me than kiss me.	___	___
24. Get a ride to school than walk.	___	___
25. Be Bat Man than Snoopy.	___	___
26. Be an astronaut than a doctor.	___	___

WHAT I LIKE	Always	Sometimes	Never
1. I like to work fast.	___	___	___
2. I like to get finished first.	___	___	___
3. I like to work with a partner.	___	___	___
4. I like to figure things out by myself.	___	___	___
5. I like to be right - not wrong.	___	___	___
6. I like to be first in line.	___	___	___
7. I like it when the teacher reads a story.	___	___	___
8. I like to be first in the room.	___	___	___
9. I like to carry the flag.	___	___	___
10. I like to tell jokes and riddles.	___	___	___
11. I like to be the last one in at recess.	___	___	___
12. I like to fool around in the bathroom.	___	___	___
13. I like it when we say poetry together.	___	___	___
14. I like to be in charge of clean up.	___	___	___
15. I like to pass out paper and supplies.	___	___	___

16. I like to collect papers and books.
17. I like to grade another person's paper.
18. I like to read to myself.
19. I like to do perfect work.
20. I like to write stories.
21. I like to draw with crayons.
22. I like to get even with someone.
23. I like it when someone tells me I am doing well.
24. I like to help someone else.
25. I like to have secrets.
26. I like to work hard.
27. I like to borrow from someone else.
28. I like to take library books home.

FRAIDY CAT SHEET

Some fears are natural and protective. "Courage is the overcoming of fear by acting on principle despite suffering or danger. Much daily activity takes courage. There is much dignity in all constructive endeavor. Each individual must assume responsibility for his achievement and potential."

Los Angeles City Schools Instructional Guide.

I am afraid-	Always	Sometimes	Never
1. of snakes			
2. of dogs			
3. of bad dreams			
4. of grownups			
5. of teachers			
6. of making a mistake			
7. of being lost			
8. of strangers			
9. of the dark			
10. of wild animals			
11. of crossing the street			
12. of going to the dentist			
13. to give a book report			
14. to be late for school			
15. to tell a joke or riddle			
16. to read in front of the class			
17. to act in a play			
18. that no one will like me			
19. to sing alone			
20. to ask questions when I do not understand			
21. of doing something wrong			

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WHAT I BELIEVE	Yes	No
I believe:		
1. We should settle arguments by fighting.	___	___
2. All spiders should be killed.	___	___
3. If I do a favor, I should get something in return.	___	___
4. Boys are better than girls.	___	___
5. My friends should always choose me.	___	___
6. I do not have to obey all the rules.	___	___
7. You should always try to get even.	___	___
8. Everyone should clean up his own mess.	___	___
9. I should not tell on my friends.	___	___
10. I should always tell on my enemies.	___	___
11. All Black people are dirty.	___	___
12. All dogs should be tied up or fenced in.	___	___
13. If I give people things they will like me better.	___	___
14. Teachers try to help me.	___	___
15. If I find something I should keep it.	___	___
16. Teachers are bossy.	___	___
17. Indians are funny.	___	___
18. We should settle arguments by talking.	___	___
19. You should hit someone if they hit you.	___	___
20. You can do almost anything you want to, if you try hard enough.	___	___
21. If I beg and tease, I will get my own way.	___	___
22. Saving money is silly.	___	___
23. Helping people is too much trouble.	___	___
24. No one cares what I do.	___	___
25. It doesn't matter if I cheat when no one sees me.	___	___

POST ASSESSMENT:

A value change takes place when:

1. a value disappears (seldom if ever).
2. a value appears for the first time.
3. a value changes in intensity.

KEY: R - Responsibility C - Courage S - Sensitivity

1-C The class is going to elect Student Council Representatives, a boy and a girl, after discussing what the job requires:

a. I will vote for my best friends.
b. I will vote for the ones who will do the best job.
c. I will vote for the ones I think the teacher would want.

2-C George ripped a page in his reading book as he turned the pages carelessly. He took the book to the teacher to be repaired. Why did he take it?

a. He was afraid someone would tell on him.
b. He wanted to say that someone else did it.
c. He was not afraid to say that he had done it.

3-S You and your friends are playing a ball game on the play grounds. Someone keeps grabbing the ball and running away with it, so you can't play. You should:
a. catch him and pound him good.
b. tell the teacher on playground duty.
c. ask him to be scorekeeper for your game.

4-R The teacher is called out of the room on business: You Would:
a. try to go on with my work quietly.
b. take a break and talk to my friends.
c. go around the room telling people to be quiet.

5-S Some girls are playing jump rope, taking turns and some boys keep running through the line disturbing them. They should:
a. chase the boys away.
b. ask them to join the line and jump.
c. go tell the teacher on them.

6-S It is desk cleaning time and Jack finds a magic marker in the wastebasket. Linda says it is hers and she threw it away by mistake. Jack should:
a. keep it; finders keepers, losers weepers.
b. give it back to Linda.
c. make Linda pay him for it.

7-CR You see a friend of yours (who has been warned before) breaking a playground rule. If he is caught, he will lose his recesses for a week, You are a Student Council Representative. What do you do?
a. Tell him not to do it again and you won't report him.
b. Tell him you won't report him if he gives you something that you want.
c. Report him to the teacher.

8-SC There is a school rule against touching things that are displayed on the bulletin boards. You are angry at a person who called you names. He can make better pictures than you can and one of his is on the bulletin board in the hall. No one is looking so you:
a. tear his picture down.
b. draw a funny face on it.
c. tear off the corner where his name is.
d. decide to make fun of it to everyone.

9-R In art class we are cutting things of different sizes out of colored construction paper. There are several sizes of paper and a box of scraps. You want to do a good job so:
a. you take the largest sheets and save the scraps.
b. use a size that fits whatever I want to cut out.
c. use whatever I want and throw away the scraps.

10-S The class has made some clay things to take home for Christmas. Yours exploded in the kiln and you do not have anything to glaze. The teacher holds up a piece without a name on it. You know whose it is so:
a. you say it is yours because the owner is absent and no one else knows whose it is.
b. say it is the owners because he is not there to claim it.
c. you offer to glaze it for the owner so it will be finished in time to take home for Christmas.

11-C The teacher explains that we are going to try a new game in math today, and asks for volunteers to work at the board. You are good in math and it looks like fun but you do not offer to go to the board, because:
a. you might make a mistake and everyone would laugh.
b. you are not sure that you understand the directions.
c. you are afraid to try something new.

12-CR The snow plow has piled huge banks of snow on our playground. You have had orders not to play on the snow banks because someone may get hurt. No one has been hurt so far, so you:
a. play on the snow banks when no one is looking.
b. play policeman and help keep the other kids off.
c. plan to ask you Student Council Representatives to discuss this rule at the next meeting and see if it can be changed.

13-SC There is someone in your class whom no one likes very much. A teacher is bawling him out for something that he did not do, but she thought he was guilty.
a. you tell her that he did not do it and take his side.
b. you feel glad he is getting it because you don't like him, so you keep quiet.
c. you find some people who know what really happened and get them to tell the teacher.

14-SR It is test time and you hate taking tests because they scare you and you cannot think. There is too much to read.
a. You hurry through the test marking anything that seems to match the picture.
b. You take your time and do the best you can to figure out the words and think of the best answer.
c. You watch your neighbor and mark what he does.

15-RS You are having a hard time in math and are not as far along as your friend, as the teacher lets each one work at his own speed. Today you may work with a partner and you want to catch up with your friend so you:
a. ask your friends to work with you so he can tell you the answers.
b. ask your friend to explain something you are having trouble with.
c. ask your friend to help you learn your doubles and plus combinations up to twenty.

16-R Your class is having free play in the gym. This is the time that you work alone on different skills and report to Mrs. Cole what you have done. You think that you can never throw the basketball in the air and catch it twenty times because it always goes crooked or you drop it, so:
a. you give up trying and go jump rope which you do well.
b. report to Mrs. Cole that you did forty ball catches.
c. you ask Mrs. Cole for help.

THE GOODY SHEET

I am good in:	Yes	Sometimes	No
Reading out loud			
Reading to myself			
Think and Do			
Show and Tell			
Gym			
Art			
Music			
Science			
Writing			
Writing Stories			
I am good at:			
Getting my work done on time			
Working alone by myself			
Working with a partner			
Working in a group			
Getting to school on time			
Keeping myself busy			
Helping someone else			
Working quietly			
Protecting my friends			
Getting even with my enemies			
Helping someone I don't like			
Doing something I don't want to do			
Remembering to do my room job			
Keeping my desk neat			
Taking care of my things			
Figuring out puzzles			
Drawing pictures			
Modeling with clay			
Leading our marching			
Keeping time when we march			
Speaking in front of the class			
Following directions			
Obeying safety rules			
Thinking for myself			
Calling people names			
Waiting my turn			
Sharing with my friends			
Sharing with anyone			

WHOM SHOULD I CHOOSE ?

Please circle the number. WHAT TO THINK ABOUT WHEN WE CHOSE STUDENT COUNCIL REPRESENTATIVES

1. I should choose only my friends.
2. Girls should choose girls and boys should choose boys.
3. I should choose the one who stands up for his friends.
4. I should choose the best sport.
5. I should choose the best runner.
6. I should choose a good listener.
7. I should choose the tallest in the class.
8. I should choose the one who will do the best job.
9. I should choose a good speaker.
10. I should choose the smallest in the class.
11. I should choose the one who will report his friends.
12. I should choose one who can explain things.
13. I should choose the one who will reports his enemies.
14. I should choose the one who will never get mad.
15. I should choose one who will report someone to get even.
16. I should choose one who judges races fairly in the gym.
17. I should choose the one who writes the best.
18. I should choose the one who gives me cuts in line.
19. I should choose one who will not report his friends.
20. I should choose one who will report anyone who breaks a rule.
21. I should choose the strongest person.
22. I should choose the one I like best.
23. I should choose one who is not afraid to ask questions.
24. I should choose one who will stand up for anyone (whether he likes him or not) who is reported unfairly.
25. I should choose one who will give up recess to go to meetings.

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NATURE IN ITS BEAUTY

AN APPROACH TO TEACHING THE VALUE OF RESPONSIBILITY*

Specific Value:	Responsibility
Subject Areas:	Science, Social Studies, Art, Music, Language Arts
Grade Level:	Kindergarten
Time:	Six Weeks

Project on Student Values
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NATURE IN ITS BEAUTY

AN APPROACH TO TEACHING THE VALUE OF RESPONSIBILITY

Abstract

I. Philosophical Statement. The field of science, through its vast subject matter, provides many fascinating possibilities for continuous progress in educational growth. It is rich in life and beauty. Nature and its beauty undergoes a continuous change daily and seasonally by virtue of nature itself. Man can also change the beauty by his choice of conservation or by littering, defacing, and destroying.

II. Statement of General Objectives. The objectives of this unit are to help the children become aware of Nature, its natural beauty, the beauty in the natural changes it undergoes daily and seasonally, and the changes people can make in this beauty by their free choice.

III. Specific Objectives.

A. Observe and appreciate nature's beauty
B. Develop a respect for all nature
C. Become aware of the daily and seasonal changes and the beauty in each
D. Be able to take more responsibility in preserving nature's beauty

IV. Context. Kindergarten.

V. Content. The value will be presented through science correlating social studies, art, music, and language arts, by the children being exposed, to nature itself, to pictures showing the beauty of nature in various stages, to films pertaining to nature, to books containing stories and poems of nature, and to music.

VI. Methods. Pre-test, class discussions, experiments, observations, field trips, creative writings of stories and poems, music, audio-visual aids, individual and group art, bulletin boards, booklets, dramatic and rhythmic play, post-test

VII. Time Schedule. Six Weeks.

NATURE IN ITS BEAUTY

AN APPROACH TO TEACHING THE VALUE OF RESPONSIBILITY

Philosophical Statement.

In this day and age when lawns, yards, parks, and highways are littered with papers, toys, bottles, and cans, and other debris or rubbish; when shrubs, flowers, lawns and trees are destroyed; when birds, insects, and small animals are mistreated or killed, I believe that young children should have great exposure to some instrumental and intrinsic values which will help them to develop a responsibility and respect for an appreciation and conservation of nature's beauty. Nature and its beauty undergoes a continuous change daily and seasonally by virtue of nature itself. Man or people can also change the beauty by their choice of attitudes and behavior.

General Objectives.

1. Present nature as a form of science, the source of life which can be and is beautiful.
2. Correlate science, social studies, art, music, and language arts.
3. Provide for experiments with plant growth, soil, water, and light.
4. Make children aware of the relationships between plants and animals and their relationships to the soil and to the forces of nature; the need for conservation and man's responsibility in this preservation.
5. Show how man depends upon nature for his own life by securing food, clothing, shelter, heat, water, and air from nature.
6. Provide field trips for promotion of aesthetic needs in the appreciation and conservation of the beauties of nature.
7. Provide for class discussions in regards to films, experiments and observations; create stories and poems about observations. Read stories and poems from books; use other audio visual aids---movies, television, pictures.
8. Provide for room displays of pictures, models, exhibits, specimens, and scrapbooks.
9. Demonstrate and provide discussion periods on the causes of daily and seasonal changes.
10. Provide for artistic expressions---drawings, paintings, clay models, crayons, chalk.
11. Provide for music activities, songs, rhythms, and listening, with music pertaining to Nature and its beauty.
12. Show how man can change the beauty of nature by his free choice.
13. Instill an awareness that man is free to choose his own values, but when he does, it is his responsibility to uphold them.
14. Help the children with alternatives and consequences as seen in experiments, field trips, pictures, and observations of highways, lawns, and parks, as pertains to nature and its beauty.
15. Help the children to clarify their own values and encourage them to defend them.

16. Establish a classroom atmosphere that will stimulate respect for each child as an individual, and one in which the child feels accepted, secure, and has a sense of personal responsibility for one's own acts.
17. Show how one individual upholding his own values provides for a more beautiful community and country in which to live.

Specific Objectives

As a child's knowledge and intellectual values increase about nature through the study of science, social studies, language arts, music, and art, it is hoped that through the development of responsibility he will gain respect, appreciation, and a feeling for his responsibility for conservation of nature and its beauty as it undergoes its daily and seasonal changes and in all nature.

1. To name three ways of keeping the school yard beautiful.
2. To name in order the four seasons of the year.
3. To name from previous discussions, four seasonal changes which take place during a year, and natures beauty observed in these changes.
4. To name three changes which nature undergoes daily.
5. To describe in simple sentences the cause of day and night.
6. To identify six out of eight birds shown in pictures and give the name of each of the six birds.
7. To construct a bulletin board depicting eight out of ten forms of nature.
8. To describe the experiments and the results through dictated stories each within a class period. The story to be written by teacher as children dictate their story.
9. To name five out of seven things for which man depends upon nature.
10. To defend orally his own set of values and assume responsibility to uphold them.
11. To name five out of seven of nature's beauties observed on a field trip and tell how each may help conserve these beauties
12. To describe in simple sentences the relationships between plants and animals and their relationships to the soil; the need for conservation and man's responsibility in this preservation, after class discussions pertaining to this.
13. To name ten out of twelve ways man can change or destroy the beauty of nature, after class discussion.

Context

This specific unit will take place in the Southridge School located in Charlotte, Michigan, in the Charlotte Public School System. The parents are nearly all in a socio-economic middle class. The parental occupations vary from professional, to white-and-blue collar, to farming, to a few families on a low economic level. Many of the pupils have both parents working. There are two sections of Kindergarten each numbering about 25 students with a wide range of ability.

Outline of Content

The elementary science program is closely related to the other areas of study in the school program. Many times science is so closely allied with social studies

that it is difficult to say when one ends and the other begins. For this reason the writer is correlating science, social studies, art, music, and language arts in helping Kindergarteners to be aware and to feel the need for assuming more responsibility in the conservation of nature's beauty. It is hoped that as the children feel the need for assuming more responsibility and their knowledge of science increases, they will automatically gain some respect for nature. Through observations, their feeling for responsibility, and hopefully some respect, an appreciation of nature's beauty should be gained.

The content will consist of---

1. Observations of pictures of nature and nature itself.
2. Class activities consisting of films, field trip, demonstrations, experiments.
3. Class discussions.
4. Reading stories and poems.
5. Creative writing of stories and poems.
6. Music; singing, rhythms, dramatizing, listening.
7. Art; drawing, painting, clay models, crayons, and chalk.

Methods

The unit will include a pre-test and the test will again be given at the end of the unit.

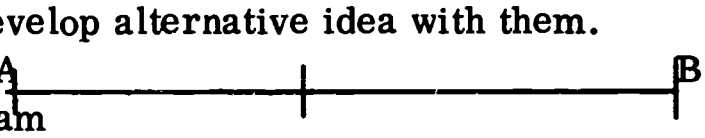
The writer hopes to set the stage so that problems will arise which will lead the children to inquire. Children have a constant interest in and an essentially scientific curiosity about their environment. This sphere of fascination for Kindergarteners begins with an interest in the biological and earth sciences and later extends to the physical sciences.

Many experiences will provide opportunities for them to satisfy these interests, to find answers to their questions, to further stimulate their curiosity, to develop an inquiring mind and an observing eye, to enlarge their ability in problem solving, to help them to assume more responsibility, and to gain an appreciation for nature. By increasing their awareness of their natural environment and their ability to gain information by listening, investigating, experimenting, observing, composing, singing, dramatizing, and drawing it is hoped that the specific behavioral objectives desired in this unit will be developed.

The writer hopes to make the children feel secure in asking questions; to obtain the proper materials and equipment; use the resources of the community; plan activities but still make use of incidents and first hand experiences.

A. First Week
   1. Pre-test (individual verbal testing)
   2. Introduce the unit by showing four pictures,one of each season.
   3. Discuss the pictures and the beauty seen in each.
   4. Name the season in which we are now living.

5. Music: Sing "Song of the Seasons" (1)
   "The Four Seasons" (2)
6. Read the children "Sing a Song of Seasons" (3)
   "Wonders of Nature" (4)
   "The Little Island" (5)
   "Let's Find Out" (6)
   " The True Book of Seasons" (7)
7. Art: Make seasonal tree.
8. Proud whip: I am proud that . . . .

B. Second Week
1. Look at spring pictures.
2. Discussions: How does nature prepare for spring?
   a. Animals
   b. Insects
   c. Birds
   d. Flowers
   e. Trees
   f. Fish
   g. People
3. Children dictate a story about the changes and preparation of spring.
4. Art: Draw and paint pictures showing signs of spring. Put pictures in a booklet, titled Signs of Spring.
5. Read the children four of five stories showing the responsibility assumed by birds, animals, and people in relation to themselves and to each other in preparing for spring.
6. Value to learn: Develop alternative idea with them.
7. Value Continuum: A  B
   A is Mr. Tidy Sam
   B is Mr. Litter Bug
8. Music: Sing songs pertaining to the spring season
   Listening: Spring Song. Mendelssohn
9. Proud Whip

C. Third Week
1. Art: Make a bulletin board depicting eight forms of nature.
2. Discussion: How is nature dependent upon man?
   a. Animals
   b. Trees
   c. Grass
   d. Flowers
   e. Shrubs
   f. Insects
   g. Birds
3. Read four or five stories showing how nature needs mans help in order for its conservation and to maintain its beauty.
4. Role Play: A trip to the park.
5. Create a poem about nature.

6. Experiment: "What Plants Need", plant seeds in sand, another in soil, another in clay. Allow similar plants plenty of water; little or no water. Expose similar plants to sunlight; little or none. Damage one plant by mishandling, give careful care to a second.
7. Value Method: Rank and Order
   Which would you rather see something...
   ugly
   frightening
   beautiful
   Where would you rather go for a walk in . . .
   a cluttered yard
   a woods
   buying
   Would you rather play with . . .
   leaves
   a truck
   a pet
   Would you rather look at . . .
   flowers
   a dead animal
   an injured pet
8. Music: Songs: "My Garden" (8)
   "Planting Seeds" (8)
   "The Gardener" (1)
   Dramatize digging, sowing, hoeing, watering
   "Spring is Here" (1)
   "I Love Little Pussy" (1)
9. Movie: "Spring On the Farm" (9)
10. Discussion on movie
11. Children dictate story about the movie

D. Fourth Week
   1. Look at pictures showing animals grazing
   2. Discussions: The relationships between plants and animals to the soil; the relationships to man, and mans need for conserving nature; the importance of farms and farmers.
   3. Movie: "Mother Rabbit's Family" (10)
   4. Discussion on the Movie
   5. Art: Make form clay models of rabbits.
      Make mural of the rabbit family seen in the movie.
   6. Experiment: "Earthworm" Place tall tin can as center spacer, closed end up in widemouthed quart jar. Force damp soil in space between can and jar to level of top of can. Cover with thin layer of sand. Add earthworms. Cover jar with sleeve of black paper. Leave undisturbed for several hours.
   7. Observe results of experiment. (Worms will find their way to earth section and leave castings behind on sand. Channels of passage in soil will show through glass.)

8. Discussion and Learnings on experiment. Earth passes through worms body, supplying food, emerging as castings. The earthworm helps us by: breaking up soil, stirring and mixing soil; making tunnels to let air and water travel below ground.
9. Children dictate a story about the earthworm experiment.
10. Read the children four or five stories pertaining to the inter-relationship between soil, plants, animals, and man.
11. Music: Sing songs pertaining to animals and nature.
12. Value voting: Hand up for yes; thumb down for no.
    a. How many of you ever lived on a farm?
    b. How many of you feel it is necessary to have farmers?
    c. How many have fed a hungry animal?
    d. How many of you have been scared?
    e. How many of you feel that sometimes animals are afraid?
    f. How many of you throw things out the car window?
    g. How many of you feel that it is alright to play in flowers and shrubs?

E. Fifth Week
1. Observe the weather
2. Keep weather chart showing weather of the day.
   Symbols: Clouds---clear
   Partly cloudy
   Mostly cloudy
   Overcast
   Wind---calm
   Breezy
   Windy
   Very windy
   Other---rain
   fog
   snow
   none
3. Movie: "Our World of Science"
4. Discussion on movie
5. Music: Sing songs pertaining to weather
6. Discuss the importance of weather changes to plants, animals, and people.
7. Demonstrate the causes of day and night.
8. Read the children "What Makes Day and Night" (11)
9. Discussion on story.
10. Plan and take a walk to see the signs of spring.
11. Discuss trip: Children name the various things in nature beautiful to them; name the things observed that could be made more beautiful by the help of man.
12. Children dictate story about the trip.
13. Art: Draw crayon pictures to illustrate trip. Feather fun: Mount large outline of a bird on tagboard. Children bring in feathers and glue them on the plaque.
14. Proud whip.

F. Sixth Week

1. Discussion on experiment "What Plants Need"
2. Dictate story about the experiment.
3. Compare the beauty of a real flower with an artificial one; a real bird with one which is artificial.
4. Proud whip.
5. Movie: "Birds of Our Storybook"
6. Discuss movie
7. Art: Draw pictures of various kinds of birds. Make birds out of torn construction paper.
8. Music: Sing songs about birds
9. Create a poem about a bird or birds.
10. Read the children stories pertaining to this unit.
11. Make a chart listing things one can do to make the community more beautiful.
12. Dictate the same test again to the class that was given at the beginning of the unit.
13. After the test has been given, discuss it, teacher and children taking each situation and exploring each of its alternatives, but let the children decide which they feel should be the solution. Teacher observation at this time should be to see if any changes in behavior occur or if the children have become aware of the value that was hoped to be achieved in this unit.

TEST

1. The circus has come to town. You and a neighbor boy are going to the circus. You stop for your best friend. He says he will have to mow the lawn first.
   - A. Would you go to the circus without him?
   - B. Stay and bother him so he couldn't get the lawn mowed?
   - C. Go home and come back for him after he had a chance to get the grass cut?

2. A little kitten wandered away from its home. Some small children hurt the kitten by pulling his tail and ears, and kicking and hitting it. Would you....
   - A. Help the children hurt the kitten?
   - B. Take the kitten home with you to keep?
   - C. Return the kitten to its owner.?

3. When your teacher returns work you have done do you like to...
   - A. Take it home to show your parents?
   - B. Throw it on the ground on your way home?
   - C. Put it in the waste basket?

4. A little puppy stepped on a piece of broken glass and cut his foot. Would you...
   - A. Do nothing?
   - B. Take the puppy to your parents for first aid?
   - C. Call the neighbor children over to look and laugh at it?

5. Four young robins lived in a nest in a tree in your yard. One of the little birds fell to the ground and couldn't fly back to its nest. Would you...
   A. Call your cat to eat it?
   B. Step on it?
   C. Get help to put it back in its nest?

6. A young tree had recently been planted in the school yard. Some children were pulling and bending the branches. Would you...
   A. Help them?
   B. Try to stop them?
   C. Tell the teacher?

7. Your neighbors have a new lawn. It is nearer to your house if you cut across their yard. Would you...
   A. Walk on their new lawn?
   B. Walk on the sidewalk?
   C. Run down the street?

8. You see a strange dog get hit in the street by a car. The dogs leg is broken. Would you...
   A. Stand and laugh?
   B. Run for help?
   C. Don't know what you would do?

9. Your family has a beautiful flower garden. You would invite your friends to:
   A. Play in it?
   B. Pull all the flowers off the stems?
   C. Look and enjoy the beauty of it?

10. You are working with a group on an experiment. One of the children accidentally drops the jar and spills the soil. Would you...
    A. Tell the teacher?
    B. Stand and laugh?
    C. Help clean it up?

11. Your neighbors have gone on a vacation. Their flowers are dry. Would you...
    A. Play in them?
    B. Pull them up?
    C. Water them?

12. A big snow came in the winter covering the ground, grass, and trees with a deep snow. Would you...
    A. Stay in and play?
    B. Look out the window?
    C. Sprinkle food outside for the birds and little animals?

13. A family next door to you built a new home. The yard was cluttered with little boards. Would you...
    A. Offer to help them clean up the yard for their lawn and shrubs?
    B. Throw more rubbish in their yard?
    C. Stand and watch them work?

14. You are the only one living in the block. Would you...
    A. Throw things around your yard and street?
    B. Plant shrubs, flowers, and keep a nice lawn?
    C. Not care?
15. One of your classmates painted a nice picture of a pretty horse. Would you...
    A. Scribble on the picture?
    B. Tear it?
    C. Tell the person how nice it looks?

16. You are one of a group working on a bulletin board. The work period is over. It is time to put the materials away. Would you...
    A. Go to your chair?
    B. Keep on working?
    C. Help put the materials away?

17. A farmer invited the class to visit his farm to see the farm animals. Would you...
    A. Run all over their yard?
    B. Throw sticks and stones at the animals?
    C. Observe the animals and listen to what the farmer had to say about them and how he cared for each and what they did for him?

GOAL SHEET

Pupil _____ Teacher _____ Year _____

Can name in order the four seasons of the year.	_____
Can name four seasonal changes that take place in	
Spring	_____
Summer	_____
Autumn	_____
Winter	_____
Can name three changes nature undergoes daily.	_____
Can describe in simple sentences the causes of day and night.	_____
Can name eight different birds.	_____
Can help construct a bulletin board depicting eight different forms of nature.	_____
Can help dictate a story about nature's beauty.	_____
Can help compose a poem about nature's beauty.	_____
Can name seven things for which man depends upon nature.	_____
Can name five of nature's beauties observed on a field trip.	_____
Can name ways in conserving these beauties.	_____
Knows the relationship of plants and animals.	_____
Knows the relationship of plants and animals to the soil.	_____
Knows the need for conservation of nature.	_____
Knows man's responsibility in conservation of nature and its beauty.	_____
Can name ten ways man can change or destroy the beauty of nature.	_____
Can name three ways of keeping the school yard beautiful.	_____
Can name four ways of keeping their yards beautiful.	_____
Can name four ways of keeping parks beautiful.	_____
Can name one way of keeping highways beautiful.	_____

GRID

Objectives / Content	Observing & appreciating nature's beauty	Developing a respect for all nature	Awareness of daily, seasonal changes & their beauty	Assuming more responsibility in conserving nature's beauty	Total
Class Activities & Discussions	5	1	5	7	18
Reading Stories & Poems	12	0	2	14	28
Writing Stories & Poems	6	1	3	6	16
Music	6	0	3	6	15
Art	6	0	3	6	15
Test	2	2	2	2	8
Total	37	4	18	41	100

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Farnsworth and Smith. Our First Music. (Boston: C. C. Birchard and Company)

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MOVIES

Joey and the Ranger	16 minutes	16mm
Three Little Kittens	10 minutes	16mm
Autumn on the Farm	11 minutes	16mm
Spotty: Story of a Fawn	11 minutes	16mm
Adventures of a Chipmunk	11 minutes	"
Animals Homes	11 minutes	"
Mother Deer and Her Family	11 minutes	"
Animal Babies Grow Up	11 minutes	"
Three Little Pigs	10 minutes	"
Pigs	11 minutes	"
Animals and Their Homes	11 minutes	"
Fluffy the Ostrich	10 minutes	"
Winter is an Adventure	10 minutes	"
Animals Growing Up	10 minutes	"
[9]Spring on the Farm	11 minutes	"
[10]Mother Rabbit's Family	11 minutes	"
Birds of Our Storybook	10 minutes	"
Mr. and Mrs. Robin's Family	11 minutes	"

Easter Season	10 minutes	16mm
Animals At Work in Nature	10 minutes	16mm
Let's Take A Walk in the Woods	8 minutes	"
We Explore The Beach	11 minutes	"
Adventures of Bunny Rabbit	11 minutes	"
Growth of Flowers	11 minutes	"
Ant and the Grasshopper	11 minutes	"
Our World of Science	16 minutes	"

PICTURES

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MY WEEKLY READER

Surpirse

POEMS

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"Caution"	p. 35
"Desire"	p. 126
"My Garden"	p. 21
"My Playhouse"	p. 102
"Noises at Night"	p. 104
"Pretending"	p. 43
"Rain"	p. 103
"The Bee"	p. 124
"The Sea-Shell"	p. 114
"The Sunday Walk"	p. 51
"The Zoo"	pp. 75-78
"Thunder"	p. 116
"To the Farm"	p. 84

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"The Robin"	p. 44a
"Stars"	p. 87
"Spring"	p. 103

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"About Night and Day"	p. 117
"Winter"	p. 131
"Spring"	p. 137

TELEVISION

The Kindergarten program One-Two-Three on WMSB Channel 10, Michigan State University, East Lansing, Michigan has much on their programs which can be utilized in teaching this unit.

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of

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THE TEACHING OF RESPECT AND TOLERANCE OF OTHER RACIAL GROUPS*

Specific Value: Racial Tolerance

Subject Area: Social Studies

Grade Level: First grade

Time: Seven Weeks

Project on Student Values
3860 Plainfield Ave., N.E.
Grand Rapids, Michigan 49505

*Materials prepared by Dixie Gottsch

THE TEACHING OF RESPECT AND TOLERANCE OF OTHER RACIAL GROUPS

Abstract

I. Philosophical Statement. In our modern day society the most crucial issue facing us is that of race relations. I believe that if we expect our children to grow to be tolerant adults we must begin teaching them at an early age to understand, respect and have tolerance for racial groups other than their own.

II. General Objectives. The objectives of this unit are to have the children become aware of racial groups other than their own, to recognize the contributions of these people to our lives and to have respect and tolerance for their different ideas and cultures.

III. Specific Objectives.
- A. To compare and contrast other cultures with our own.
- B. To acceptothers regardless of race.
- C. To tolerate the differences of others in regard to cultural ideas and behaviors.
- D. To evaluate the need for all races to understand each other's culture, behavior and environment.

IV. Context. First grade.

V. Content. Social Studies Program: study of Japanese and Indian cultures.

VI. Methods. Pre-test, study of the two cultures mentioned in content, comparison of the two cultures with our own, class discussions, films and some stories about children of other races. The pre-test will be given again at the end of the unit.

VII. Time Schedule. Seven weeks.

THE TEACHING OF RESPECT AND TOLERANCE OF OTHER RACIAL GROUPS

Philosophical Statement

In our modern day society the most crucial issue facing us is that of race relations. I believe that if we expect our children to grow to be tolerant adults we must begin teaching them at an early age to understand, respect and have tolerance for racial and tolerance for their different ideas and cultures.

General Objectives

The objectives of this unit are to have the children become aware of racial groups other than their own , to recognize the contributions of these people to our lives and to have respect and tolerance for their different ideas and cultures.

Specific Objectives.

A. To compare and contrast other cultures with our own.
B. To accept others regardless of race.
C. To tolerate the differences of others in regard to cultural ideas and behaviors.
D. To evaluate the need for all races to understand each other's culture, behavior, and environment.

Context

This study will be used with a group of first grade children, living in Wyoming, Michigan, a suburban community of Grand Rapids. The scholastic ability of the majority of the children could be said to be average. Most of the children come from white, "middle class" homes many of them being of Dutch background. There will be about twenty-five children in the group.

Content

The values to be presented will be presented through a unit correlated with the social studies program. The content will include studies of Japanese and Indian (India not American Indians) cultures. I plan to compare and contrast their way of life with ours and through this try to help the children see how our basic needs are pretty much the same; although we go about obtaining them in different ways.

Methods.

The unit will include a pre-test, study of the two cultures mentioned in part five, comparison of the two cultures with our own, class discussions, films and some stories about children of other races. The pre-test will be given again at the end of the unit.

Time Schedule

The unit will cover about seven weeks.

First Week

1. Give the pre-test.
2. Briefly discuss the two racial groups you are going to study. Find on a map or globe where each country is located in relation to the United States.
3. Have each child draw a picture of how he thinks a person from each of the two countries would look.

Second Week

1. Introduce the country of Japan. Find it on the map and compare it's size with the United States.
2. View the film "Boy of Japan, Ito and His Kite." Discuss how the dress in Japan is often like ours and at times the people dress in the traditional Japanese costume. This film gives a good view of the Japanese landscape, both city and country, and also some of the Japanese customs.
3. Using the social studies text Families and Social Needs, Laidlaw publishers, study the chapters on how families live in Japan; jobs held by the fathers, custom, what they eat and how their houses are constructed and the reason for this.
4. Have books on Japan available at the reading table for the children to look at in their spare time. Some suggested books are: Japan by Forrest R. Pitts, Little Pictures of Japan edited by Olive B. Miller and also perhaps some magazines dealing with Japan such as The National Geographic.

Third Week

1. In the social studies book do the chapter on Japanese schools. Discuss how their schools and subjects are like ours and also different from ours.
2. Learn to say a few Japanese words. Example: Good morning in Japanese is "ohayo" pronounced like the state of Ohio. At the beginning of each day say "Ohayo children" and bow to them as they do in Japan. The children reply by saying "Ohayo Miss or Mrs _____" and also bow.
3. Show the children examples of Japanese writing and explain how the picture symbols are used the way our English alphabet is used.
4. After the chapters on family life, homes and schools have been completed, compare and contrast Japanese life with that in the United States.
5. During the two weeks session on Japan have the children bring pictures of Japan, articles that are Japanese in origin such as Japanese dolls, habachi, incense burners etc. From these things you could make a display and a bulletin board.

Fourth Week

1. Introduce the country of India. Find it on the map and compare it's size to the United States. Point out the difference in population of the two countries in relation to their size.
2. Discuss the dress of the Indian people, the landscape and the type of houses used by the Indians. After seeing pictures of India the children should realize the reason for their type of living. Reason: because the people are so poor. I was unable to find any films on India suitable for this age group so you will have to depend on books about India to show them the style of living.

3. Using the social studies text study the chapters on Indian family life, jobs held by parents, customs and the type of houses used by the different classes in India.
4. Read some of Rudyard Kipling's Just So Stories about India.
5. Point out that since most of the Indian people are so poor they have fewer opportunities than we do.
6. Have books on India available at the reading table for the children to look at. Some suggested books are Let's Travel to India by Darlene Geis, Kipling's Just So Stories and perhaps some magazines dealing with India such as The National Geographic.

Fifth Week

1. In the social studies book do the chapter on schools in India. Discuss with the children that many of the Indian people have very little education and that many of the schools are held not in school buildings as we know them but in a village hut.
2. Learn how to say good morning in Hindi, the official language in India. It is "namaste" and pronounced nah-mah-stay. Greet the class with this each morning rather than the usual good morning in English.
3. Look at examples of the Hindi alphabet shown in the book and explain their usage as the form of writing in India.
4. Once again compare and contrast life in India to that in the United States. Especially point out the poverty that most of the Indian people live in.
5. During the section on India again have the children bring pictures of India and articles relating to India. Example: Ivory, brass work, etc. Add this to the Japanese display.

Sixth Week

1. Review various concepts of the two countries studied such as types of houses, kinds of jobs held by parents, customs in the families and things the family needs to live.
2. As a group list in three separate columns the things people in India, Japan and the United States need to live. In another column list the things that we have in the United States that we feel we can't get along without that most of the people in the other two countries don't have. Example: T.V., telephones, cars, etc.
3. Discuss the fact that although we live in different countries, dress differently, have different customs, look differently and even live in different kinds of houses we still need the same basic things to live.
4. Stress the importance of judging a person on his apparent worth rather than his looks, manner of speaking or dress.
5. Point out that all people can get along with each other if they try to understand each other's ways, have respect for them and learn to accept them.

Seventh Week

1. Give the pre-test again.
2. If there is a significant difference in the way the questions were answered, discuss with the class why their opinions might have changed.

GRID

Objectives / Content	A	B	C	D	Totals
A	16		10	10	36
B		6	3	12	21
C	7		10	8	25
D	12		6		18
Total	35	6	29	30	100%

GOAL SHEET

Behavioral Factors	Initial	Sustained	Quality
1. Compare and contrast other culture with our own.	____	____	____
2. To accept others regardless of race.	____	____	____
3. Tolerate differences of others in regard to cultural ideas and behaviors.	____	____	____
4. Evaluate the need for all races to understand each other's culture, behavior and environment.	____	____	____

PRE-TEST

1. A new boy comes to your room. He talks differently than you because he is from a different country. Would you...
   a. laugh at him?
   b. try to help him learn our language?
   c. just not pay any attention to him?

2. A new girl comes to your room. Her skin is darker than yours and her clothes look different than yours. Would you...
   a. tell her she had funny clothes?
   b. ask her what was wrong with her skin?
   c. be nice to her and not pay any attention to her clothes and skin?

3. The new Japanese boy in your room has a pencil like yours and your pencil is gone. Would you...
   a. tell the teacher he has stolen your pencil?
   b. ask him if he found the pencil and say that you thought it was yours?
   c. let him keep the pencil and not say anything?

4. An Indian family has moved in next door to you. Would you...
    a. make fun of them because they have dark skin?
    b. try to make friends with them?
    c. wait to see if they talked to you before you talked to them?

5. For the Halloween party the Indian boy in your room brought some food you had never seen before. Would you...
    a. say it didn't look good and not eat any of it?
    b. taste a little bit of it?
    c. pretend you didn't see what he brought?

6. A Japanese girl said you looked funny because your eyes looked different than hers. Would you...
    a. beat her up?
    b. pretend you didn't hear her?
    c. tell her that everyone looks differently from others in some ways?

7. The Indian boy in your room has brought his father to tell the class about life in India. Would you...
    a. just sit?
    b. listen carefully to what he said?
    c. play with the toy car you have in your desk?

8. Your friends are making fun of you because you are playing with the Japanese boy in your room. Would you...
    a. stop playing with him?
    b. tell your friends he is nice and fun to play with?
    c. tell your friends they are dumb and don't know what they are talking about?

9. You are playing baseball at recess and the Japanese boy is having a hard time learning how to play. Would you...
    a. tell him he is dumb?
    b. try to help him?
    c. just not pay any attention to him?

10. Your new Indian friend is having trouble doing his math and asks you for help. Would you...
    a. tell the teacher he is trying to copy your paper?
    b. help him and not tell anyone?
    c. tell the teacher he needs some help?

Note: Due to the reading ability of first graders, this test should be given to them orally and on a ditto sheet numbered from one to ten with a, b, c by each number the children should be instructed to circle the choice they would choose for each question. I would suggest that each question and answer choice be read at least twice.

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BEHAVIORAL GROWTH THROUGH VALUE EDUCATION*

Specific Value: Self-Confidence

Subject Areas: Language Arts and Mathematics

Grade Level: First Grade

Time: Eights Weeks

Project on Student Values
3860 Plainfield Ave.
Grand Rapids, Michigan 49505

*Materials prepared by Barbara Greninger

BEHAVIORAL GROWTH THROUGH VALUE EDUCATION

Abstract

I. Philosophical Statement. Children need to develop good feelings about themselves in order to achieve academically. They must develop confidence in their own abilities, and learn to be more independent.

II. General Objectives.

- A. To demonstrate eagerness to learn academic skills.
- B. To express thoughtfulness toward others in one's behavior in the total school environment.
- C. To develop confidence in one's own ability.
- D. To develop independence.
- E. To increase pride in oneself.

III. Specific Objectives.

- A. To demonstrate ability to read on sight the eight primary color words given a paper containing these words and the crayons.
- B. To show recognition of the number of words from one to ten.
- C. To reproduce sequentially in writing the numerals from 1 to 10.
- D. To work quietly so others can also work undisturbed in the classroom.
- E. To reproduce legibly the letters of the alphabet given as examples to copy.
- F. To find one's own name in a group of names.
- G. To read simple sentences from the board and demonstrate understanding by drawing pictures illustrating the sentences.
- H. To allow others their turn to talk by listening quietly.
- I. To follow safety rules in the total school environment for the wellbeing of all.
- J. To take fair turns with classroom and playground equipment.
- K. To forgive others willingly for accidental or purposeful infliction of of physical hurts without replying in kind.

IV. Context. First Grade.

V. Content. Pre-test, Films, filmstrips, books, poems, song.

VI. Methods. Personal Interview, Voting, Open-ended response, Identification, Story Hour, Clarifying Response, Role-playing.

VII. Time Schedule. Eight Weeks.

BEHAVIORAL GROWTH THROUGH VALUE EDUCATION

Philosophical Statement

First graders are basically eager to learn, but not ready to settle down with paper and pencil. In kindergarten, the bulk of learning is visual, oral, group-learning. We must make the transition to individual and small-group learning situations, and adjust to a different environment in which some are being teacher-direction, while the others must learn to work purposefully in a self-directing situation.

The majority of first graders can learn to work independently and to accomplish the goals which I have set during the first eight weeks of school. Some children will accomplish few, if any, of the academic goals, but all children, hopefully, can learn to respect themselves as persons, and be thoughtful of others, and develop self-confidence.

The general objectives are on-going---hopefully a good start toward these can be made during the study.

Under the specific objectives, the first seven academic skills can be partially attained by all. The last four value-producing objectives are of an ongoing nature, and will be implemented throughout the year.

General Objectives.

1. To demonstrate eagerness to learn academic skills.
2. To express thoughtfulness toward others in one's behavior in the total school environment.
3. To develop confidence in one's own ability.
4. To develop independence.
5. To increase pride in oneself.

Specific Objectives

1. To demonstrate ability to read on sight the eight primary color words given a paper containing these words and the crayons.
2. To show recognition of the number of words from one to ten.
3. To reproduce sequentially in writing the numerals from 1 to 10.
4. To work quietly so others can also work undisturbed in the classroom.
5. To reproduce legibly the letters of the alphabet gives an example to copy.
6. To find one's own name in a group of names.
7. To read simple sentences from the board and demonstrate understanding by drawing pictures illustrating the sentences.
8. To allow others their turn to talk by listening quietly.
9. To follow safety rules in the total school environment for the wellbeing of all.
10. To take fair turns with classroom and playground equipment.
11. To forgive others willingly for accidental or purposeful infliction of physical hurts without replying in kind.

Context

This unit of study will be undertaken in the Fall, beginning with the first full week of school. The first grade classroom is in a suburban Grand Rapids elementary school. There will be about 25 children with learning abilities from excellent to a few with severe learning handicaps. The general socio-economic background is "low-middle" and "middle" class. The subject areas to be implemented specifically include reading readiness, reading, writing, arithmetic. There is a possibility that there will be a student teacher in the classroom in the fall, which will make more individual attention possible.

Content

Pre-test
Film: "Hailstones and Halibut Bones, Parts I and II"
Film Strips: "Lunch and Play at School"
"Birthday at the Farm"
"I Read Signs"
"Sets and Counting Numbers-Numbers, Numerals, and Digits"
"What Did You Say, Dear?"
"Bruno Minari's ABC's"
"Why Have Manners"
"Learning How to Be Liked"
"Mike Mulligan's Steam Shovel"
"Lentil"

Books:
Yertle the Turtle
No Fighting, No Biting
Petunia Takes a Trip
Jim Can Swim
Middle Matilda
When a Boy Wakes Up in the Morning
Rabbit and Skunk and the Big Fight
Let's Be Enemies
Jack is Glad
Bridget's Growing Day
Horton Hatches an Egg
Edith and Mr. Bear
How to Catch a Crocodile

Poems:
"What is Pink" Christina Rossetti
"Five Little Squirrels" Author Unknown
"Conversation" Buson
"Politeness" A.A. Milne
"We Must Be Polite" Carl Sandburg
"Paper I" Carl Sandburg

Song:
"Ten Little Indians"

Methods

Personal Interview
Voting
The Open-Ended Response
Identification
The Story Hour
The Clarifying Response
Role-playing

First Week

1. Pretest
2. Read Yertle the Turtle
3. Discuss the need for basic rules.
4. Formulate Classroom rules together.
5. See the film "Hailstones and Halibut Bones, Part I"
6. Discuss colors and the part they play in our lives.
7. Introduce the words red and green
8. See the Filmstrips "Birthday at the Farm" and "Sets and Counting Numbers-Numbers, Numerals and Sets."
9. Present the number words one and two.
10. Practice the letters o, a, c, and e.
11. Read the Poem "What is Pink"
12. Watch the Filmstrips "I Read Signs" and "Lunch and Play at school."
13. Express ideas about learning to read.
14. Draw self-portraits which will be placed on the bulletin board with the child's name underneath.
15. There will be wall charts and pocket charts available, with the number words, color words, and letters for the children to use.
16. See sample lesson attached.

Second Week

1. Show the filmstrip "What Did You Say, Dear?"
2. Talk about language and what it is for.
3. Continue academic learning with the words three, four, and yellow.
4. Practice the letters l, t, f, and k.
5. Read the poem "Five Little Squirrels," and discuss it.
6. Read the book No Fighting, No Biting.
7. Talk about getting along with others, and why we should.

Third Week

1. The book Petunia Takes a Trip will lead to a discussion on curiosity.
2. View the filmstrip "Bruno Minari's ABC's."
3. Talk about symbols.
4. Hear the book Jim Can Swim.
5. Talk about initiative and persistence.
6. Read the poem "Conversation."
7. Work on the words five and green and the letters w, i, x, and v.

Fourth Week

1. Read Middle Matilda.
2. Discuss feelings.
3. Observe filmstrip "Learning How to Be Liked" and see what we have learned from it.
4. Read When a Boy Wakes up in the Morning and talk about personal rights.
5. See the filmstrip "Conduct and Behavior in School."
6. Learn the words six and orange, and the letters m, n, and r.
7. Practice writing the numerals 1, 2, and 3.

Fifth Week

1. After viewing the filmstrip "Mike Mulligan and His Steam Shovel" we will talk about confidence in one's own abilities.
2. Read the books Rabbit and Skunk and the Big Fight and Let's Be Enemies.
3. View the filmstrips "Billy the Bully" and "Conduct and Responsibility."
4. Read the poems "Politeness" and "We Must be Polite."
5. Increase our reading vocabulary to include seven and purple. Print the letters h, b, and d.
6. Write the numerals in order from 1 to 5.

Sixth Week

1. Read Jack Is Glad.
2. Review feelings, differences, self-identification.
3. Work on learning others names as well as our own.
4. Academically, cover the words eight and black, the letters y, g, j, p, and q, and the numerals, 6, 7, 8.
5. Read the poem "Paper I."

Seventh Week

1. After reading Bridget's Growing Day, talk about autonomy.
2. Read Horton Hatches the Egg.
3. Use role-playing to show the need to accept and carry out responsibility.
4. Review earlier discussions of independence.
5. Learn the words nine and brown, the letters s, z, and u, and the numerals 9 and 10.

Eighth Week

1. View filmstrip "Lentil"
2. Discuss importance of concentrating on our skills to perfect them. Point out the fact that we are not all good in everything, but we can value the abilities we have.
3. Read Edith and Mr. Bear. Find out how many of the behaviors we have been working on are in this story.
4. Read How to Catch a Crocodile and talk about success.
5. Learn the number word ten.
6. Review all the number and color words.
7. Practice writing the numerals 1 through 10 in order.
8. Print all the lower case letters from a to z.
9. Use the Pre-test again.
10. Give the Written Post Test on academic skills.

Time Schedule

The unit is planned to cover an eight week period. About 50% of the daily time will be used in presenting the material outlined in the weekly schedules. This time will be reduced the sixth and seventh weeks, as other academic work will be increased.

Of the time allotted, about half will be spent in attaining the academic goals outlined, and half of the time will be spent in the value-clarifying areas. There will be a brief evaluation of the day's accomplishments shortly before dismissal time. The teacher will also keep a daily anecdotal record of situations and observations that pertain to the unit of study.

Evaluation

Copies of the evaluation instruments are attached. However, evaluation and interpretation can not be included at this time.

GOAL SHEET

Behavioral Factors	Initial	Sustained	Quality
1. Demonstrate ability to read on sight the eight primary color words, given a paper containing these words and crayons.	____	____	____
2. Identify and differentiate the number words from one to ten.	____	____	____
3. To reproduce sequentially in writing the numerals from 1 to ten.	____	____	____
4. To work quietly in the classroom.	____	____	____
5. Reproduce legibly the letters of the alphabet given an example to copy.	____	____	____
6. Find one's own name in a group of names.	____	____	____
7. Read simple sentences from board and indicate understanding by drawing illustrative pictures.	____	____	____
8. To allow others their time to talk by listening quietly.	____	____	____
9. To follow safety rules in the total school environment.	____	____	____
10. To take fair turns with classroom and playground equipment.	____	____	____
11. To forgive others willingly for accidental inflictions of physical hurts without replying in kind.	____	____	____

GRID

Objectives / Methods	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	Total
A	3											3
B		2	2	2				2	2	2	2	14
C								5	5	5	9	24
D	3	3	3	3	2	2						16
E	1	1	1	1	1	1		3	3	3	3	12
F	1	1	1	1	1	1		2	2	2	2	14
G	2	2	2	2	1	1	3					13
H								1	1	1	1	4
Totals	9	8	8	8	4	4	3	13	13	13	17	100%

PRE-TEST (To be administered orally)

Part I. (Developed from the Thomas Self-Concept Values Test)

1. Who are you?

Let child see self in mirror.

2. Is _____ happy or sad?
3. How does _____ feel about other children?
4. Does _____ like boys?
5. Does _____ like girls?
6. Would _____ rather/rather not let others play with his/her toys?
7. Does _____ want/not want to learn to read?
8. Is _____ afraid/not afraid of many things?
9. Does _____ like to/not like to do what others say?
10. Is _____ smart/not smart?

Part II.

1. If Susie pushed you out of line should you
   a. push her back
   b. tell the teacher
   c. get back in line quietly

2. When Mike is talking to the class do you
   a. talk to your friend
   b. stamp your feet and tap your desk
   c. listen to Mike

3. If Julie had the ball and you want to play with it, should you
   a. ask her to share it
   b. wait until she is through with it
   c. grab it away from her

4. When the teacher is working with a small group, should you
   a. talk loudly to your neighbor
   b. work quietly
   c. interrupt the teacher to ask a question

5. You and a friend are playing a game together. The bell rings for recess, would you
   a. stop what you are doing and go outside
   b. tell your friend to put away the game
   c. help pick up and put away the game

WRITTEN POST-TEST

Name _____

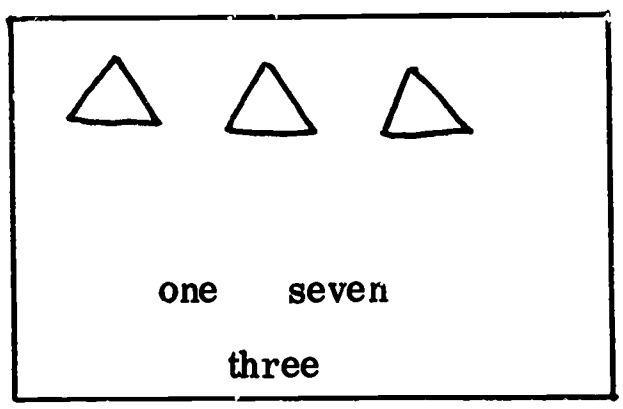
1. Make six red  .

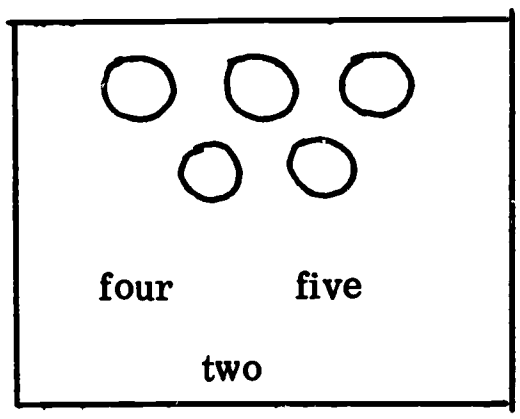
2. Make nine blue  .

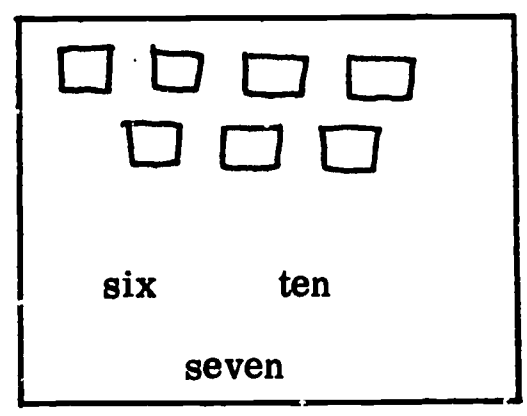
3. Make four purple 

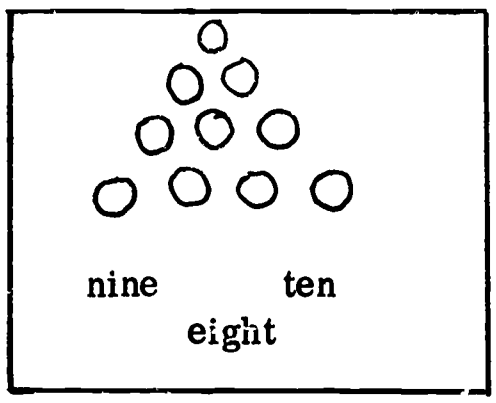
4. Make eight green 

Circle the correct number word.

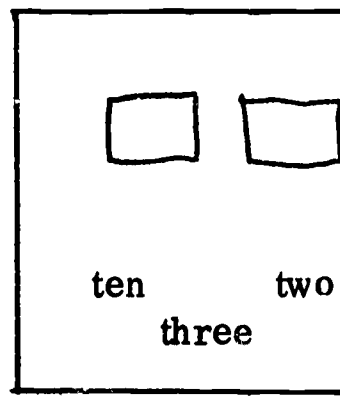




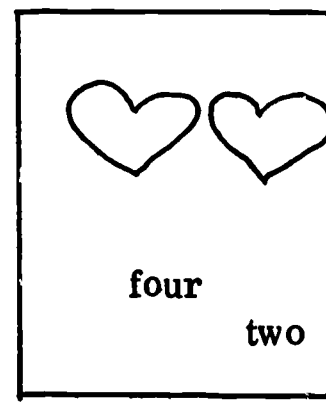




nine ten
eight



ten two
three



four one
two

Write the numerals from 1 to 10.

Color the boxes.

yellow	black	orange	brown

SAMPLE LESSON

Four boxes are drawn on the board. Sentences of this type using picture words are put in the boxes. The children are told that the first word is make. They draw the correct number of objects and color them the correct color.

1 Make three blue 	2 Make one red 
3 Make two blue 	4 Make two red 

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RESPONSIBILITY - SELF WORTH - COOPERATION

DEVELOPED THROUGH THE STUDY OF THE FAMILY*

Specific Values:	**Responsibility, Self Worth, Cooperation**
Subject Area:	**Social Studies -- Language Arts (Listening and oral communication) Art**
Grade Level:	**Early Elementary - Kindergarten or First Grade**
Time:	**Approximately fifteen weeks- second semester**

***Materials prepared by Lucy Haiduk.**

ABSTRACT

I. Philosophical Statement. Our society is in a great turmoil. Much of the basis for this turmoil is a lack of understanding of the individual toward himself, a lack of understanding between individuals and a lack of understanding between ethnic groups. To over come this instability and confusion the individual needs to know himself so that he may gain the necessary insight to have empathy for others.

II. General Objectives. The first step in understanding others is for the child to gain insight about himself. This I would do by initiating a study of the family and the child's role in it.

III. Specific Objectives. To develop specific behavior patterns in the three value areas of responsibility, self-worth and cooperation.

a. Accepts own mistakes
b. Shares things with others
c. Listens patiently when other people are talking
d. Takes good care of things borrowed from others
e. Expresses consideration for other persons feelings
f. Praises others when a job is well done

IV. Context. Second semester kindergarten or first grade

V. Content. Our Family: A. Family members, B. Homes, C. Basic Needs, D. Family Rules, E. Family cooperation, F. Family work, G. Family money, H. Family fun

VI. Methods. Pictures, role playing, books, filmstrips, puppet shows, field trips, drawings, paintings, songs, discussions, using open-ended questions, open-ended stories, and rhythmic activities.

VII. Time. This unit will take approximately fifteen weeks.

RESPONSIBILITY - SELF WORTH - COOPERATION

DEVELOPED THROUGH THE STUDY OF THE FAMILY

I. Philosophical Statement. Our society is in a great turmoil. Much of the basis for this turmoil is a lack of understanding of the individual toward himself, a lack of understanding between individuals and a lack of understanding between ethnic groups. To over come this instability and confusion the student needs to know himself so that he may gain the necessary insight to have empathy for others.

II. General Objectives. The first step in understanding others is for the child to gain insight about himself. This I would do by initiating a study of the family and the child's role in it.

"The direction in which education starts a man will determine his future life." Plato

III. Specific Objectives. To strive to develop specific behavior patterns in the three value areas of responsibility, self-worth, and cooperation--

Responsibility

a. Student listens patiently when others are talking.
b. Student takes care of things borrowed from others.
c. Student follows rules in the classroom and at home.

Cooperation

a. Student is friendly to others.
b. Student shares materials
c. Student helps group plans and share experiences.

Self Worth

a. Student has gained the confidence of his own self worth that there is no need to diminish the stature of others
    1. Student does not make fun of others.
    2. Student does not intentionally say unkind things to others or about others.
b. Student listens to the ideas of others and respects their rights to disagree.
c. Student adjusts to disappointments.
e. Student accepts own mistakes.
f. Student praises others when a job is well done.

IV. Content and Methods. Covered on following pages.

GOAL SHEET

	Never	Part of the time	Most of the time	Date
1. Exchanges conversation freely during work and play.				
2. Expresses ideas before a listening group.				
3. Speaks easily in dramatic play situations.				

GOAL SHEET--continued

	Never	Part of the time	Most of the time	Date
4. Helps group plan and share experiences with other groups.				
5. Listens attentively to others.				
6. Recognizes--interprets and defines a problem.				
7. Considers the opinions of others.				
8. Respects their rights to disagree.				
9. Independent in finding materials and activities.				
10. Shares materials.				
11. Knows when adult help is needed.				
12. Adjusts to disappointments.				
14. Gives and receives love and trust.				
15. Gives assistance when it is needed.				
16. Recognizes the accomplishment of others.				
17. Expresses appreciation.				
18. Is learning how to give and take criticism.				
19. Takes good care of things borrowed from others.				
20. Expresses consideration for other persons feelings.				
21. Praises others when a job is well done.				

Vocabulary to Develop

mother	relatives	grandmother	own	friends
father	child	grandfather	work	friendship
baby	children	parents	play	separate
babies	no children	grandparents	read	apart
boy	a few children	houses	talk	together
girl	many children	homes	vacation	old
brother	aunt	apartment	travel	young
sister	uncle	trailors	moving	responsible
family	cousin	rent	neighbor	cooperative
food	sleep	games	hobbies	work
spend	earn	save	need	want

I. Family members

A. Most people live in family groups

1. Show John Day pictures Urban Education Studies A Family Is . . .

--ask open-ended questions about the picture
--some examples:

a. How many different things that you see in the picture can you name?
b. What are some of the words we use that mean a group of people who belong together?
c. How many names can you remenber that tell us some one is part of our family?

2. Discuss the question "Who is in my family?"
3. Role playing: mother--father--sister--brother
4. Make puppets--either finger puppets or sock puppets. These can be used throughout the unit to dramatize good and bad family situations and their effects on the family. Use Fun-Time Puppets by Carrie Rasmussen for suggestions on making puppets.
5. Read The New Baby by Ruth and Harold Shane.
6. Role playing: how it feels to be the little brother or sister and then the big brother or sister when the new baby comes home.
7. Read Do You Know What I'll Do by Charlotte Zolotow (a story of sisterly love for her little borther).
8. Paint pictures of the family and display them.
9. Have the children respond to the open-end statements:
"I love my mother because . . ."
"I love my father because . . ."
10. Read My Family by Schlein.
11. Discuss other family groups or distant family relationships.

B. Why do we live in families? The family helps each other--parents help children grow up.

1. Show movie-- "Your Family" by Coronet (the film develops an appreciation and understanding of the family as a social unit and of the important role the individual plays within the family.)
2. Proud Whip: "I am proud of my family because . . ."
3. Show film strip -- "Growing Up" by Encyclopedia Britannica Films.

C. How do families differ? (Include size, ages, location of homes, occupation, taste, etc.)

1. Discuss.
2. Show John Day picture #4: being part of a big family. Some examples of open-end questions are:

a. Have you ever seen a family like this one?
b. Tell us about these people.

II. Homes

A. A house provides a family with protection from weather.
   1. Read "Houses" by Elsa Werner (a poem).
   2. Discuss.
   3. Then take a walk around the school looking at the different nearby homes.

B. A house provides a family with a place where members live together.
   1. Make a play house.
   2. Have the children create a family to live in it.
   3. Read and discuss "What is a Home", pp. 9, 10, 11, from Homes Around the World, Silver Burdette Co.
   4. Read Moving Day by Helen Hilles (moving can bring insecure feelings to a child, but Tim discovers that home is where the family is and that streets and houses are secondary.)
   5. Have the children finish the following sentences:
      --"I want to move because . . ."
      --"I like it here because . . ."
      --"This is how it feels to be new in a community . . ."
   6. Show open-ended film strip WASP - "Exploring Moral Values #1: Moving In". Discuss the alternatives.
   7. Read A House for Everyone by Betty Miles (a picture book showing why people need homes; the different kinds of houses; the differing composition of families.)

III. Basic Needs

A. All people need food, clothing and shelter.

B. Families provide for the needs of their members.
   1. Discuss what the things are that families need-- not only materialistic things but love, friendship, etc.
   2. Make a list and classify the items.
   3. Cut out pictures and paste them by the words.
   4. Rank order--list four needs such as food, love, money, clothing. Number one is the most important and number four is the least important.
   5. Use John Day picture #2: Loving Children.
   6. Read Love Is a Special Way of Feeling by Joan Walsh Anglund ("Love is the happiness we feel when we help someone who needs us . . . the joy in being understood even without words.")
   7. Have an auction (early elementary style) and give each child $4.00 of play money and a paper with drawings of the items that are for sale. Whatever is most valued is what will cost the most. Some items that might be auctioned:
      a. Sandwich, shoes, a 10¢ toy, or a story read by Mom.
      b. Doll, boat, coat, or a hug from Dad.

IV. Family Rules

A. Families have rules to help the family members live together happily and safely.

B. Family rules contribute to better ways of sharing and living together.
   1. Use film strip #12 by WASP "Exploring Moral Values: The Accident" and discuss the alternatives.
   2. List some rules that we must follow (this will differ between families).
   3. Use voting techniques -- the children are to raise a hand if they think a rule is important or leave the hand on the desk if it is not important.
   4. Show the film "Beginning Responsibility: Taking Care of Things" by Coronet. (It emphasizes the how and why of caring for t ngs at school and at home: importance of having definite places to keep things, putting articles back where they belong, cleaning up after playtime, and storing and handling things properly to prevent damage.)

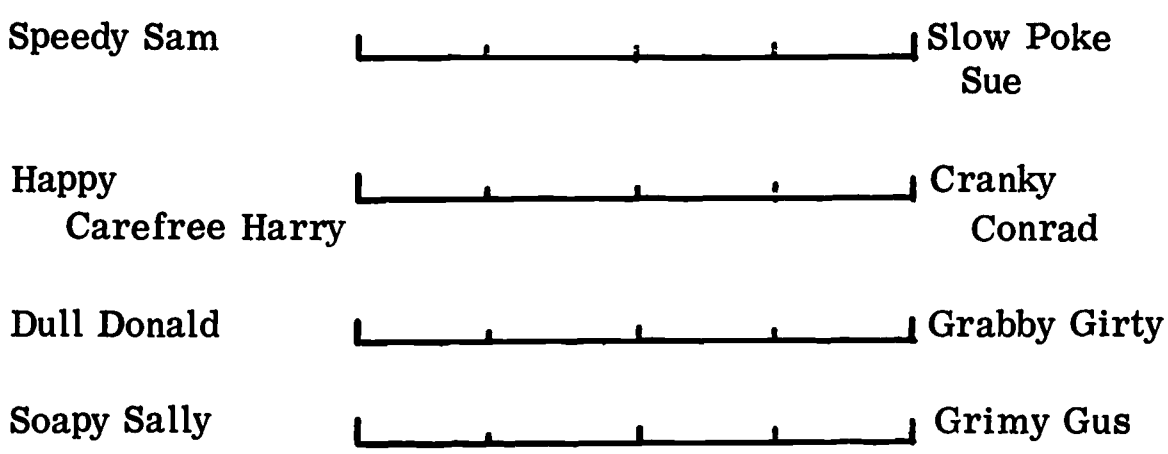
C. What rights do people in families have?
   1. Read A Little House of Your Own by Beatrice Schenk de Regniers (Everyone has to have a little house of his own . . . There are many kinds of secret houses . . . Your papa is in his own little house when he is behind his newspaper. . . etc.)
   2. Role playing -- mom and dad going out.
      --you playing without little brother spoiling it
      --mother reading a book by herself

V. Family Cooperation

A. Why does each person help?

B. How does each person help?
   1. Read poem and have children pantomine:
      There are helping hands, (Hands extended, palms down)
      They help me work and play,
      They help my mother clean the house, (sweeping motion)
      They are busy everyday.
      They help my daddy wash the car, (rotary motion)
      They help sister and brother, too.
      These helping hands have work to do; (hands extended, palms up)
      They think it's fun, don't you? (hands clapped together)
   2. Proud Whip--"Something I did to help my family recently . . . ."
   3. Show movie "Family Teamwork," Frith Films (the film shows the teamwork in a German family of five who specialize in raising prize milk goats).

4. Use the value line. Some examples: have the children rank themselves as follows--



5. See film "Appreciating Our Parents" by Coronet. (A boy discovers how much his parents do for him each day. He sees how he can help repay them. Lessons of family cooperation are presented in easy-to-understand manner.)
6. Make a booklet of "We All Help." Have a page for each member and draw what each person does for the whole family, then dictate a story to the teacher about each person.
7. Use resource sheets from Social Development Teaching pictures, David Cook Publishing Company.

#4 Helping Brothers and Sisters Rhythmic Activity
(Let children make up their own motions)

My sister is so little
She can't do much at all.
She likes to sit upon the floor
And roll to me her ball.

My brother is so big and tall.
He likes to skip and run.
Sometimes he will play ball with me,
And always we have fun.

8. Read and discuss, Big Brother, by Charlotte Zolotow. The little sister always cried when her big brother teased her, until one day she was too busy to pay attention.
9. Use resource sheet #10 - Helping Mother
Discuss picture--ask open-ended questions.

10. See Filmstrip -- Helpfulness, Encyclopedia Britannica, Character Building filmstrips-- (Through adventures of the cottontail family, youngster sees and learns desirable character traits.)

11. Make helping hand for Mother--
    Make thick suds from about 4 parts of soap or detergent (dry) and one part water. Beat with rotary beater until very thick. Add more soap or water as needed. Give each child a piece of cardboard with a saucer-size circle crayoned on it. Put a blob of suds into the circle form. Then let each child impress his "helping" hand into the suds. Plaque may be painted when dry.
12. Use record and flannel board--helping and sharing songs from David Cook Publishing Co.
13. Have each child work out with their parents a responsibility and co-operation sheet; they would evaluate the child together (a note would have to be sent home explaining this activity)

VI. Family Work

FATHERS

A. Usually fathers work outside the home to earn money for the family.

B. Fathers have many kinds of jobs.

C. Every kind of job is important.

D. Stress the contribution of any job--regardless of its status or glamour.
    1. Have each child find out where father works.
    2. Have them talk to their fathers and find out something to share in class about their work.
    3. Show movie "What Do Fathers Do?" Churchill Films, Los Angeles, and discuss.
    4. Visit several fathers at work.
    5. Have any father that is willing come to class and talk about his occupation.
    6. Let each child play the role of his own father--have some dress-up in clothes and some bring materials appropriate for different types of work.

E. What jobs fathers do at home--
    1. Make chart--Work Our Fathers Do At Home.
    2. Have children respond to "My Father likes to do _____ around the house."
    3. Rank Order--Make a list of things father does and have the children list the most important to the least important. (Example: which is most important, helping mother or working on the Dune Buggy?)

MOTHERS

A. Mother do many jobs away from home.

B. Some jobs are full time and some are part time.

1. Cut pictures from magazines that show women engaged in various kinds of work outside the home.
2. Discuss the jobs.
3. Act out jobs mothers do.
4. Read and discuss Where Are the Mothers? by Dorothy Marino.

C. Jobs mothers do at home.
   1. Make a chart--Work Our Mothers Do At Home.
   2. Compare mother chart with the father chart.
   3. Rank order--make a list of things mothers do and have children rank the items from most important to least important.

CHILDREN

A. Some jobs at home are done regularly.

B. Some jobs are only done on request or occasionally.
   1. Have children respond to "What I like to do best to help my family is . . . . ."
   2. Read and discuss Jay's Big Job, Morrow, New York. (Jay was proud that his father could fix so many things around the house and father had taught Jay to fix his bicycle. Jay wondered why he couldn't surprise his family by doing one of father's jobs--painting Jay's room, but the job turned out a little too big. Some jobs father and Jay could do, but others required skills which they did not have.

VII. Family Money

A. Families share the money the family has.

B. Family earnings are spent for family needs and wants.

C. Families need many different goods and services.

D. Families help pay some services through taxes.

E. Income that is not spent is saved.
   1. Read and discuss The True Book of Money by Elkin Benjamin.
   2. See movie--"About Money," Children's Productions. (A boy tells a little girl what money is, different ways children can obtain it, how to use it.)
   3. Ask the following question "If Grandma gave me $10.00 I would . . ."
   4. Show movie on "Bone for Spotty," American Bankers Association. (Film opens with a dog burying his bone to save for later use. So little Barbara buries her dollar her aunt gave her, but is interupted by Father who tells her that if she puts her dollar in the bank, the bank will use it and pay her for the privilege.)

5. Proud Whip: "I am proud that I am saving money for . . . ."
6. Discuss what the children can do to earn extra money.
7. Rank order: Examples--Do dishes, take care of baby brother, run errands, shovel snow, cut grass, help father clean garage.

VIII. Family Fun

A. Sometimes families play in their free time.

B. Sometimes they pursue hobbies (Know the difference between work and hobbies).

C. Why do different people use their free time in different ways?
1. Invite some parents to visit the class and share their hobbies.
2. Class can make display of their drawings that show interesting things to do in their free time.
3. Assemble a display on "How We Use Our Free Time." Use things they have made at home such as doll clothes, boats, paintings, etc.
4. Bring samples of their collections.
5. Show John Day picture #7: being together (parents and their children sit together at breakfast in happiness, comfort, and dignity). Ask open-end questions.
6. Read and discuss It's Mine! by Crosby Bonsall. (Two children are best friends. They climb trees together, and play hide-and-seek together. But when one of them wants to play with the other's toys togetherness vanishes and spoils their good times.
7. Read and discuss the Day Daddy Stayed Home by Ethel Kessler (A picture story of a snowstorm that paralyzed the city traffic, so that daddy remained home. Daddy and son worked and played in daddy's free time.)
8. Show John Day picture #5: doing things . . . with father, uncle, grandfather, or an adult male friend. Ask open-ended questions. An example would be "What do you think this man and boy are saying to one another?"
9. Role playing--act out special days enjoyed by the family such as birthdays, Thanksgiving and Christmas.
10. Have children respond to "If I had three wishes . . ."

GRID

Objectives / Content and Methods	I	II	III	Totals
Class Activities and Discussions	10	12	13	35
Reading Stories and Poems	8	12	10	30
Music	2	2	1	5
Art	10	10	10	30
Totals	30	36	34	100

Objectives: I. Responsibility II. Cooperation III. Self Worth (See specific objectives

This material could be used for individual evaluation through out the unit or it could be used as extra unit material.

1. "The day I was mad at my Mother (or Brother or Father etc.)

2. "I could help more if I . . . .

3. If your parents wouldn't let you watch your favorite T. V. show. What would you do - -
   a. Sulk and go to your room.
   b. Pretend you didn't want to see it any way.
   c. Beg your folks to let you see it--"this" time.
   d. Cry out -- "You never let me see the program I want to."
   e. Other alternatives.

4. You have a job at home that is your special duty. What do you usually do?
   a. Put off doing it.
   b. Need to be reminded to do it every day.
   c. Bribe someone else in the family to do it.
   d. Go ahead and do it on time.
   e. Other alternatives.

5. When you hear a friend being criticized, what do you do?
   a. Stick up for him.
   b. Join in the criticism.
   c. Try and change the subject.
   d. Other alternatives.

6. How do you know when something is good or right?

7. When if at all, is it right to tattle?

8. What is good about teasing?

9. Read un-finished story about Willie Johnson give me different alternatives. What would you have done . . .

10. A Family is . . .

11. Act out something grownups do, you like.

12. Act out something grownups do that you do not like.

13. What can you do when you feel that you have been treated unfairly by your parents?

Willie Johnson Story From Jack Fraenkel's article "Value Education in Social Studies," Phi Delta Kappan (April, 1969).

"Willie Johnson was in trouble! In school this morning he had thrown his paint at Sue Nelligan and the teacher had become angry with him. "Why did you do that, Willie?" she had asked. Willie couldn't tell her, because he really didn't know why himself. He knew that Sue had teased him a little, but that wasn't the real reason. He just didn't know! The whole thing put him in a bad mood. From then on, the entire day just went to pot.

In the afternoon he had pushed Tommy Grigsly in the recess line. He also had stamped his foot and yelled at the teacher. The teacher had become angry with him again. But this time she had pinned a note to his mother on his jacket.

That note! He knew it was about his behavior in class during the day. He knew that when he got home his mother would read the note and give him some kind of punishment. Then his father would find out about it and he'd really get it!

On his way home from school Willie was thinking about what his father would do to him.

"Wow!" he thought. "I'll get killed if I take this note home. I'd better take it off and throw it away."

He was just about to do that when he remembered what had happened to Billy Beatty when he was sent home with a note. Billy had thrown his note away and was sent to prinicpal's office about it. Then Billy was in double trouble.

"Wow!" He was in trouble. He couldn't give it to his mother, he couldn't throw it away. What should he do? He had a problem, all right. He had to make a choice, but how should he choose? No matter what he did, the outcome didn't look too good: What should he do?

Upon completion of the reading, the teacher can ask the students the following questions:

1. What things might Willie do? (What alternatives are open to him?)
2. What might happen to him if he does these things? (Discuss each alternative)
3. How do you think he'd feel, in each case, if this happened?
4. If you were faced with this situation, what would you do?
5. How do you think you'd feel?
6. Basing your answer on how you ve said you would feel and how you think Willie felt, what can you say about how people feel in situations like this?
7. Why do you think people have different feelings about things?"

Books that could be used in the unit--

1.	Abel, Ruth	The New Sister
2.	Anglund, Joan	Love is a Special Way of Feeling
3.	Bannon, Laura	Gift of Hawaii
4.	Bannon, Laura	Toney's Friends
5.	Bauer, Helen	Good Times at the Park
6.	Berman, Rhoda	When You Were a Little Baby
7.	Bonsall, Crosby	It's Mine
8.	Brown, Margaret	Runaway Bunny
9.	Brown, Myra	Ice Cream for Breakfast
10.	Bryant, Bernice	Let's Be Friends
11.	Bryant, Gertrude	Two Is Company
12.	Buckley, Helen E.	Grandfather and I
13.	Buckley, Helen E.	Grandmother and I
14.	Caudill, Rebecca	Happy Little Family
15.	Corcos, Lucille	Joel Spends His Money
16.	Duncan, Lois	Silly Mother
17.	Garelick, May	Double Trouble
18.	Garrett, Helen	Angelo, The Naughty One
19.	Green, Mary	Is It Hard, Is It Easy
20.	Hass, Irene	A Little House of Your Own
21.	Haywood, Carolyn	Two and Two are Four
22.	Higgins, Loyta	Let's Save Money
23.	Hilles, Hellen	Moving Day
24.	Hoffman, Elaine	Family Helpers
25.	Ilskey, Velma	The Pink Hat
26.	Jackson, Kathryn	Homes Around the World
27.	Jollison, Marion	Sing a Song of Manners
28.	Knauss, Ruth	Carrot Seed
29.	Knauss, Ruth	I'll Be You; and You Be Me
30.	Leaf, Munro	Fair Play
31.	Lenski, Lois	Surprise for Mother
32.	Lippincott, Marino	Where Are the Mothers
33.	Miles, Betty	A House for Everyone
34..	Monheit, Albert	Picnic in the Park
35.	Parkinson, Virginia	Manners
36.	Regniers, Beatrice	A Little Girl and Her Mother
37.	Schlein	My Family
38.	Shane, Ruth	The New Baby
39.	Smaridge, Norah	Impatient Jonathan
40.	Thompson, Vivan	Sad Day, Glad Day
41.	Tresselt, Alvin	A Day With Daddy
42.	Werner, Elsa	Houses
43.	Udry, Janice	Let's Be Enemies
44.	Zolotow, Charlotte	Tiger Called Thomas
45.	Zolotow, Charlotte	Big Brother
46.	Zolotow, Charlotte	Do You Know What I'll Do

FILMS AND FILMSTRIPS

FILMS

"Appreciating Our Parents" Coronet*
"Our Family Works Together" Coronet
"Children at Work and Play" United World Films
"Family Team work" Frith Films
"The Three Wishes" Coronet
"Beginning Responsibility--Other Peoples Things" Coronet*
"Let's Share With Others" Coronet
"Your Family" Coronet*
"What Do Fathers Do?" Churchill Films, Los Angeles*
"About Money" Children's Productions*
"Bone for Spotty" American Bankers Association*

FILMSTRIPS

EBC - Encyclopedia Britannica Films, Inc.
JH - Jan Handy Organization

"Brothers and Sisters" - EBC
"Family at Home" - JH
"Family Begins the Day" - JH
"Family Fun" - EBC
"Growing Up" - EBC
"Helping Mother"- EBC
"Keeping Busy" - EBC
"Surprise for Daddy" - JH
"Sharing" - EBC
"Exploring Moral Values" - WASP*
"Helpfulness" - EBC*
"Manners at Home" - EBC
"Manners at School" - EBC
"All Kinds of Houses" - EBC
"Kinds of Houses" - EBC
"Why We Need Houses" - EBC
"Working Together in the Family" Society for Visual Education
"It Pays to Save" - Popular Science Publishing Co.

FILM ADDRESSES

American Bankers Association, 12 E. 36th St., New York, N. Y.
Children's Productions, Box 1313, Palo Alto, Calif.
Coronet Instructional Films, Inc., Coronet Blgd., Chicago 1, Ill.
Encyclopedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Ill.
Frith Films, 1816 N. Highland Ave., Hollywood 28, Calif.
Popular Science Publishing Company, Audio-Visual Division, 355 Lexington Ave., New York 17, N. Y.
Society for Visual Education, 1345 Diversey Pkwy., Chicago 14, Ill.

*Films and filmstrips used in this unit.

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Werner, Elsa, Houses, New York: Simon and Schuster, 1955.

Zolotow, Charlotte, Do You Know What I'll Do, New York: Harper, 1958.

Zolotow, Charlotte, Big Brother, New York: Harper and Row.

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HUMAN DIGNITY AND HUMAN RIGHTS*

Specific Value: Respect

Subject Area: Language Arts and Social Studies

Grade Level: Second-Third

Time Schedule: Twelve Weeks

Project on Student Values
3860 Plainfield Ave., N.E.
Grand Rapids, Michigan 49505

*Materials prepared by Roselle Havens

HUMAN DIGNITY AND HUMAN RIGHTS

Abstract

I. Philosophical Statement. Because America is in the throes of technological change, ethnic revolt, and religious and ethical challenge of values traditionally accepted as good, the individual member of American Society, is confused by behaviors he observes which violate his personal concept of values, or what ought to be. Children need to be helped to clarify what ought to be and America's teachers are in the best position to do this.

II. Statement of General Objectives. To develop an understanding of the rights of all American citizens. To recognize the injustice of prejudice. To develop respect for all races and groups. To develop respect for others individual differences. To develop study and reading skills. To develop critical thinking. To develop self-expression.

III. Statement of Specific Objectives. Student behavior should modify in the areas of respect for others' property, others' opinions, and others' individual differences. There should be more intelligent self-direction.

IV. Context. Second-third.

V. Content. The unit develops through the use of books, records, cartoons, visits to local businesses, etc. Includes detailed lesson plans.

VI. Methods. The clarifying response technique is used with individual students. Linguistic approach to language is used. Thought sheets, creative writing assignments, pupil-teacher interaction is employed.

VII. Time Schedule. Ten Weeks.

HUMAN DIGNITY AND HUMAN RIGHTS

Philosophical Statement

Because America is in the throes of technological change, ethnic revolt, and religious and ethical challenge of values traditionally accepted as right, proper, and good, the individual member of American Society, young or old, finds himself in a constant state of dissonance over behaviors exhibited by other members of the society-at-large which violate his personal concept of values, or what ought to be.

The child being reared in this climate of conflict, frustration, and tension is necessarily confused by the disparity between what he is told "ought to be" and what is. The child is seen groping for some way to find consonance in the maelstrom of emerging values.

Since values are "normative, conceptual standard(s) of the desirable that predispositionally influence individuals in choosing among personally perceived alternatives of behavior,"[1] the child needs to be given the opportunity to clarify his uniquely personal values, establish his standards of the desirable, in order to be committed to a course of action which gives his life fulfillment and enrichment and is not incompatible with our national commitment to a democratic, life-giving society.

The author has chosen to focus attention on the values of Human Dignity and Human Rights for two reasons: first, these values get the most lip service but are the least internalized as is evidenced by the lack of positive behavior toward the rights of others; and second, the lack of commitment to these values is the cause of most of today's social ferment. The author believes these values can be illuminated for and internalized by the child through the language arts and social studies areas of the school curriculum with imaginative use of the abundance of materials available. The author also believes it is the responsibility of every teacher in America to be committed to the values of Human Dignity and Human Rights and prove this commitment by finding ways to strengthen Human Dignity rather than weaken it.

Statement of General Objectives

1. To develop an understanding of the rights of all American citizens.

2. To recognize the injustice of prejudice.

3. To recognize the universal needs of all men.

4. To develop respect for all races and groups.

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[1]Thomas, Walter. "Towards A Theory of Personal Values," Unpublished doctoral dissertation, 1967, p. 49.

5. To develop respect for property rights.

6. To develop an appreciation of minority groups contribution to our culture.

7. To develop study and reading skills.

8. To develop critical thinking.

9. To develop self-expression.

Statement of Specific Objectives for Value Education:

Collectively, the students' behavior towards one another should show modification and improvement in respect for others' property, others' opinions, others' rights, others' individual differences. Individually, there should be less impulsive behavior and more effort to reflect on the consequences of actions or judgments. In other words, more intelligent self-direction.

Statement of Context

The proposed unit of study will be conducted at Valley View Elementary School in Rockford, Michigan in a primary-cycle unit containing 77 heterogeneous children from the ages of 7 to 8 who are under the direction of three teachers and an intern. These children all are Caucasian, come from suburban middle class and rural homes whose parents are primarily factory laborers with the exception of a few white collar workers. Most of the parents are committed to a good education for their children and support the school in its efforts. The areas of social studies and language arts will be the subject areas through which the unit will develop.

Behavioral Goals Sheet

The teacher may use this check list as an aid in determining whether a child has reached your specific objectives. Check yes if the behavior has been observed. Check excellent if the quality of the behavior merits.

Language Arts, Social Studies and Values

	Yes	Excellent
Works to associate symbols with sounds	____	____
Decodes words	____	____
Reads with expression	____	____
Understands what he reads	____	____
Chooses to read for free time activity	____	____
Reads with little assistance	____	____
Shares favorite stories with class	____	____
Helps others who need help	____	____
Transfers decoding skills to spelling	____	____
Asks how to spell words	____	____
Begins to use a dictionary	____	____
Can alphabetize by first letters	____	____
Writes stories	____	____
Listens politely	____	____
Expresses ideas clearly orally	____	____
Works independently	____	____
Finishes work on time	____	____
Can identify the basic needs of all men from a list	____	____
Is aware of interdependence of people	____	____
Reveals pride in being a citizen of U.S.	____	____
Defends another student's right to fair treatment	____	____
Admits the necessity of sharing materials	____	____
Asks permission to examine or use property belonging to others.	____	____
Returns borrowed objects to their owner in good condition.	____	____
Returns library books on time	____	____
Disagrees without being disagreeable	____	____
Contributes efforts to group discussion/activities	____	____
Seeks information about minority groups	____	____
Becomes aware that minority groups in America are not minority groups in their country of origin	____	____
Exhibits awareness of injustice of prejudice	____	____
Tries to avoid snap judgments	____	____
Seeks alternatives when faced with problems	____	____
Makes choices	____	____
Acts on his choices	____	____
Accepts the consequences of his actions	____	____

The teacher might consider giving each student a copy of the goal sheet after explaining its function so the student becomes aware of and seeks the objectives.

Evaluation Instrument

(Pre-Post Unit)

Directions: Pass dittoed copies of the Value Sheet to the group. Tell students there are no right or wrong answers. You will read the items slowly, inserting "I think I ought to" before each statement. Ask the children to listen to each set of items before marking his choice. Read the set a second time for marking.

Giving the test before the unit should help identify those children who need individual help in clarifying values and after the unit should indicate any change or commitment to a value.

*****

I think I ought to. . . . .

A. _____ plug my ears when someone says something I disagree with.
_____ argue loudly when I disagree with someone.
_____ ignore people who don't agree with me.
_____ listen politely, then tell them why I disagree.

B. _____ be friends only with the people who go to my church.
_____ be friends with the children of rich people.
_____ be friends with people like me.
_____ be friends with people who are white.

C. _____ help the gang pick on someone they don't like.
_____ try to stop the gang from picking on someone.
_____ stay away from the gang.
_____ get my own gang together to pick on the other gang.

D. _____ be afraid of Negroes
_____ treat Negroes better than I treat white people.
_____ treat Negroes the same as I treat white people.
_____ treat all people the same.

E. _____ try to be patient with everyone.
_____ pretend to be kind.
_____ be as mean as I can.
_____ be kind to people even when they're mean to me.

F. _____ take money I see in somone's desk.
_____ notice the money and leave it there.
_____ take the money and give it to its owner.
_____ take the money and put it in my bank.

G. _____ clean up the mess I make.
_____ leave the mess so my mother will have something to do.
_____ ask someone to help me clean up my mess.
_____ be neat so I never make a mess.

H. _____ ask someone to read to me.
_____ read to someone all the time.
_____ read because Mom wants me to.
_____ read because I want to.

I. _____ be seated on the bus.
_____ play in the aisles on the bus.
_____ trip people as they get on the bus.
_____ make the bus driver notice me.

J. _____ make sure I get to see the stuff kids bring to school.
_____ take the stuff kids bring to school that I don't have.
_____ ask to see stuff kids bring to school.
_____ ignore the stuff kids bring to school.

K. _____ drop library books.
_____ forget library books.
_____ keep library books.
_____ return library books on time.

L. _____ be proud to live in the United States of America.
_____ be living in some other country.
_____ be ashamed of living in the United States of America.
_____ be sorry I live in the United States of America.

M. _____ hide my mistakes.
_____ learn from my mistakes.
_____ try to think of what might happen before I make a mistake.
_____ have someone tell me what to do so I won't make mistakes.

N. _____ be ashamed of people not like me.
_____ be sorry for people not like me.
_____ be happy there are differences in people.
_____ stay away from people different from me.

O. _____ copy other people's behavior.
_____ do as I'm told to do.
_____ think about the best way to behave then behave that way.
_____ forget about behaving because nobody thinks I'm good anyway.

Thirty Clarifying Responses[2]

Seven, eight, and nine year old children are very eager to share their thoughts with the teacher who is friendly, uncritical, and willing to listen. The chance remark of the child may be used by the teacher as a spring board for aiding the child in clarifying his values.

The following is a list of thirty questions the teacher may ask the child so that the child gets a chance to think without being told what or how to think.

1. Is this something that you prize?
2. Are you glad about that?
3. How did you feel when that happened?
4. Did you consider any alternatives?
5. Have you felt this way for a long time?
6. Was that something that you yourself selected or chose?
7. Did you have to choose that; was it a free choice?
8. Do you do anything about that idea?
9. Can you give me some examples of that idea?
10. What do you mean by _____; can you define that word?
11. Where would that idea lead; what would be its consequences?
12. Would you really do that or are you just talking?
13. Are you saying that . . . (repeat the statement)?
14. Did you say that . . . (repeat in some distorted way)?
15. Have you thought much about that idea (or behavior)?
16. What are some good things about that notion?
17. What do we have to assume for things to work out that way?
18. Is what you express consistent with . . . (Note something else the person said or did that may point to an inconsistency)?
19. What other possibilities are there?
20. Is that a personal preference or do you think most people should believe that?
21. How can I help you do something about your idea?
22. Is there a purpose back of this activity?
23. Is that very important to you?
24. Do you do this often?
25. Would you like to tell others about your idea?
26. Do you have any reasons for saying (or doing) that?
27. Would you do the same thing over again?
28. How do you know it's right?
29. Do you value that?
30. Do you think people will always believe that?

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[2]Raths, Louis E., Harmin, Merrill, and Simon, Sidney B. Values and Teaching: Working with Values in the Classroom, Columbus, Ohio, Charles E. Merrill Co., 1966; p. 260.

LANGUAGE ARTS CONTENT

Langston Hughes

Modern American Poet

TO THE TEACHER:

Tributes to Langston Hughes are many. He has been hailed as a "courageous fighter for human rights and dignity," and praised as a "Crusader for freedom for millions of people."

Langston Hughes who died in 1967, spent a lifetime describing the problems of his fellow Negroes in the United States. He did this first through his poetry.

Hughes started writing poetry when he was very young. He wrote about ordinary things in ordinary language. These qualities brought his poetry close to life and accounted for its widespread appeal.

Hughes did not always take a serious point of view in his poetry. Sometimes he used humor in describing the life of Negroes. Besides poetry, Hughes wrote plays, short stories, novels, newspaper columns, and television scripts.

Children love poetry and will enjoy the poetry of Langston Hughes. You might want to tell the children something about the man and let them talk about what he says.

Ennui

It's such a
Bore
Being always
Poor.

***

Little Lyric
(Of Great Importance)

I wish the rent
Was heaven sent.

I, Too.

I, too, sing America.

I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.

Tomorrow,
I'll be at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then.

Besides,
They'll see how beautiful I am
And be ashamed---

I, too, am America.

Little white boy: Hello Randy...I'm sorry But I can't come out of the yard! And my mom says you can't come in to play with me.

Little black boy: Looks like I'm fenced out!

Little white boy: It's more like I'm fenced in!

To be used to stimulate creative writing.

Teacher: How would you feel? Pick a side of the fence and tell us about it.

Suggestion: It may be helpful to discuss the anecdote to help children before they write. Be sure to write words they ask help in spelling on the board for all to have as reference. Ideas are more important at the moment than mechanics.

The anecdote used above is actually a cartoon (which couldn't be reproduced) from Morrie Turner, (cartoonist) Pamphlet, National Conference of Christians and Jews, 43 West 57 Street, New York, N.Y. 10019.

The proceeding anecdotes are also taken from Morrie Turner's cartoons.

Little Black girl: You're not talking to me because my skin is a different color?

Little White girl: Not really!

Little Black girl: Because I don't have as much money as you?

Little White girl: Not that either!

Little Black girl: Because I go to a different church?

Little White girl: Nope! I'm just practicing to be a grown-up!

To be used to stimulate creative writing.

Teacher: How do grown-ups behave with people of different races? How do you think they ought to behave? Write a story telling about a friendship between a Negro and a white girl.

As the teacher exposes the students to the universality of mankind, he might choose to use the following:[3]

Let's Compare Proverbs[3]

Did you ever hurry too fast---so fast that the work you were doing ended in a jumble? Perhaps you then said to yourself, "Hurrying only makes a mess of things." People in nations around the world have put discoveries like yours into

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[3]Kelen, Emery. Proverbs of Many Nations; Lothrop, Lee and Shepard Co., Inc. 1966.

short sayings to help them remember. When such a saying has been used by many people for a long time, it is called a proverb.

The American proverb about too much hurry is "Haste makes waste." In africa, in the country of Senegal, they say, "To catch the monkey requires patience." The idea is the same, but the way the idea is expressed reflects how the people live and the kind of land they live in.

When you read the groups of proverbs on this page, see if you can match American proverbs with African proverbs.

****

American

1. You can't unscramble eggs.
2. The pot calls the kettle black.
3. United we stand, divided we fall.
4. Don't count your chickens before they are hatched.

1. The coal is making fun of the cinder. (Kenya)
2. Sometimes the canoe sinks before it reaches the shore. (Cameroons)
3. An army that has crossed the river can't turn back. (Malagasy Republic)
4. Helping each other, even boys can hold back a lion. (Ethiopian)

Little white boy: I wonder why people are saying bad things about other races?

Little black boy: Because they are different!

Little white boy: Then I guess we shouldn't like little girls either..... They are different too, aren't they?

To be used to stimulate creative writing.

Teacher: What are differences? Are they Bad? Why or why not? Can you think of any differences that might be good? Write about them.

Little white boy: My great-grandparents were pioneers of the old west!

Little black boy: My parents are pioneers?

Little white boy: Your parents?.....In these modern times? Impossible!

Little black boy: We moved into this neighborhood didn't we?

Class Discussion

Method: Using generalizations as a springboard for discussion.

Directions: Ditto generalizations below anecdotes, instruct the children to mark whether they agree or disagree with the statements. After sheet has been marked, collect and tabulate conflicting marks. Discuss conflicts in next class.

	Agree	Disagree
1. You have a right to choose where you'll live.	____	____
2. Negroes have a right to live in Rockford.	____	____
3. You have a right to go to school.	____	____
4. Negroes have a right to go to Valley View.	____	____
5. Catholics can't come to Valley View.	____	____
6. You choose your friends.	____	____
7. A Negro could be your friend.	____	____
8. A Negro could refuse to be your friend.	____	____
9. You smile when you want to make a friend.	____	____
10. You don't smile at a Negro.	____	____

Open-ended Creative Writing Topics

A neighbor is -

A family is -

A city is -

When I look in the mirror I see -

The worst thing I ever did was -

The best thing I ever did was -

I'm proud of -

If I had a three day vacation from school I would like to -

If I had five wishes -

I like my family when -

Five things I have -

Five things I want -

Five things I ought to have -

Most people think I am -

I don't like -

I feel happiest when -

I am unhappy when -

LINGUISTICS: DIALECTS

Children need to be made aware of dialectical differences in speech throughout the United States. An excellent source booklet, from which I have gathered the next lesson, is:

Dialects U.S.A.
Jean Malmstrom and Annabel Ashley
National Council of Teachers of English
508 S. Sixth Street
Champaign, Illinois
c. 1963, pps. 18-23

Ask children: Why do we have language?

If we listen carefully can we understand people from other parts of our country? Why do you like to hear people speak who come from other places?

Did you know that different places in the United States have different words for the very same things? If you were to move you might have to learn some new names for things. Some examples are:

baby carriage	chimney	cement road
baby buggy	flue	concrete road
baby cab	smokestack	hard-road
baby coach	funnel	pave
buggy wagon		pavement
frying pan	paper bag	
skillet	sack	
spider	poke	
creeper	toot	
fry pan	tote bag	

Have you ever thought that people didn't speak the same words for the same things? Think about what people might think of you if you were to laugh at a new word. Would it be a good thought? Would you like it?

See if you can find different words for the familiar things you know. See if you discover different ways of pronouncing them, too. Think about what your discovery means.

Too often, a person's speech has been used to elevate or degrade him in our minds before we know his other qualities. This is a distinct disservice to an individual for his speech is as personal a part of him as his eyes, nose, etc.

Language differences, whether they be of regional dialects or foreign influences, often cause children to titter. Children who have been raised in only

one dialect region need to recognize there are differences in dialects from one part of the United States to another and appreciate the interest and color these dialects lend to our language.

With this purpose in mind, read from

Uncle Remus: His Songs and Sayings
Joel Chandler Harris
New York, Grosset & Dunlap, C. 1921

Discussion:

1. Even though Uncle Remus speaks a different dialect, can you understand the story he is telling?

2. Is it fun to listen to? Why?

3. How do Uncle Remus and Toby feel toward one another?

4. What do you think about Uncle Remus? Would you like to have him as your personal storyteller?

Part II:

Read Chapter 33 from Uncle Remus, "Why the Negro is Black."

Discussion:

1. Why do you suppose Uncle Remus told Toby this story?

2. Do you believe the Negro of today could jump into a pond and turn himself white? Would he want to? Why?

3. Can any of us, Chinese, Indian, Negro, or white change the color of our skin as we do the color of our hair?

4. Is there anything good about being black? What? (Or if not,) Why not?

5. Think of things that are black. Are they all bad?

Uncle Remus: Part III

Following is just a sample of the many examples which can be pointed out to the children of Uncle Remus' speech patterns. Help them see the consistency of dropping the th in the (de), that (dat), they (dey). See if they can generalize that perhaps in Uncle Remus' part of Africa there was no th sound either in the beginning or at the end of words. Note also, blacksmith (blacksmif). If children miss this, point it out to them. Look for other speech patterns.

br'er	brother
blacksmif	blacksmith
bin	been
sorter	sort of
roun'	round
twix	between
de	the
ye'th	earth
Jacky-my-lantum	Jack o' lantern
dat	that
dey	they
er	of
ter	to
kaze	cause
yasser	yes sir

Part IV.

Let children try to read an Uncle Remus story aloud.

Discuss: Why is it so hard to read?

Do you suppose Uncle Remus had as much trouble trying to speak American when he first came from Africa as you are now having trying to speak as he did? Why is this?

How do you think people feel when you laugh at their speech? Is that a good feeling? Would you like it?

Let the children simmer over these questions and draw their own conclusions.

Read: Charlotte's Web
E.B. White
Harper and Row, New York, c. 1952

1. What was so special about Charlotte's Web?

2. How did Charlotte, the spider, help Wilbur, the pig?

3. Why do you suppose Wilbur felt better each time Charlotte spun a new word in her web? (Words: "Some pig," "Terrific," "Humble.")

4. How did Wilbur behave? What did people think of Wilbur then?

5. Do you suppose it would help people who feel unimportant to be told they are good? Why?

6. How might they behave?

7. How did you feel about pigs before you heard Charlotte's Web?

8. How do you feel about pigs now?

9. Do you suppose it's wise to get to know someone very well before you can honestly say you like or dislike them? Why?

10. Does this book help you realize how to get along better with people? Think about what it has to say about how people ought to live.

A Few Books for the Library Table

1. The Big Snow, Berta and Elmer Hader, New York, Macmillan Co., 1958.

   Animals can't find food in the winter, little old lady feeds them until spring.

2. Herman the Loser, Russell Hoban, New York, Harper & Brothers, 1961.

   Herman loses everything including the watch his father gave him to help him get home on time. Patient, understanding father helps him find the watch.

3. Eddie No-Name, Thomas Fall, New York, Pantheon Books, 1963.

   The story of an orphan boy's adjustment to a new life with adopted parents, how to handle fear, and ridicule of peers.

4. The Case of the Dumb Bells, Crosby Bonsall, An "I Can Read Mystery".

   Negro boy and white friends hook up telephones to clubhouse but get wires crossed with doorbell and get in trouble every time they call each other. Boys overcome trouble with parents, realize friendship is more important than bickering over who made the mistake. Humorous and easy to read.

5. Two is a Team, Lorraine and Jerrold Beim, New York, Harcourt Brace & Co., c. 1945.

   Negro and white boys learn to work together to make a successful coaster.

6. The Adventures of Spider, Joyce Cooper Arkhurst, Boston, Little, Brown and Co., 1964.

   West African Folk Tales.

7. The Cow-Tail Switch and Other West African Stories, Harold Courlander, Henry Holt, 1947.

8. Mei Li, Thomas Handforth, Garden City, New York: Doubleday & Co., 1938.

   Chinese girl discovers her house is her kingdom and palace. Chinese New Year Customs

9. Plus many more.

SOCIAL STUDIES CONTENT

Because the children of Valley View School are segregated from races other than Caucasian, they need to recognize there are other kinds of neighbors. An excellent book to begin on is:

> Living as Neighbors, a Holt Urban Social Studies
> Peter Buckley and Hortense Jones
> New York, Holt, Rinehart, and Winston, Inc.
> c. 1966.

Excellent black and white photographs illustrate this book and show a Negro and white family sharing and solving the problem of being displaced because of an Urban Renewal Project. In addition, each father must get a new job and further training.

Many points of discussion come to mind:

1. How were both families alike? How were they different?
2. Were their differences important? Why or why not?
3. How did the two families depend on each other? How did they depend on other people in the city?
4. How is living in the city different from living in the suburb of Rockford?
5. Where do children play in the city? What problems might occur?
6. Has your family ever faced the problem of moving? What is involved?

****

Another book in the series which is good is:

> Five Friends at School
> Peter Buckley, and Hortense Jones
> New York, Holt Rinehart and Winston, Inc.
> c. 1966

Excellent black and white photographs graphically illustrate the friendship, cooperation, and good will practiced between families which are multi-ethnic in origin. Children can see clearly how city children, live, play, and go to school.

Points to discuss:

1. Is it important to have many kinds of people in a community? Why?
2. How is the city in the book like the city of Rockford?

3. How is Rockford different from the city?

4. What kinds of work did the fathers do?

5. Were they proud of their work? Why?

6. Should people be proud of their work? Why?

7. Why did Mr. Davidson have to get special training for his new job?

8. Compare living in an apartment with living in a separate house on a separate lot.

9. What things do people need that live in the city that we need?

10. Do you suppose all people everywhere need the same things? Why?

11. Do any Puerto Ricans or Negroes go to your church or school? Why do you suppose that is so? Will it always be so? Why?

12. How do you suppose the families felt as newcomers to the neighborhood?

13. Who helped them feel welcome in their new homes?

14. How did they do this?

****

Related Activities:

1. Visit downtown stores in Rockford. Try to find out where goods came from.

   How do they get here?
   How do we depend on people in the cities?
   How do people in the cities depend on us?

2. Contact Mr. Joe McMillan, Inter-City Coordinator of the Grand Rapids Public Schools to get permission to have a cultural exchange of students. What we don't know about each other, we can find out by exchanging newsletters and visiting each other.

3. Watch for pertinent newspaper and magazine articles to read and discuss. Ask students to keep their eyes open and share articles with the class.

BULLETIN BOARD SUGGESTION

Although many ideas come to mind, the teacher may wish to incorporate Annette Wynne's poem "Ring Around the World" into her plans for student bulletin boards. Pictures of many races of people can be collected and mounted on a global representation of the world. Children will enjoy making hands which symbolize

friendship. The poem should be printed in large letters and placed attractively on the board to focus attention on the theme.

Ring Around the World[4]

Annette Wynne

Ring around the world
Taking hands together
All across the temperate
And the torrid weather.
Past the royal palm-trees
By the ocean sand
Make a ring around the world
Taking each others hand;
In the valleys, on the hill,
Over the prairie spaces,
There's a ring around the world
Made of children's friendly faces.

RECORDS

Purpose: To help young children internalize the need to belong to someone and not be excluded for being different.

Record: "The Story of Celeste" or "The Loneliest Tune in the City."
David Wayne, narrator.
John L. Eastman, conductor of Cricket Symphony.
Cricket Record: Cr 16-B.

Synopsis: Celeste is an "orphan melody" who gets placed in an orphanage. She is berated by Miss Squeek who doesn't "like tunes that tinkle." Celeste, just like Cinderella, gets chosen by Prince Cello as his tune.

Method: Tell children they are going to listen to the Cinderella Story only this time it's not about people but instruments.

Discussion:

Activity: Draw a picture of Miss Squeek, Celeste, and Prince Cello. How do you think they would look?

---

[4]Johnson, Edna, Sickels, Evelyn R., Sayers, Frances Clark. Anthology of Children's Literature, Third Edition. Boston, Houghton Mifflin Co., 1959, p. 1059.

Record: "Once Upon an Orchestra"
David Wayne, narrator.
John L. Eastman, conductor of Cricket Symphony.
Cricket Record: Cr 16-A.

Synopsis: Instruments in an orchestra refuse to play in harmony. . . for selfish reasons. Judge brings them to trial and they discover how beautiful they sound when they play together.

****

Get other records from library as needed.

GRID

Objectives / Content & Methods	Respect for other's rights	Tolerance of Individual Differences	Self-direction	Totals
Stories Poetry	10	10	10	30
Discussions	5	5		10
Creative Writing	10	10	10	30
Linguistics Value Clarifying Techniques		10	10	20
Records	5	5		10
Totals	30	40	30	100

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AN APPROACH TO TEACHING THE VALUES OF CITIZENSHIP*

Specific Value: Respect

Subject Areas: Social Studies and Language Arts

Grade Level: Second

Time: Seven Weeks

Project on Student Values
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AN APPROACH TO TEACHING THE VALUES OF CITIZENSHIP

Abstract

I. Philosophical Statement. Because of a lack of understanding; the American flag, National Anthem and other symbols of the United States are taken for granted by young children. Through the study of our National symbols and our country, children can develop such values as respect, loyalty and love for their country. A child learns that good citizens are essential to our country. He himself can learn to demonstrate those values which make a good citizen.

II. General Objectives.
1. Loyalty and respect for America.
2. Demonstration of good citizenship in the classroom.

III. Specific Objectives.

To demonstrate specific behavioral patterns for being a good citizen.

1. Obeys the playground regulations and classroom rules.
2. Listens to others.
3. Co-operates with peers and teacher.
4. To aid the group and be of service.

IV. Context. Second Grade - Second Semester

V. Content. Pre-test, discussions (open-ended questions, role playing, voting, value continuum, contrived incidents, auctions, rank order,) committee work, art work, creative writing, establishing classroom guidelines for being a good citizens, develop some map skills, resource people.

VI. Methods. Flag-national and also a collection of other flags, Books and pictures, map of the United States, films and filmstrips, song, records, poems.

VII. Time Schedule. Seven Weeks.

AN APPROACH TO TEACHING THE VALUES OF CITIZENSHIP

Philosophical Statement

In our country there is a fundamental belief in the democratic way of life---that each individual shall endeavor to become the kind of citizen who will try to preserve this democratic heritage. Even young children can learn that good citizens are essential to our country. He himself can learn to demonstrate those values which make a good citizen. For example, he will learn how each citizen can live in a free country. He will learn that there must be rules and that people must obey the rules. He will learn to think of others as well as of himself. He will learn that he is a good citizen of his country when he is a good citizen of his school.

As a part of being a citizen of our country, a child should be exposed to the fundamental concepts underlying the symbols of America. Because of a lack of understanding; the American flag, National Anthem and other symbols of the United States are taken for granted by young children. Through the study of our National symbols and our country, children can develop such values as respect and loyalty for their country. For example, the children should grasp the idea that the Pledge of Allegiance is a promise involving citizenship. It is hopeful that they will realize that when they salute the flag, that they are not just saluting a piece of cloth, but they are saluting their family, home, other people, mountains, rivers, etc.,because they are America.

General Objectives.

The general objective is to clarify the values of each child pertaining to citizenship including the discussion, study, and importance of rules, cooperation, participating and respect for others. It is hoped then that the child will demonstrate these values of good citizenship in the classroom.

Specific Objectives

To demonstrate specific behavioral patterns for being a good citizen.

1. Obeys the playground regulations and classroom rules.
2. Listens when others speak.
3. Cooperates with peers and teacher, in class and playground situations.
4. To aid the group and be of service.

Statement of Context

Second Grade - Second semester.

Time

Seven weeks. This unit could very easily be expanded to ten or eleven weeks.

Content and Methods

First Week

1. Pre-test given to the whole class.
2. Show # 12 of the Wasps Filmstrips, "Exploring Moral Values." Cover the three incidents, "Accident, Moving In and the Candy Store." Discuss the alternatives of the situations presented.
3. Each child will draw a picture of someone doing something which he thinks isn't right.
4. Discuss the pictures. The children will probably discuss the bully, the selfish person, someone not taking turns, someone not being responsible, or someone not obeying the rules.
5. Read One Kitten Too Many, by Bianca Bradbury. A well-mannered Siamese kitten must teach her unruly guest to behave before they can live together peaceably.
6. Introduce the Rank Ordering.
   (The most important value to the child would be 1 and the least important would be marked 3)

   I would like to be: Kind
   Smart
   Cute

   I would like my friend to be: A helper
   Generous with his toys.
   A good listener

   I would least like to be a: Fighter
   Bragger
   Selfish Person
7. Movie -- "Beginning Responsibility" (an attitude building film which teaches a need for respecting others.) Discuss the film.

Second Week

1. Read pages 3-39 of Fair Play by Munro Leaf.
   Clarify values through a discussion.
   How do you feel about rules?
   How do you know it is right to take turns?
   Would you get further ahead if you did not have to wait for someone?
   Do you cooperate often? Give examples of how you do. What alternatives are there to cooperation (the children will probably mention being lazy, not caring, greedy, etc.)
2. Open-ended question. Have the children write down their ideas then discuss as a class. If there were no rules I would -----
3. Introduce Daily Thought Sheets.
   For the first three weeks at the end of the day the children would write down "Things I did today that I am proud of---" (For example - I am proud that I

helped Mary find her book). I would continue doing this about twice a week for the next six weeks or longer. I would not restrict the children to this one question but encourage them to also write down any other thoughts.

4. Film---"Fairness for Beginners" (A classroom situation is depicted where sharing, taking turns and other ways of responsibility and the rights of others are developed. Discuss the film.

5. Auction (primary-very simplified)

   Give each child $10 in play money and a sheet of paper with values for sale. The child may wish to buy one choice for $10 or he may divide his money up. Whatever he wants the most he will have to pay the most for it. He should write the amounts he wishes to pay beside the choices. Then by a show of hands the teacher can find out which choice is the most important to the children and just how important it is.

   -----A chance to help a new student in the class.
   -----A chance to have everyone like you.
   -----A chance to tell all the children in the class what to do.

6. Creative writing, an open-ended question.

   "A Friend Is _____

Third Week

1. Film-----"Kindness to Others" (A classroom discovers satisfaction to be had from practicing kindness).

2. Read Make Way for Ducklings by Robert McCloskey (a mother and father duck find a home for their children and help them grow up. Friendly people help them solve the many problems which they encounter.

3. Have the children write down "What does a good citizen do---"

   This is to be completed individually. Then have the children rank their own answers (1 as the most important). Then as a class list some guidelines for being a good citizen.

4. Have the children find pictures in magazines illustrating people being good citizens. Cut out the pictures. The children will enjoy telling the class about their own pictures.

5. Introduce the Value Continuum.

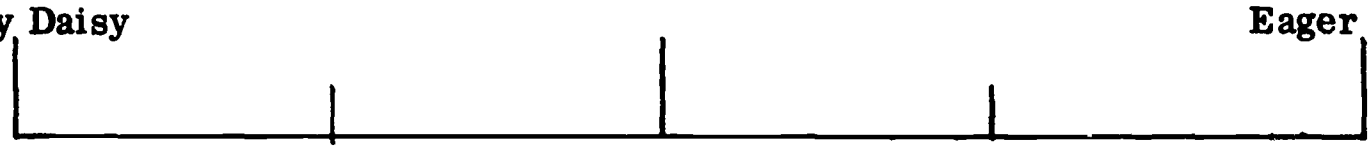
   The children are to rank themselves - how do I fit in along this value line.

Interrupting Tommy — Polly Politeness



Tommy never listens to anyone. He is the only one who is supposed to talk. Polly never talks because she thinks she should just be seen and never heard. Where do I fit in?

Lazy Daisy — Eager Beaver



(explanation, next page)

Daisy is just not a helper. She will let everyone else do the work for her. Daisy just doesn't care. Eager Beaver wants to do everyone's work. In a committee he takes over and does all of the work. (Continuum on previous page)

Discuss the results.

6. Introduce the Weekly Reaction Sheet

Give this to the children for the next five or six weeks. Vary some of the items from week to week. It would be interesting for the teacher to keep a record of their reactions.

	always	usually	sometimes	never
I take turns				
I listen to others				
I help others when they need my help				
I contribute to class discussions				
I obey playground regulations				
I try to do my best work				
I am courteous and use good manners				

Fourth Week

1. Contrived Incident.

Put the flag away. See how quickly the children notice that it is missing. When they do notice that it is missing---the teacher should start asking questions to clarify their values.

Why do you suppose we have always had a flag in the room?
Is it so important? How do you feel about the flag? Can we put something in its place?
Describe how it looks? Why do you suppose it looks this way?

2. Discussion

Tell what you know about the flag. What would you like to know?
The children will probably come up with these questions --

Why do we have the stars and stripes?
What is the history of the flag?
How do we take care of the flag?

Ask the class if they would like to work on committees to find the answers to these questions. Encourage some of the non leaders to also participate. Not all of the children in the class will be participating in this activity.

Have easy books available for the children to use-such as

Flag Day by Dorothy Les Tina
About Our Flag by Elinor Rees
Flags of the United States by Geoffrey Biggs

3. Contrived Incident

Talk to one member of each committee about not co-operating with the group. This person will do some role playing in which he will try to upset the function of the group as much as possible. The other members of the group will not know about this situation until they themselves realize that they are not functioning as a group.

Then the teacher must come to the rescue and initiate a discussion with the whole class on the problems of committee work. The teacher and the children can do some role playing as to how each member of a committee can contribute.

4. Committee Reports.

These facts should be covered:

1. The flag is a symbol of our country.
2. The Cambridge flag flew over George Washington's headquarters. It was the first American flag to be honored by another country. This is why it is our first flag.
3. Betsy Ross made the first American flag.
4. The stars are symbols for our fifty states.
5. The stripes; 7 red and 6 white are symbols of the first thirteen states.
6. A long time ago people arranged the stars and stripes in different positions.
7. The flag is often called the "Stars and Stripes" or "Old Glory."
8. There is a proper way to fold the flag. The flag should not touch the ground or be left outside in bad weather.
9. There are special flag holidays.

   Flag Day-June 14; Independence Day-July 4; Lincoln's Birthday-February 12; Washington's Birthday-February 22; Memorial Day-May 30; Veterans' Day- November 11.

5. Arrange to have some older Boy Scouts visit our room to demonstrate how to care for the flag. We would also like to have the Boy Scouts demonstrate how they put the flag up outside of school.

6. Through the following activity, the children may be able to gain some realization of just how our country is. They may also be able to conclude what the people in our country have in common even though they live thousands of miles apart.

   Look at the map of the United States. Locate several states that the children are familiar with. Take a pretend trip to California. What states will we go through? What will we see? (Dry land, mountains, rivers, etc.) Have pictures of cities and other areas of our country available for the children. Lead to the question "How are all the people alike in these states?(they are a part of or citizen of the United States will probably be one of their conclusions.)

7. Show #8 the Wasps Filmstrips, "Exploring Moral Values, "Crossing the Street," and "You're Out", Discuss the alternatives that are presented.

8. Proud whip. I am proud that-------
   Encourage the children to offer their statements to the class.

Fifth Week

1. Film---"Stars and Stripes on Display" (flag education for young people, flag as a living symbol, how to display and care for the flag).

2. Play record---"How Our Flag is Made"

3. Children divide into three groups.
   a. One group will make two large flags out of white cloth sheets.
   b. Second group will make flags out of construction paper for bulletin board.
   c. Third group will make small flags for trays for a local Veterans' Home.

   Allow the children to decide which group they would like to work in. Have the children be completely responsible for materials, planning of time, etc. (The teacher should notice cooperation, taking turns, willingness to share and helping each other.)

4. Hand out symbols---a star to one child, a red stripe to another, a white stripe to another, and a blue rectangle to another. The children can come up to the bulletin board---tact their symbol on the board and tell what it means.

5. Wasps' Filmstrips---#10 "It's Public Property" and "The Vase." Discuss the alternatives.

6. Continue the Thought Sheets and the Weekly Reaction Sheets.

Sixth Week

1. Clarify Values on the Pledge of Allegiance.
   a. Do you think the pledge is important to you? What do you mean by saying it? Have you thought much about it? Is there a purpose for saying it? How do you know that it is right to say it? Do you say it often? Why do we say it often?
   b. Put these key words on the board: allegiance, Republic, Nation, Indivisible, Liberty, Justice.
   c. Say the pledge together. Discuss the pledge---see if the children can arrive at any possible conclusions as to the meaning of the Pledge of Allegiance.
   d. As a class activity, the children may be able to reach some conclusions as to what these words mean by matching the words to the terms.

Allegiance	a. being fair to everyone
Republic	b. our country cannot be divided
Nation	c. everyone be free
Indivisible	d. our form of government
Liberty	e. our country
Justice	f. true to our country

At this age level the children will not comprehend all of this. However, they will be able to grasp some idea of the connection between citzenship and their country.

2. Film---"What Liberty and Justice Means" (Helps teach young children that liberty means being free to choose, that just means being fair, and that we need justice in order to keep liberty).

3. Value Continuum

Flag Killer — Flag Worshipper



Flag killed doesn't care a thing about the flag. He steps on it and throws it around like a ball. Flag worshipper cannot go anywhere without his flag and he will not allow anyone to touch it.

4. Continue the Weekly Reaction Sheets and the Daily Thought Sheets.

5. Read Poems on the flag, country, etc. Some of the children will enjoy writing stories or poems to correlate with citizenship.

6. Read <u>This Is My Country</u> by Jene Barr, (an easy to read book,gives a general picture of what it means to be a citizen and also some of the responsibilities.)

7. Auction (simplified form)
   -----A chance to help a classmate with his work.
   -----A chance to have no classroom rules.
   -----A chance to tell the children in the class what to do.

<u>Seventh Week</u>

1. Play the "Star Spangled Banner" from the record THIS IS MY COUNTRY by the Robert Shaw Chorals.
   a. Ask the children to identify it.
   b. Voting---
      I have heard the song often. I have never heard it.
   c. Give the facts about the song.
      It is our country's song-National Anthem
      It was written during the war with England by Francis Scott Key.
   d. Discussion
      What do you think of this song? Are there other songs which remind you of this song? Where have you heard this song before? (TV, radio, football games and other recreational activities, flag ceremonies, parades).

2. Play the song "This Land is Your Land" from the Album THROUGH CHILDREN'S EYES by the Limelighters. The children are familiar with the song and will enjoy singing it.

3. Throughout the year I would play some of the Songs of Our Country. -- "America," "Battle Hymn of the Republic," "America the Beautiful," "Stars and Stripes Forever."

   I would not play them necessarily to have the children learn these songs but just so that the children may be exposed to the songs and enjoy them.

4. Auction:
   -----A chance to talk whenever I want to.
   -----A chance to make all my own rules.
   -----A chance to be well-liked.

5. Invite a Foreign Student to visit our classroom. The children will enjoy visiting with her and learning about her country.

6. Role playing---The teacher pretends that she is from another country (she may wish to dress in their native costume). She tells the class about some of the customs of that country, its people, its national symbols, etc. Then she asks the children to tell about their country.

7. Post Test - Given to the whole class. Discuss the items with the children.

GRID

Content

A. Discussions and related activities
B. Visual Aids
C. Committee experiences
D. Testing

Objectives

A. Obeys playground and classroom rules.
B. Listens to others.
C. Cooperates with peers and teacher.
D. To aid the group and be of service

Objectives / Content	A	B	C	D	Totals
A	7%	5%	12%	12%	36%
B	4%	4%	10%	9%	27%
C	3%	6%	10%	9%	28%
D	1%	2%	3%	3%	9%
Totals	15%	17%	35%	33%	100%

GOAL SHEET

Check if the student can do this objective.

Knowledge - Facts

1. The student will draw a picture of the flag of the United States without looking at an example. ____
2. The student will describe to the class what the stars and stripes mean when shown a flag of the United States. ____
3. The student will match the following words with their meanings by drawing a line from the word to its meaning. These are the words: banner, battle, allegiance, republic, congress, Betsy Ross, nation and indivisible. ____
4. The student will describe three ways to care for the flag. ____
5. The student will identify ten states when presented with a map of the United States. ____

Behavioral Goals - Subject is the student in the classroom

Cooperation	Always	Sometimes	Never
1. Cooperates rather than competes with peers in committee work.	____	____	____
2. Expresses consideration for other persons' feelings.	____	____	____
3. Attempts to settle difficulties among peers.	____	____	____
4. Openly encourages others to share their opinions with him.	____	____	____
5. Expresses pleasure in working in a group situation.	____	____	____
6. Abides by the choices of the majority.	____	____	____
Listening Skills			
1. Listens when others speak.	____	____	____
2. Listens to others with thoughtfulness and consideration.	____	____	____
Rules			
1. Obeys playground regulations.	____	____	____
2. Obeys classroom rules.	____	____	____
Participation			
1. Willingness to be of service to the group.	____	____	____
2. Assists a class member who indicates need for help.	____	____	____
3. Shares his things and ideas with other class members.	____	____	____

PRE AND POST TEST --- CITIZENSHIP

1. It has started to rain and you notice that a neighbor has his flag up. Would you---
   a. Take down the flag.
   b. Call the neighbor and tell him it is raining.
   c. Look at the flag to see how wet it is.

2. A friend of yours disobeyed a playground rule. Would you---
   a. Decide that he should no longer be your friend because he broke the rule.
   b. Tell the teacher.
   c. Talk to the friend about the rule.

3. We need classroom rules because---
   a. We can work better.
   b. Everyone should be quiet.
   c. Teacher said we need rules.

4. You and your four friends are going to play after school. All but one wants to play ball. Tim wants to ride bikes, Should You---
   a. Do what most of the boys want to do.
   b. Ride bikes---just to make Tim happy.
   c. Tell Time to go home.

5. The Pledge of Allegiance means---
   a. Saying "Good Morning" to the flag.
   b. Saying the flag is good.
   c. A promise to America.

6. Teacher told the class to take out their Spelling books. You are in line for a drink and the boy in front of you is taking his time getting his drink. Would you---
   a. Give him a little pinch to let him know you are there.
   b. Tell him to hurry.
   c. Sit down.

7. You are working on a committee report. The other children on the committee want to report on butterflies. You want to report on snakes because you have one. Should you---
   a. Tell the children to report on snakes instead.
   b. Make an extra report.
   c. Don't do a committee report, instead do your own.

8. You are at the candy store and you notice a little girl taking some candy. What should you do?
   a. Nothing---because it is none of your business.
   b. Tell the girl that she shouldn't do it.
   c. Tell the clerk.

9. What do you dislike most about a person?
   a. Someone who fights.
   b. Someone who talks when you want to.
   c. Someone who is smarter than you.

10.. The National Anthem---
   a. Must be sung everyday in school.
   b. Is the Star Spangled Banner.
   c. Is our city's song.

11. The teacher suddenly had to leave to room for a few minutes--- I would---
   a. Decide that now is a good time to make after school plans with my friends.
   b. Go on with the work I was doing when the teacher left the room.
   c. Write down all the names of the children who were talking to give to the teacher.

12. A friend should be able to---
   a. Be a good listener.
   b. Give me candy.
   c. Be a good fighter.

13. There is a rule that there is no running in the hall, but the bell is going to ring and I will be late. Should I---
   a. Run because there is no one in the hall who will see me.
   b. Walk and be late.
   c. Go back home because it is better to be absent than late.

14. I found a book outside our classroom door, Should I---
   a. Leave it there because I know it isn't mine.
   b. Give it to the teacher.
   c. Take it home because someone must not want it.

15. While someone else is talking, you should---
   a. Start talking too.
   b. Walk away because you are not interested in what they are saying.
   c. Listen politely.

16. You are playing outside with several of your friends. When you do not want to play any longer---would you---
   a. Ask one friend to play something else with you.
   b. Try to stop the game and ask them to play what you want to.
   c. Tell the group you don't want to play any more.

17. Cooperation means---
   a. Helping each other and working together.
   b. Playing by ourselves.
   c. Being kind.

18. You are working with a group on an art project. One of the children accidentally spills the paint. Would you---
   a. Hurry and tell the teacher.
   b. Help clean it up.
   c. Watch your classmate clean it up.

19. Susie does a lot of talking and you don't like to hear her talk so much. Would you---
    a. Tell her to keep still.
    b. Listen because she might have some good ideas.
    c. Pretend that you do not hear her.

Poems

"The Flag we Fly"

What do they mean-the stripes of red?
Courage that's bright and spirited.

What do they mean-the stars of white?
Forty-eight states shine starry bright.

What does it mean-the field of blue?
Heaven's the reach of the brave and true.

Courage to do and dare and die,
Faith like the stars that light the sky,

Honor and vision towering high
That's what it means, the flag we fly.

Aileen Fisher

"Flag Song"

Out on the breeze,
O'er land and seas,
A beautiful banner is streaming,
Shining its stars,
Splendid its bars,
Under the sunshine, 'tis gleaming.
Hail to the flag,
The dear, bonny flag-
The flag that is red, white, and blue.

Over the brave
Long may it wave,
Peace to the world ever bringing,
While to the stars
Linked with the bars
Hearts will forever be singing;
Hail to the flag,
The dear, bonny flag-
The flag that is red, white, and blue.

Lydia Avery Coonley Ward

Hats off
Along the street there comes
A blare of bugles, a ruffle of drums,
A feast of color beneath the sky
Hats off
The flag is passing by!

This is taken from "The Flag Goes By" by Henry Holcomb Bennett.

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TOWARD VALUING HUMAN WORTH AND DIGNITY THROUGH THE LANGUAGE ARTS*

Specific Values:	Tolerance, Integrity, Self-Control and Cooperation
Subject Area:	Language Arts
Grade Level:	Second
Time:	Eight to ten weeks

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Accompanied by an annotated bibliography by Patricia Carlson

TOWARD VALUING HUMAN WORTH AND DIGNITY THROUGH THE LANGUAGE ARTS

Abstract

I. Philosophy. Friends influence values. Children are very concerned about friends. Children spend much of their time playing with their friends. Consequently, sportsmanship becomes an influencing factor to friendship and eventually to the way they meet the situations of daily life.

II. General Objective. To help the child to be able to use what he learns from actual or arranged experiences of sportsmanship to face everyday life.

III. Specific Objectives. Are for the child:

1. to work towards a solution of a problem in play with other members of the group (or team) that have opinions differing from his own.
2. to abide by the majority decision.
3. to keep from becoming belligerent when his beliefs are opposed.
4. to co-operate with group (team) members rather than compete.
5. to openly defend group members who are being treated unfairly.
6. to join in discussing the idea that people act differently in the same situations because of different values and experiences.
7. to keep from rubbing it in when others have less ability to play.
8. to join in discussing value problems found in his reading, both aloud and individual material.
9. to obey the regulations of the game and playground.
10. to accept group (team) members on their individual merits rather than judging by stereotypes.

IV. Context. The children are in second grade, generally come from middle-class homes and parents who have not had more than a high school education.

V. Content. Situations, including stories, that help the child to become aware of the qualities of tolerance, integrity, self-control and cooperation.

VI. Methods. Reading stories, having stories read, writing endings to stories, writing about value pictures, open-end sentences, discussing actual incidents, dramatizing situations and possible solutions, continuums, and ranking.

VII. Time Schedule. Eight to Ten weeks divided approximately into two week periods but to be followed through the year.

TOWARD VALUING HUMAN WORTH AND DIGNITY THROUGH THE LANGUAGE ARTS

Philosophy

Friends are an important part of a person's life. The friends we choose often influence our values, and thus become an even more important factor in our lives.

For children this is especially true. Almost every child wants desperately to have friends. In some cases they will even resort to dishonest or malicious means to get friends. Also, children spend much of their time playing with friends. Consequently, I believe sportsmanship becomes an influencing factor to their friendship, and the lessons they learn from sportsmanship eventually will affect their adult lives.

Because the friends one chooses can influence a person's values, and consequently his behavioral patterns, I have chosen to work in the area of friendship. Although I have chosen to deal generally with friendship as it applies to having friends and being a friend, I would especially like to narrow the field to sportsmanship as it applies to friendship.

I have chosen to work with this concept because the children I teach are at an age when the friendships they choose definitely influence them. They are moving out of the area of adopting their parents' values and are now adopting the values of their peers. Also they are entering a very competitive stage, and their emotions are not always easily contained. I think that at this stage they can learn from various incidents how to be gracious winners and losers. This may help to foster friendships with peers rather than build up bitter feelings towards each other.

General Objectives

As stated previously my objective is to have the children transfer or carry over the things they learn from the arranged or actual experiences of sportsmanship into daily life.

Specific Objectives

My specific objectives are for the child:

1. to work towards a solution of a problem in play with other members of the group (or team) that have opinions differing from his own.
2. to abide by the majority decision.
3. to keep from becoming belligerent when his beliefs are opposed.
4. to cooperate with group (team) members rather than compete.
5. to openly defend group members who are being treated unfairly.
6. to join in discussing the idea that people act differently in the same situations because of different values and experiences.
7. to keep from rubbing it in when others have less ability to play.

8. to join in discussing value problems found in his reading, both aloud and individual material.
9. to obey the regulations of the game and playground.
10. to accept group (team) members on their individual merits rather than judging by stereotypes.

Context

The children are in second grade and are seven to nine years old. Most of them come from middle class homes with the exception of a few children from low class families. They come from a fairly conservative, rural, but not primarily farming, community, and range widely in intellectual capacity. Most of their parents have not had more than a high school education and some have not even had that. A very small percentage come from broken homes, although there are several cases where both parents are working. Class size is about 28 children.

Content

The content of my unit will involve the ideas of tolerance, integrity, self-control, and cooperation which are all qualities included in sportsmanship. I will try, especially, to bring out those qualities through language arts experiences and follow them up on the playground. Stories which help to make the child aware of tolerance, integrity, self-control, and cooperation will be read to the children and will be available for the children to read. As a special supplement to this, see Patricia Carlson's annotated bibliography which supplements this unit.

Methods

As is previously stated, I intend to use the methods of:

A. Reading stories (or having stories read). These stories come from the annotated bibliography by Pat Carlson. In some cases they are books the children can read for themselves. Others are books the children would enjoy having read to them.
B. Stories without endings. Some of the stories could have the endings left off when the teacher has come to the value conflict in the story. The child can then write how he would choose to end the story if he were in the place of the story character. Also, a story could be made up from something actually happening on the playground. After the value conflict has been told, the children would finish the story either in writing or dramatizing.
C. Pictures packed with values. These may be shown to the children and they will be encouraged to write or tell what they see, hear, or feel as they look at it.
D. Open-end sentences. Children will be encouraged to finish sentences such as: "I am proud of . . . (something they have done that shows tolerance, etc.)
E. Continuums. Children will be asked to place themselves on a continuum using storybook characters as the extreme ends. For example, in the book Beezus and Ramona by Beverly Cleary, Ramona would be used on one end to represent

the person who lived only by her own set of rules and was not cooperative or tolerant. Beezus would represent the person who was cooperative, tolerant, and had self-control.

F. Ranking. Children will be asked to rank situations as they occur in stories or on the playground.

Time Schedule

Teaching the unit formally should take from eight to ten weeks with major emphasis on each value lasting two weeks. However, each of these qualities should overlap into the following weeks and into the entire year.

Weeks 1 and 2: Tolerance Specific Objectives #1, 6, 8, 10.

These stories may be read to or by the children:

Burch, Robert. Queenie Peavy. Deals with objectives, 3, 6, 10.
Caudill, Rebecca. Did You Carry the Flag Today, Charlie? Obj. 6
Duvoisin, Roger. Our Veronica Goes to Petunia's Farm. Obj. 10
Farley, Walter. Little Black, a Pony. Obj. 3, 10
Friskey, Margaret. Seven Diving Ducks. Obj. 6
Kim, Yong-Ik. Blue in the Seed. Obj. 6, 10
Matsune, Masako. Chie and the Sports Day. Obj. 10
Miles, Miska. Teacher's Pet. Obj. 6, 10
Olds, Helen. Jim Can Swim. Obj. 10
Perkins, Al. The Digging-est Dog. Obj. 10
Pliss, Louise. That Summer on Catalpa Street. Obj. 1, 6, 10

As these stories are read, the children may be asked questions about how they felt about certain parts of the stories or how they would feel if they were in the place of the storybook character. They may be asked to rank the characters of the story according to the one they would like to be first, and in succeeding order. At the end of the two weeks the students will be asked to finish an open-end statement such as:

"I am proud of... (something they have done to show tolerance, or something they have done to show acceptance of individual members.)

During the week a continuum with Little Black on one end and Big Red on the other end (from Little Black, a Pony by Walter Farley) will be placed in the room. The children may place themselves on it. Other continuums representing other ideas involved in tolerance may also be set up.

Weeks 3 and 4: Integrity.

These stories may be used to bring out the quality of integrity:

Chandler, Edna. Cowboy Andy.
Friskey, Margaret. Indian Two Feet and His Eagle Feather.
Haywood, Carolyn. Eddie's Pay Dirt.
Pliss, Louise. That Summer on Catalpa Street. Obj. 5.
Renick, Marion. The Big Basketball Prize.
Seuss, Dr. Horton Hatches the Egg.

Sperry, Armstrong. Call It Courage.
Stolz, Mary. A Wonderful Terrible Time.

After the stories are read, questions should be asked about how the children would react in the given situations, or how they feel about certain situations or storybook characters.

Since the list of books is exhaustive on this topic, the different aspects of integrity will have to be brought out through arranged situations. Create a situation through a story or through dramatizing or through pictures that will help to make the child aware of this value. For example: In baseball the bases are loaded. Your team is behind by one point when a member of your team hits the ball and gets to first base. However, he is out at first base, though only you, as first base coach and the first baseman know it. If you support the first baseman's statement that he is out, your team will lose. What would you do? How would you feel about what you do?

The continuum could have Horton on one end and Mayzie on the other. (Horton Hatches the Egg by Dr. Seuss) The children may change their places on it as they change their minds. The continuum may also be changed to cover another aspect of integrity.

The children will be asked again at the end of the two weeks to finish a proud sentence. "I am proud of.... (something they have done to show integrity.)

Weeks 5 and 6: Self-Control. Specific Objectives # 3, 7, 10.

I have chosen these to help bring awareness of self-control although this again is an exhaustive list and some of the titles overlap from other two-week periods.

Cleary, Beverly. Beezus and Ramona. Obj. 3
Friskey, Margaret. Seven Diving Ducks. Obj. 7
Gramatky, Hardie. Little Toot. Obj. 3
Lobel, Arnold. Lucille. Obj. 10
Matsuno, Masako. Chie and the Sports Day. Obj. 7
Miles, Miska. Teacher's Pet. Obj. 7
Olds, Helen. Jim Can Swim. Obj. 7, 10
Pliss, Louise. That Summer on Catalpa Street. Obj. 10
Sperry, Armstrong. Call It Courage. Obj. 10

The continuum could have Beezus on one end to represent the person who controls herself in situations whereas Ramona on the other hand is the intolerant, belligerent one. (Beezus and Ramona by Beverly Cleary.)

Using the characters in That Summer on Catalpa Street, ask the children to rank them with the one they liked least being first on the list.

With each of the stories ask questions about how the children felt or what they felt about situations in the story or characters in the story.

Let children write their own endings to Seven Diving Ducks or Jim Can Swim.

Finish the proud statement; I am proud of.... (something which shows how they have exercised self-control).

Weeks 7 and 8: Cooperation. Objectives #1, 2, 4, 9

This list of books should help to bring out awareness of the importance of cooperation. Again some of the titles overlap other sections.

Asherone, Sara. How to Find a Friend. Obj. 4
Boegehold, Betty. Three to Get Ready. Obj. 4
Bromhall, Winifred. The Chipmunk that Went to Church. Obj. 1,2
Bromhall, Winifred. Middle Matilda. Obj. 1, 4
Cleary, Beverly. Beezus and Ramona. Obj. 1, 4, 9
DeJong, Meindert. Wheel on the School. Obj. 1
Eastman, P.D. Sam and the Firefly. Obj. 2
Gramatky, Hardie. Little Toot. Obj. 2
Kim, Yong-Ik. Blue in the Seed. Obj. 4
Seuss, Dr. Horton Hatches the Egg. Obj. 2, 4

The continuum, in this case, could be Little Toot who represents the uncooperative one and the gruff old tug who represents the cooperative one.

Ask the children to tell about situations they have been in in which they found that cooperation was advantageous to everyone involved.

Have the children draw pictures that show an ending to a story involving a choice of value.

Have them sound out their feeling about cooperation as they are made aware of it through the stories. This can be done orally or through writing.

Evaluation

The best means of evaluation for me with children of this age will be observation. I will try to observe the children as they act and react in the classroom or on the playground. This will mean observing what they do or do not do, and what they say to show their awareness of the concepts. As I observe the objectives taking place, I will record them.

GOAL SHEET FOR EVALUATING BEHAVIOR OUTCOME ON SPORTSMANSHIP

Student's Name _____

Directions: The teacher, after observing a given behavior, records the date she has first seen it occur, and if she wishes, the situation in which it occcurred. If she sees it happen again, she records the date under Reoccurred. When she feels the child has shown that the value has been adopted she records the date under Adopted.

Behavior Factor	Beginning	Reoccurred	Adopted
1. To work towards a solution of a problem in play with other members of the group that have opinions differing from his own.			
2. To abide by the majority decision			
3. To keep from becoming belligerent when his beliefs are opposed.			
4. To cooperate with group members rather than compete.			
5. To openly defend group members who are being treated unfairly.			
6. To join in discussing the idea that people act differently in the same situations because of different values and experiences.			
7. To keep from rubbing it in when others have less ability to play.			
8. To join in discussing value problems found in his reading, both aloud and individual material.			
9. To obey the regulations of the game and the playground.			
10. To accept group members on their individual merits rather than judging by stereotypes.			

Comments:

GRID

Objectives / Content	1	2	3	4	5	6	7	8	9	10	Totals
Tolerance											
Integrity											
Self-Control											
Cooperation											
Totals											

ANNOTATED BIBLIOGRAPHY TO ACCOMPANY PRIMARY UNIT CONCERNING VALUES IN SPORTSMANSHIP*

by

Pat Carlson

Statement of Philosophy

"Because the friends one chooses can influence a person's values and consequently his behavioral patterns, I have chosen to work in the area of friendship. Although I have chosen to deal generally with friendship as it applies to having friends and being a friend, I would like especially to narrow the field down to sportsmanship as it applies to friendship.

I have chosen to work with this concept because the children I teach are at an age when the friendships they choose definitely influence them. They are moving out of the area of adopting their parents' values and are now adopting the values of their peers. Also, they are entering a very competitive stage, and their emotions are not always easily contained. I think they can learn now from various incidents how to be a gracious winner or loser. This may help to foster friendships with peers rather than build bitter feeling towards each other."

General Objectives

To present library materials suited to the second grade that can be used by the teacher and the individual students for promoting the understandings necessary for good sportsmanship to develop.

Specific Objectives

Same as before mentioned in Evelyn Huttinga's unit preceding this.

Context. Second grade.

Content: Books for reading aloud by the teacher and for individual reading by the pupils.

Time Schedule. One semester

Literature has long been an excepted method for expanding the boundaries of an individual's experience. Although it cannot substitute for the vitalness of actual experience it can and does give appropriate background so that an individual is better prepared to understand and cope with similar situations later in life.

Teaching the valuing process printed material can help the teacher create a situation that intrigues the child sufficiently to involve them in making a choice of actions. Hopefully, they will make the transition between the fiction and themselves and commit their actions to the course this decision implies, but whether they do or not, the literary situation has satisfied all the steps in the valuing process except the last if it brings them to the point of making a decision. This then, can be a rewarding method to use in teaching the value process.

NOTE REGARDING BIBLIOGRAPHY

The material in the bibliography reflects a wide variance in quality. The "Read Aloud" books have been chosen for literary merit as well as the values represented. This is not true of the "Read Alone" books where vocabulary and sentence structure had to be considered.

Books about Negroes have not been covered in the "Tolerance" section since this has been well done in the following:

Baker, Augusta — Books About Negro Life for Children. N.Y. Public Library, 1961.

Project on Student Values — Classroom Resource Guide for Teaching Human Rights and Dignity. The Project, 1968.

Wilson, N.W. — Children's Catalog, and supplements. N.W. Wilson Co.

Asheron, Sara. How to Find a Friend. Wonder, 1964. (Read Alone)

Benny moves into a new neighborhood and finds the best way to make friends is to do something together---in this case look for his lost dog Rex.

Barrett, Lawrence. Twinkle, the Baby Colt. Knopf, 1945. (Read Alone)

Twinkle didn't like being told not to go near the porcupine and was more upset when his mother laid back her ears and showed her teeth at him when he insisted upon approaching. So he decided to go live someplace else where he could do what he pleased. For a while he was content but shortly he found that little Colt's still need their mother's protection and love.

Boegehold, Betty. Three to Get Ready. Harper, 1965. (Read Alone)

Gigi, Ginger and George get new balls for their birthday and Gigi takes two of them. She finds that Finders Keepers can also be Finder Weepers by missing the fun of playing together.

Bromhall, Winifred. The Chipmunk That Went to Church. Knopf, 1952. (Read Alone)

Penny's family was ready to leave on vacation when Peter came down with the measles and Penny was sent to Great Aunt Amelia's instead of going to the seashore. Worse yet, she couldn't even take her dog Ginger who slept at the end of her bed and kept her from being afraid of the dark. But Penny went without complaining, conquered her fear of the dark, made friends with a chipmunk and ended by having a very nice summer vacation.

Bromhall, Winifred. Middle Matilda. Knopf, 1961. (Read Alone)

Matilda was right in the middle of the children with four older sisters and four younger brothers. She thought this was lovely except she never had a new dress until Great Aunt Matilda gave her one for her birthday. The dress disappears while airing on the back line and the whole family turns out to hunt for it. When it cannot be found each offers something to make up for the disappointment. Just before party time the dress is returned.

Burch, Robert. Queenie Peavy. Viking, 1966. (Read Aloud)

It's the 1930's and the depression is in full swing. Queenie Peavy carried a king-sized chip on her 13-year old shoulders. Her father was in jail and her mother worked long hours to provide even the simplest necessities. At school Queenie kept busy showing off, pretending she didn't care about anything or anybody, but at home she could be happy. Here nobody taunted her about her father and she sang to her pet rooster, made up games to play with the neighbor children and worked happily. When Queenie's father comes home on parole she finally faces the realization that it is only what she makes of herself that matters, not the defense of a selfish, ne'er-do-well father.

Caudill, Rebecca. Did You Carry the Flag Today, Charley? Holt, 1966. (Read Aloud)

Little School for four and five year olds opened at Raccoon Hollow and for little Charley Cornett it offered many new and wonderful things to try and think about. Each day when the school bus brought him back up the mountain to home his nine brothers and sisters would ask, "Did you carry the flag today, Charley?" His humorous misadventures kept him from being chosen for this honor until the very last day. Charley exhibits a complete integrity for what he believes is right and this should serve as an excellent story for discussing how a person's experiences makes him react differently.

Chandler, Edna. Cowboy Andy. Random, 1959. (Read Alone)

Andy wishes to be a cowdoy even though he has grown up in the city. He is ridiculed by the cook at Cowboy Sam's ranch when he cannot do the things cowdoys do, but he persevered to gain a prize at the rodeo.

Cleary, Beverly. Beezus and Ramona. Morrow, 1955. (Read Aloud)

"Beatrice Quimby's biggest problem was her little sister Ramona. Beezus...knew other nine-year-old girls who had little sisters who went to nursery school, but she did not know anyone with a little sister like Ramona." Each hilarious chapter poses problems for Beezus because Ramona plays by only one set of rules--her own--and the rest of the family must work around them.

Cleary, Beverly. Otis Spofford. Morrow, 1953. (Read Aloud)

Otis lived in an apartment with his mother who was away from home most of the time teaching dancing lessons. He felt it would be much easier to stir up excitement if he lived in a house with a yard to play in, like the other boys and girls in Room Eleven at Rosemont School. At school though, Otis had no trouble finding ways to stir up excitement. His teacher prophesized that he would get his come-uppance, but it took neat, well-behaved Ellen Tebbits to deliver it. This is a wonderfully humorous story about a "bad boy."

DeJong, Meindert. Wheel on the School. Harper, 1954. (Read Aloud)

Lina wrote the paper on storks that started the whole school, five boys and one girl, trying to find a wheel for the school so that storks could nest in Shora. The teacher had told them that when you wonder you can make things happen. And they did. The children bridge the generation gap to a closer understanding of the adults around them as well as making new discoveries about themselves. This is a Newberry Award Winner and an excellent piece of literature for reading aloud.

Duvoisin, Roger. Our Veronica Goes to Petunia's Farm. Knopf, 1962. (Read Alone)

A lesson on prejudice, not subtle, but pleasant to accept. The farm animals consider Veronica a strange, ugly animal and Veronica goes into a decline as she grows lonelier. As each animal visits Veronica they bring her food and when she is well she finds she is among friends.

Eastman, P.D. Sam and the Firefly. Random, 1958. (Read Alone)

Gus, the firefly, and Sam, the owl, have fun playing at night until Gus starts making his own rules and raises a commotion with traffic. Gus is captured but redeems himself by averting a train wreck.

Farley, Walter. Little Black, A Pony. Random, 1961. (Read Alone)

Little Black felt jealous and left out when his master started riding Big Red. He finds that there is a place for both of them when his small size enables him to save his master's life when he falls through the ice.

Friskey, Margaret. Indian Two Feet and His Eagle Feather. Childrens, 1967. (Read Alone)

Indian Two Feet gave up his plans to prove he was brave and rode back to warn the village when the beaver dam broke. His father gave him his eagle feather for bravery because "being wise is the first part of being brave."

Friskey, Margaret. Seven Diving Ducks. McKay, 1940. (Read Alone).

The seventh duck was afraid to swim and later to dive until a falling apple hit him on the head and pushed him under the water and he found he hadn't been afraid to dive---but only to try.

Grammatky, Hardie. Little Toot. Putnam, 1939. (Read Alone)

Toot was a menace to shipping on the river as he thought only of his own fun. After being dressed down by a gruff old tug Little Toot first sulked and then decided to become useful. But no one believed he was really reformed until the day he braved an ocean storm to save a big ocean liner.

Haywood, Carolyn. Eddie's Pay Dirt. Morrow, 1953. (Read Aloud)

Eddie finds $500 worth of old Spanish coins in the pail of pay dirt given him by his friend Manuel in Texas. Eddie's father lets him do his own searching about the rightful ownership of the coins. Eddie finally finds the solution that makes him feel good and after returning the coins he is delighted to receive the pony he wanted as a reward for his honesty. This story has good characterizations and humor. Good for reading aloud and one that the best readers will be able to read alone by the second semester.

Kim, Yong-Ik. Blue in the Seed. Little, 1964.

This is the story of a Korean boy who had to learn to accept the fact that he is different. In a land where nearly all children have dark eyes, Chun Bok has blue, as does his mother and her mother before. In answer to his question she can only answer that there is blue in the seed, and this is no consolation for a small boy who feels different. He is teased partly because his eyes are blue and partly because he expects teasing , but as an answer he runs away. When he is in trouble and in need of help his classmates come to his aid and Chun Bok returns to school when he sees that his difference is not important.

Lobel, Arnold. Lucille. Harper, 1964. (Read Alone)

Lucille, the horse, thought she was only dull and dirty and this made her sad. One day the farmer's wife decided to buy her new clothes and then Lucille was too proud to help the farmer in the field so she moved into the house with the farmer's wife. Once there Lucille found that a horse, no matter what the clothes, is not a lady, and she rushes happily back to the fields to be a plain horse.

Matsuno, Masako. Taro and the Tofu. World. 1962. (Read Alone)

Taro had volunteered to get the tofu or bean curd, for the evening meal; when he found the tofu seller had given him too much change he was tempted to say nothing. He thought of all the candy he could buy and he thought of how worried the old man might be. And so he went back...and he felt happy. The moral is very clear, but not obtrusive.

Matsuno, Masako. Chie and the Sports Day. World, 1965.

Ichiro had played with his sister Chie until he started school. Now she was lonesome. Mother suggested that they go to the Sports Day at Ichiro's school, but he does not want Chie to come because she will find that he is the slowest runner in his class. He finds that she does not mind this and they team up to win the three-legged race.

Miles, Miska. Teacher's Pet. Little, Brown 1966. (Read Aloud)

Lottie had never been to a real school until now and she hated it for she felt she didn't fit in. Her brother Pug had no problem---a fight upon arrival and then friends. But Lottie was uncomfortable because her clothes were different and the children teased her for bringing her cat, Clara. The cat helps resolve the problem of feeling different and unwanted when she chooses to have her kittens in Lottie's desk at school.

Wordstrom, Ursula. The Secret Language. Harper, 1960. (Read Aloud)

Two eight year old girls meet at boarding school. Vicky is new and very homesick and Martha is a rebel. As they adjust to each other and the life at school each grows up a little bit. Strictly girl characters which may limit its appeal even at this age.

Olds, Helen. Jim Can Swim. Knopf, 1963 (Read Alone)

Seven year old Jim vacations with his cousins on an island. They offer to teach him to swim, but he is afraid they will laugh at his mistakes so he refuses to learn when they try to help him, but teaches himself bit by bit.

Perkins, Al. The Digging-est Dog. Random, 1967. (Read Alone)

Sammy Brown bought Duke from the pet store where he always had lived on a cold hard floor. Sam even whistled up friends for Duke but they stuck their noses in the air and left him when they found he couldn't dig. When he finally acquired the knack he dug up the surrounding countryside.

Pliss, Louise. That Summer on Catalpa Street. (Read Aloud)

The Prince family moved into the old house on Catalpa Street two weeks after school let out and soon their backyard became the center of activity for them, Amy E. Allen, and Marty Stanton, the meanest boy in town. "The odd thing was that he didn't really want to be troublesome but people expected it of him and there was nothing he could do about that." The children devise a communication system follow the trail of lost treasure and survive being lost in the woods. During these events Marty proves his courage, leadership and feeling for others.

Renick, Marion. The Big Basketball Prize. Scribner, 1963. (Read Aloud)

Timmy was awkward and far from the Perfect Muscular Control that Big Red's aid was needed to win the Basketball Contest. But he accepted good advice from his Grandmother Winkle and Big Red and went on to win the contest from Sligo who played unfairly.

Sendak, Maurice. Pierre, A Cautionary Tale. Harper, 1962. (Read Alone)

Pierre didn't care, not about anything. Even when the hungry lion paid a call and ate him up. His parents rushed the lion into town and the doctor shook him up and down until Pieere came out. Pierre shouted "Indeed, I care... The moral of Pierre is: Care."

Seuss, Dr. Horton Hatches the Egg. Random, 1940. (Read Alone)

Horton, the elephant, promised to sit on Mayzie's egg while she had a short vacation, but that faithless bird headed for Palm Beach and decided never to go back to her nest. Horton sat and sat and sat, through all kinds of weather and danger and ridicule for "I meant what I said and I said what I meant... An elephant's faithful one hundred per cent!"

Slobodkin, Louis. Yasu and the Strangers. Macmillan, 1965. (Read Aloud)

A little Japanese boy named Yasu visits the great temple of Hara with his brother Kyto and a busful of school children. They came to see the large statue of Buddha and the tame deer that live on the beautiful grounds. Yasu rescues a baby deer and a bewildered American couple that are lost, as indeed, is Yasu himself. After he returns to the bus, his brother said to him "Someday when we grow up, and if we visit America, I hope we meet a good American boy--- a boy like you, Yasu, who will help us because we will be strangers in a strange land.

Sperry, Armstrong. Call it Courage. Macmillan, 1940. (Read Aloud)

This is the story of Mafatu, son of the great Polynesian Chief Tavan Nui, known as the boy who was fraid of the sea. Because of this the girls laughed at him and the boys would not include him in their games, but it was

his father's silence that hurt him the most and finally aroused in him the determination to conquer his fear or die in the attempt. He set off to sea in his small canoe with his dog and pet albatross. A storm swept everything but Mafatu and Uri, the dog, from the canoe, and when Kivi at last leads them to a deserted island they are near death. But Mafatu finds that he is resourceful beyond all his expectations and his courage grows until he at last returns home truly deserving the name Mafatu, the Stout Heart.

Steiner, Charlotte. The Fitfiddles Keep Fit. Knopf, 1963. (Read Alone)

Papa Fitfiddle said "You have to be fit to get away" and so he trained all his children to be as fit as he is. All but Bunny, the youngest, who Mama Fitfiddle protected from overexertion. Not until the whole family had to join in the rescue of Bunny from Professor Catchall's net did Mama realize that pampering is not good.

Stoltz, Mary. A Wonderful, Terrible Time. Harper, 1967.

Mady Guthrie and Sue Ellen Forrest live across the hall from each other in a racially mixed neighborhood in New York. In the hot summer they play in the hydrant, practice-shop the 5 and 10, and play freedom march with their dolls. Mady's father had been shot in Mississippi helping negroes register, her mother works at the hospital. Sue Ellen's father had gone to college and drives a taxi. Mady sometimes wished she belonged to the Guthries. When Mr. Guthrie skillfully avoids hitting a man in traffic, the girls are offered two weeks of camp in Vermont. Here Sue Ellen loses the security of the warm family feeling as well as her leadership over Mady and becomes a malcontent while Mady blossoms. During a well-portrayed moment Mady is left with the decision to go along with the crowd or defend her unpopular friends. It the book seems a bit formidable for this age group this indicent could be used alone as an unfinished story.

Wasserman, Selma. Sailor Jack and the Ball Game. Benefic. (Read Alone)

The men of the Shark, an atomic sub, were to play ball with the men from the ship "Whip." The "Shark's" good luck mascot Bluebell disappears. Jack locates her on Catfish Island where she has been taken by the crew of the Whip. Jack returns Bluebell to Eastport in time to boost their team to a win.

Will and Nicolas. Chaga. Harcourt, 1955. (Read Alone)

Chaga is an elephant who never gives a thought to anyone else until one day he eats magic grass, becomes much smaller and learns what it is to fear larger animals.

Wright, Dare. Edith and Mr. Bear. Random, 1964. (Read Alone)

Edith, the doll, and Little Bear both received a gift from Mr. Bear when he returned from his trip, but it was the big clock that Mr. Bear bought himself that fascinated Edith. She climbed to the matelpiece to watch it work and

accidently knocked the clock to the floor, smashing it completely. Edith cannot bring herself to admit to Mr. Bear that she has broken his clock and finally runs away. She returns at the end of the day and tells Mr. Bear the truth and finds he doesn't hate her as she thought he would.

Yashima, Taro. Crow Boy. Viking, 1955. (Read Aloud or Alone)

The story of Chibi (Tiny Boy) who is ridiculed by his classmates until a new teacher arrives at the school and discovers his talents for observation. When Chibi imitates the crows he hears each day he is renamed Crow Boy and "Every one of us cried, thinking of how much we had been wrong to Chibi all those long years."

INDEX BY VALUES

INTEGRITY

Read Aloud

Burch, Robert. Queenie Peavy.
Caudill, Rebecca. Did You Carry the Flag Today, Charley?
Cleary, Beverly. Beezus and Ramona.
Cleary, Beverly. Otis Spofford.
DeJong, Meindert. Wheel on the School.
Haywood, Carolyn. Eddie's Pay Dirt.
Kim, Yong-Ik. Blue in the Seed.
Nordstrom, Ursula. The Secret Language.
Pliss, Louise. That Summer on Catalpa Street.
Sperry, Armstrong. Call it Courage.

Read Alone

Boegehold, Betty. Three to Get Ready.
Eastman, P.D. Sam and the Firefly.
Farley, Walter. Little Black, A Pony.
Friskey, Margaret. Indian Two Feet and his Eagle Feather.
Friskey, Margaret. Seven Diving Ducks.
Gramatky, Hardie. Little Toot.
Lobel, Arnold. Lucille.
Matsuno, Masako. Taro and the Tofu.
Matsuno, Masako. Chie and the Sports Day.
Sendak, Maurice. Pierre, A Cautionary Tale.
Seuss, Dr. Horton Hatches the Egg.
Steiner, Charlotte. The Fitfiddles Keep Fit.
Wasserman, Selma. Sailor Jack and the Ball Game.
Wright, Dare. Edith and Mr. Bear.

COOPERATION

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Bromhall, Winifred. Middle Matilda.
Burch, Robert. Queenie Peavy.
DeJong, Meindert. Wheel on the School.
Kim, Yong-Ik. Blue in the Seed.
Miles, Miska. Teacher's Pet.
Nordstrom, Ursula. The Secret Language.
Pliss, Louise. That Summer on Catalpa Street.
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Read Alone

Asheron, Sara. How to Find a Friend.
Boegehold, Betty. Three to Get Ready.
Friskey, Margaret. Indian Two Feet and his Eagle Feather.
Gramatky, Hardie. Little Toot.
Matsuno, Masako. Chie and the Sports Day.
Olds, Helen. Jim Can Swim.
Slobodkin, Louis. Yasu and the Strangers.

SELF CONTROL

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Burch, Robert. Queenie Peavy.
Cleary, Beverly. Beezus and Ramona.
Cleary, Beverly. Otis Spofford.
Kim, Yong-Ik. Blue in the Seed.
Sperry, Armstrong. Call it Courage.

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Barrett, Lawrence. Twinkle, the Baby Colt.
Bromhall, Winifred. The Chipmunk that Went to Church.
Chandler, Edna. Cowboy Andy.
Eastman, P.D. Sam and the Firefly.
Friskey, Margaret. Seven Diving Ducks.
Perkins, Al. The Digging-est Dog.
Seuss, Dr. Horton Hatches the Egg.

TOLERANCE

Read Aloud

Burch, Robert. Queenie Peavy.
DeJong, Meindert. Wheel on the School.
Kim, Yong-Ik. Blue in the Seed.
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Slobodkim, Louis. Yasu and the Strangers.
Sperry, Armstrong. Call it Courage.

Read Alone

Chandler, Edna. Cowboy Andy.
Duvoisin, Roger. Our Veronica Goes to Petunia's Farm.
Olds, Helen. Jim Can Swim.
Perkins, Al. The Digging-est Dog.
Will and Nicolas. Chaga.
Yashima, Taro. Crow Boy.

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AN APPROACH TO TEACHING THE VALUE OF RESPECT*

Specific Value:	**Respect**
Subject Area:	**Language Arts**
Grade Level:	**Second**
Time:	**Seven Weeks**

Project on Student Values
3860 Plainfield Ave.
Grand Rapids, Michigan

***Materials prepared by Lois Johnson**

ABSTRACT

I. Philosophical Statement:

Contemporary society is increasingly becoming more complex and demanding. Being involved or being a part of something in the community appears to have precedence over being involved with one's own family. With this, parental ideas on raising children have changed. Guidelines for growing up, so to speak, are confusing to children. Many times the children have the idea that self-preservation is the epitome of life's goals. Recognizing the human worth and capacity of others becomes less important. Therefore, the school must help to instill in children the value of respect and its contributing factors of courtesy and recognition of worth. This should include all things in the child's environment -- home and family, friends, school, and most important himself. If the child sees the value in respecting himself and his environment he will take pride in himself and in his environment. He then will grow to see others, as well as himself, as worthy components of society.

II. General Objective:

To help the child see the value in respecting his environment in that it will help him to respect himself.

III. Specific Objectives:

A. Having pride in one's family and home life.
B. Respecting the members of one's family and seeing each as being important to the welfare of the family.
C. Respecting friends and recognizing the importance of being a friend.
D. Respecting school rules and school property.
E. Being courteous at home, school and with friends.
F. Seeing value in one's own ideas and feelings.
G. Respecting oneself as an individual.

IV. Content:

Approximately thirty second graders; West Godwin Elementary School; lower middle class; average to below average intelligence.

V. Content:

A. Autobiography
B. Protest
C. Story Reading
D. Discussion
E. Art Projects
F. Roleplaying
G. Open-ended questions and statements
H. Unfinished Story
I. Picture series and pictures without captions
J. Proud whips
K. Pupil-teacher interviews
L. Films
M. Post test and evaluation

VI. Time Schedule: Approximately seven weeks

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I. Philosophical Statement:

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G. Respecting oneself as an individual.

IV. Context:

Approximately thirty second graders; West Godwin Elementary School; lower middle class; average to below average intelligence.

V. Outline of Content:

A. Autobiography and pretest - 1st week
   Due to grade level the children at times will have difficulty in writing their answers and will, in some instances, have to draw them.
B. Respect for family - 2nd week
C. Respect for friends - 3rd and 4th weeks
D. Respect for school and property - 5th week
   The third, fourth and fifth weeks will be very closely related in subject content.
E. Respect for self - 6th week
F. Post test and evaluation - 7th week

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AUTOBIOGRAPHY

" This is Me "

1. My name is _____.
2. I am _____ years old.
3. I live at _____.
4. There are _____ in my family.
5. Here are three sentences about my family.

6. The best thing about my home is _____.
7. My family likes to _____.
8. When I am home I like to _____.
9. My favorite television show is _____.
10. My favorite thing to eat is _____.
11. If I could have one big wish I would wish for _____ _____.
12. The thing I like about school is _____.
13. What I don't like about school is _____.
14. When I am with my friends I like to _____.
15. When I am by myself I like to _____.
16. I like best to visit with _____ _____.
17. I like a person who is _____.
18. When I grow up I would like to _____.
19. The most precious thing I own is _____.
20. I am good at _____.
21. _____ makes me very happy.
22. _____ makes me very sad.
23. I don't like _____.
24. _____ is someone I like to be with.
25. _____ is someone I would like to be like.
26. People like me because _____.

PRETEST

NAME_____

Reading aloud in class

Seeing the principal

Mother

Doing reading workbooks

Playing in the gym

Father

Singing in music class

Sharing my art pictures

Playing with my brother

Watching my mother feed the baby

Going to church or Sunday School

Eating supper with my family

Playing with my sister

Talking with my mother

Having friends over to play at my house

Show and tell period

Listening to mother and dad talk

Showing mother and dad my report card

Talking with father

Seeing my teacher in the store

Parents

Teacher

Going out to recess



Baby



Myself



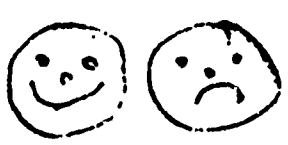
Giving a report in class



West Godwin School



Going to the store for my mother



Friends



Playing with a puppy



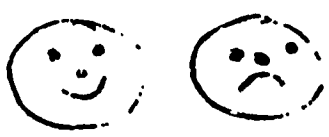
Getting books at the library



Going home after school



Doing my numbers



Talking to my teacher



CONTENT

A. FIRST WEEK

- Autiobiography
- Pretest

B. SECOND WEEK - RESPECT FOR FAMILY

- Draw a picture of family and put names of family members on it.
- Class discussion on each child's pictures.
- Begin project called "house painting" - each child paints a picture of his own house on tagboard, cuts it out, and place on neighborhood mural
- Talk about how many of our homes are different sizes, but each classmate's home and family are special to him.
- Open-ended sentences:
  1) A mother is _____
  2) A father is _____
  3) A home is _____
- Read book - Daddies, What They Do All Day
- Bring in pictures of different jobs that our mothers and fathers might do
  1) Pin on a bulletin board
  2) Talk about the importance of each job
  3) Each child can take pride in his mother's or father's job.
- Open-ended statement
  "When I grow up I want to be _____"
- Role Playing
  1) Members of family discussing the possible purchase of a new bicycle
  2) Fathers or mothers at work
- Read book - Nicole-A Little French Schoolgirl
  1) Discussion on how Nicole respected her aunt even though she didn't care for her (the aunt was very cross and protective of her son)
  2) This is a good example of being polite and respecting members of one's family

C. THIRD AND FOURTH WEEK - RESPECT FOR FRIENDS

- Open-ended questions (orally)
  1) What does being a friend mean?
  2) My friend is _____
- Read and discuss book - A Friend Is Someone Who Likes You
  1) Talk about what we feel being a friend means
  2) Paint a picture of your best friend
- Pictures without captions
  1) Children playing in the sand
  2) A boys' kick-ball game
  3) Girls playing "dress-up"
  4) Sharing cookies

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a) Talk about how these pictures show what being a friend is
b) Talk about what the pictures could show if the children weren't being a friend to one another

- Read book - Little Leo
  Leo was a young boy who returned from America to his native home of Italy wearing an Indian costume. He wore it to school and every place he went in Italy.
  Discussion:
    - The other children didn't make fun of him and wanted to be like him
    - Leo helped them make Indian costumes
    - All the children told stories about their costumes
  This is a good example of mutual frienships
- Unfinished story:
  Children will either write or express orally their own endings.
    Johnny is a new boy in Mrs. Brown's second grade classroom. He is from the state of Tennessee. When Mrs. Brown asked Johnny to tell the class about his former home, the other children notice his funny sounding voice. They also see that he has on a shirt with no buttons and that his socks have holes in them. Joe, the class loud-mouth, who sits in the back of the room, begins making fun of him. There is a knock at the door and Mrs. Brown is called out of the room for a minute. She tells Johnny to continue talking. Joe.....
- Show film - "Courtesy for Beginners"
- Words that help us be polite
    1) please
    2) thank you
    3) excuse me
    4) may I?
    5) good morning
    6) good-by
  Discussion that being polite helps us have and show our respect for others
- Pictures without words:
    How are the people in each picture showing respect?
    What polite words might they use?
      1) a boy opening the door for another
      2) mother handing Sally her lunch
      3) a boy bumping into another
      4) a girl holding a plate of cookies
- Each child brings in his most treasured belonging to share with the class
    The class shows respect and good manners in listening.

C. FIFTH WEEK - RESPECT FOR SCHOOL AND SCHOOL PROPERTY
This is very closely related to respect for friends.

- Open-ended statements
  1) A teacher is _____
  2) School is _____
  3) Rules are _____
- Draw a picture of what you like best about school
- Appoint each child as a reporter and watch for behavior on the playground and at school
  1) examples that show frienships and respect
  2) examples of someone not being very helpful
  3) examples of not respecting school rules and property
  4) examples of courtesy

  Each reporter will write his examples down in a log at the end of each day
- Make rules for respect and courtesy for the following school situations:
  1) on the playground
  2) at the cross walk
  3) in the lunchroom
  4) in the library
  5) in line for a drink
- Film - "Our Class Works Together"

  Discussion:

  All the children in a classroom must work together as a team.

  All the children must work together on the playground in obeying the rules.
- Read book - <u>Two is a Team</u>

  Two boys, a Negro and white, wanted to build a coaster. They began quarreling over each other's ideas for building it and parted being mad at one another. They each built their own coasters and had a race to see which was the best. The coasters both fell apart. They decided again to build one together.

  Discussion on the lesson they learned --- it takes teamwork to be successful

  The book also shows the value of a friendship between a Negro and white boy
- Role-playing
  - 3 or 4 children carry on a conversation about a game they like to play or something they like to do
  - the other children observe how they show respect and courtesy:
    1) speak clearly
    2) wait your turn
    3) say excuse me
    4) respect another's ideas
- Picture series - unfinished cartoon where the children supply the final picture

School Baseball Game

1. Charlie Brown misses the ball
2. Lucy yells, "Can't you ever do anything right?"
3. Charlie walks away with head down
4. ????

- Show film - "The Litterbug", shows respect for school property.
- Continue being reporters and make booklets on:
  1) Showing respect for friends
  2) Showing respect for your school

D. SIXTH WEEK - RESPECT FOR SELF
- "This is me," each child paints a picture of himself
- Open-ended statements:
  1) The best thing about me is _____
  2) I am very good at _____
  3) I am not very good when _____
  4) I am very frightened of _____
- The Wishing Well, decorate a cardboard box to look like a wishing well
  "We are always wishing for something and sometimes it's fun to share our wishes and talk about them."
  Each child writes down three of his most important wishes. He doesn't have to sign his name. The wishes are read throughout the week.
- An animal I would like to be - draw a picture of what animal you would like to be
- Private interviews with each student about his animal picture and why he would like to be that animal
  (This will show the teacher how the child feels about himself with either a docile or agressive animal.)
- Bring in pictures of what we would like to be when we grow up. Place on a bulletin board entitled "What's in Our Future?"
  Class discussion on pictures
- Proud whips
  1) I am proud that my family _____
  2) I was being a friend when _____
  3) In school I am proud of _____
  4) On the playground I am proud that _____
  5) I am proud that I showed courtesy and respect when _____
  6) I am proud that I can _____

E. SEVENTH WEEK - EVALUATION
Evaluating the unit will be done through the means of the following post-test and goal sheet of observable behaviors.

EVALUATION
POST-TEST

NAME _____

1. If I want mother or dad to read me a story and they say they are too busy, I will__
   a) throw the book on the floor
   b) understand that they have things to do and try to read it the best I can
   c) go to my room and cry

2. My sister is watching television and it is time for my favorite program. I should__
   a) rush over and change the channel
   b) begin picking on her while she is watching the television
   c) remember that we should share and wait until next time

3. I want a baseball glove like Tom's new one, but mother says no. I will__
   a) think my mother doesn't love me
   b) save my pennies for a new one
   c) understand that I can still use my own even though it isn't as nice as Tom's

4. During numbers Susan is asking the teacher a question about a problem. I will__
   a) wait quietly while the teacher helps her with it
   b) make fun of her with my neighbor
   c) begin talking out loud in class

5. Jim's mother has stopped my teacher to tell her Jim is sick. I will__
   a) run around the room knowing the teacher is busy
   b) go up to the teacher and ask her a question while she is talking to Jim's mother
   c) do my work quietly

6. The bell has rung and Sally trips and falls down spilling her lunch all over. I will__
   a) run on ahead and laugh at her
   b) tell her to hurry up and not be so clumsy
   c) stop to help her gather her things and ask if she is hurt

7. It is a very hot day and I am thirsty, but the line is very long. I will__
   a) wait my turn quietly
   b) cut in at the front of the line
   c) yell at everyone to hurry up

GRID

Specific Objectives / Content	I.	II.	III.	IV.	V.	VI.	VII.	Totals
A.	1	1	1	2	1	2	2	10
B.	3	3	7	7	7	6	5	38
C.	2	4	8	8	8	6	5	41
D.	2	2	2	1	2	1	1	11
Totals	8	10	18	18	18	15	13	100%

Specific Objectives:

I. Having pride in one's family and home life
II. Respecting the members of one's family and seeing each as being important to the welfare of the family
III. Respecting friends and recognizing the importance of friendships
IV. Respecting school rules and school property
V. Being courteous at home, school, and with friends
VI. Seeing worth in one's own ideas
VII. Respecting oneself as a person

Content

A. Respect for family
B. Respect for friends
C. Respect for school and school property
D. Respect for self and realizing self worth

8. Bobby has brought his most treasured possession to school for sharing time. To me, it is just an ugly old shell. I will__
   a) be sure to tell him I think it is ugly
   b) listen quietly knowing that his opinion is different and it means something to him
   c) joke with my friend about it

9. A new girl in our class, Susan, is throwing sand at another girl during recess. I should __
   a) join in the fun and throw sand too
   b) tell Susan I am going to tell the teacher on her
   c) explain to Susan that it is against the playgroun rules

10. Billy brings candy for his birthday treat. It is a kind that I don't like. I will __
   a) throw it away when he isn't looking
   b) complain because it isn't a kind that I like
   c) politely tell him that I don't want any

11. I try to sneak out the sixth grade door but, a teacher sees me and tells me to go back to my own door. I would __
   a) laugh at her and run out the door as fast as I can
   b) pretend I didn't hear
   c) go back to my own door quietly

12. Debbie doesn't have a pencil to use and I have three. I don't like her and when she asks me if she can borrow one of mine I will __
   a) tell her to go jump in the lake
   b) say yes but ask her to be sure she returns it
   c) tell her to ask someone else

13. Mark is the smallest boy in the class. I will __
   a) tease him and call him shorty all the time
   b) see that people are all different sizes
   c) be sure and not play with him at recess

14. The teacher is asking for someone to come to the chalk board and do a number problem. I will __
   a) wave my hand and say me! me! to make sure she sees me
   b) quickly get up and go get a drink of water
   c) sit quietly until she calls on someone

15. You are playing kick ball and a team mate says you broke a rule. You will __
   a) say you don't want to play anymore
   b) see your mistake and go on playing the game
   c) run away and cry

16. I knock a plant off the science table by accident. I will __
   a) say that I didn't do it
   b) tell the teacher and clean up the mess
   c) shove the broken pieces in the corner

GOAL SHEET FOR BEHAVIOR OF CHILD WITH REGARDS TO RESPECT AND COURTESY

CHILD'S NAME _____

Below is a list of behaviors expected of each child during the teaching of the unit on respect and after its completion. The first blank line following each desired behavior represents its initial occurance <u>during</u> the teaching of the unit. The second blank line represents its occurance <u>after</u> the unit is taught. If the child has not exhibited the desired behavior before the end of the unit, then only the second blank should be checked.

	BEHAVIORS	DURING	AFTER
1.	The child takes pride in his family	_____	_____
1a.	Can share the experiences of his with those of others	_____	_____
1b.	Understands and respects the differences occurring in his own and others	_____	_____
2.	The child talks about the importance of his family to his own well being.	_____	_____
3.	The child shows what it means to be a friend and can explain it when asked	_____	_____
4.	The child practices good manners with friends	_____	_____
4a.	uses words of courtesy	_____	_____
4b.	waits his turn, lets others be first	_____	_____
5.	The child can name the polite words	_____	_____
6.	The child co-operates willingly in classroom projects	_____	_____
7.	The child listens quietly while others are talking	_____	_____
8.	The child helps someone who is in trouble	_____	_____
9.	The child does his share in keeping the classroom orderly	_____	_____
10.	The child willingly follows rules on the playground	_____	_____
11.	The child tries to help when rules are disobeyed	_____	_____
12.	The child eagerly expresses his own ideas	_____	_____

BIBLIOGRAPHY

1. Blackham, Garth; The Deviant Child in the Classroom, Wadsworth Publishing Company; Belmont, California, 1967.
2. Combs, Arthur, and Snygg, Donald; Individual Behavior, Harper & Row, New York, 1959.

BOOKS USED

1. Anglund, Joan Walsh; A Friend is Someone Who Likes You
2. Beim, Jerrold and Lorraine; Two is a Team
3. Frere, Maud; Nicole, A Little French Schoolgirl
4. Politi, Leo; Little Leo
5. Puner, Helen Walker; Daddies, What They Do All Day

FILMS USED - Obtained through the Godwin - Wyoming Audio-Visual Department

1. "Courtesy for Beginners"
2. "Our Class Works Together"
3. "The Litterbug"

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DEVELOPING ATTITUDES AND HABITS CONDUCIVE TO A HAPPY KINDERGARTEN ROOM*

Specific Values:	Self-Worth, Kindness Cooperation, Respect
Subject Areas:	Art, Music, Physical Education, Language Arts
Grade Level:	Kindergarten
Time:	Five Weeks

Project on Student Values
3860 Plainfield Ave.
Grand Rapids, Michigan 49505

*Materials prepared by Jacqueline Larson

DEVELOPING ATTITUDES AND HABITS CONDUCIVE TO A HAPPY KINDERGARTEN ROOM

Abstract

I. Philosophical Statement. Self-confidence grows in the warmth of an environment filled with respect, love and understanding. This attitude must be felt by teacher and child alike. A small child can be made aware of the control, power, and responsibility he has in deciding and maintaining the kind of atmosphere in which he would like to live and learn.

II. General Objectives. In this first experience with the world of school, the kindergarten child needs to be given an opportunity to explore and reach some condusions regarding the influences his thoughts and actions have on others . He needs to become aware of what he can contribute to make his room a pleasant place in which to live. The general objective of this unit is to help each child become aware of the importance of each child, the importance of kindness, cooperation, respect for the rights and property of others, and safety practices in maintaining a happy room in which to live, love and grow.

III. Specific Objectives.

- A. Importance of self
  1. To use own ideas creatively
  2. To express pride in work
  3. To expect class to listen
- B. Kindness
  1. To actively help classmates in difficult situations.
  2. To show concern over misfortune of others
  3. To share time and possessions when inconvenient
- C. Cooperation
  1. To set aside personal wishes when welfare of group is at stake
  2. To cooperate in keeping room clean and attractive
- D. Respect rights and property of others
  1. To listen to others with interest
  2. To ask permission before using possessions of others
- E. Safety practices
  1. To observe safety rules in and out of school
  2. To cooperate and obey safety patrol members

IV. Context. Kindergarten.

V. Content. Each week one of the following areas will be covered and will build upon work of preceding weeks: importance of self, importance of kindness, importance of cooperation, importance of respect for rights and property of others, importance of safety practices

VI. Methods. Role-playing, discussion of feelings, movies, filmstrips, puppets, books, songs, rhythm instruments, painting and drawings.

VII. Time Schedule. Five Weeks.

DEVELOPING ATTITUDES AND HABITS CONDUCIVE TO A HAPPY KINDERGARTEN ROOM

Philosophical Statement

Self-confidence grows in the warmth of an environment filled with respect, love, and understanding. Teacher and child need to share this attitude. A small child can be made aware of the control, power, and responsibility he has in deciding and maintaining the kind of atmosphere in which he would like to live and learn.

Almost every Kindergarten child has never felt the impact of a large group of peers. Among whom he is going to be expected to give and receive much love, some anger, and a great deal of respect. Every child needs an opportunity to be exposed to and to become aware of the importance of kindness, cooperation, and respect for himself and others when striving for a happy comfortable room in which to achieve.

General Objectives

This unit of study is designed to consider four social categories that will directly benefit each child in the most important of all areas of learning; that of being able to live happily and productively with others of the same general age. Kindergarten skills of using materials to express ideas, developing powers of concentration, lengthening the listening span, and acquiring a responsibility for self will be taught in addition to the objectives related to values. The objectives to be taught related to values are the importance of self, the value of kindness, of cooperation, of respect for self and others, and necessity of safety rules and practices.

Specific Objectives

A. Importance of self
   1. To use own ideas and creativity in the task at hand
   2. To express his own views regardless of group pressure.
   3. To contribute ideas to the class discussion.
   4. To express pride in his work.
   5. To expect the class to want to listen to what he has to say.

B. The importance of kindness
   1. To actively help classmates in difficult situations.
   2. To share his time and possessions with others even though it is inconvenient to him.
   3. To help another student in need of a friend, especially one who is not well-liked.
   4. To choose a child who is not a best friend for a favorite task.
   5. To show concern over the misfortune of others.

C. Importance of Cooperation
   1. To set aside personal wishes when the welfare of the entire group is at stake.
   2. To work together to keep the room clean.

arts activities will be used daily. There is a large bibliography of audio-visual material to be covered. Much thrust will be put on the individual feeling of the child. An attempt to get him to analyze his own feelings verbally in a given situation will be used.

1st Week The Importance of Self

Art: 1. Teacher trace outline of body on paper. Children fill in with color or paint, cut out and tape on wall.
2. Draw and color own face for bulletin board with name caption under each child.
3. Paint on newsprint any creative work insisting that child use his own ideas and it must not look like any one elses - discussion following - each child explaining own painting.
4. Make puppet of "me" - using No. 5 paper bag.

Daily class discussion:
1. What I do to help family at home
2. One new thing I will do for my home
3. One thing I did at school today that helped my own room

Music:
"What About Me?" - Introduce song by making discoveries about our bodies.
"A Song About Me"
"Everybody says" - Discuss family resemblances
"Helping Mother" - Role play setting table to introduce

Poem:

Lots of other children all around me
But they aren't me
They haven't got my Mother
They haven't got my Daddy
And they aren't me

Margaret Wise Brown

Movies and filmstrips:

1. Filmstrip "Growing Up"
2. Movie "Family Team Work"
3. Filmstrip "We Grow"

Physical Education - in Gymnasium
"I can do many things with my body."
A discovery lesson in skills
1. run, skip, jump, hop, crawl, bend, gallop, etc.

Stories: Fred, Fred Use Your Head

2nd Week: The Importance of Kindness

Stories: "Love is a Special Way of Feeling"
" Somebody's Pup"
"Yertle the Turtle"

Music: Rhythm band -
Give opportunity for children to let others use instrument they wanted for themselves. Discussion of feelings when being kind.

Role-playing:
Set up typical scene of a Kindergarten play situation involving a limited number of trucks to be shared by four boys. Discuss various alternatives of behavior, children role play each alternative. Kindergarten scenes can be acted out showing kindness and its benefits. Direct role play toward cause and effect.

Discussion:
Immediately following a recess period or a free play period recall as many instances of children showing kindness and list these names on board - perhaps a running list for entire week.

Filmstrip and Movie:
Filmstrip - "Sharing"
"Consideration for Others"
Movie - "Lets Share with Others"

Art:
Make own TV program - each child make a picture with crayons of himself being kind to someone else. Tape pictures together and put on rolls for program to be shown to first year room.

3rd Week: The Importance of Cooperation

Stories: 1. Show pictures of children playing or working together. Ask questions, arouse interest in picture. When children are highly motivated, they make up story using a single picture as their theme. As many children as wish add to the story. The teacher records story to be played back the following day. Copies of the story should be sent home with each child.
2. "Happy Little Family"
3. "Moving Day"

Music: "Together" - used with accompanying record
"Let us Dance Together"

Discussion:
Make large chart, listing our daily activities where cooperation is needed.

Movie and filmstrip:
"Our Family Works Together"
"Family Team Work"
"A Garden We Planted Together"

Art:

1. Make a large mural of painted seasonal scenes, working in groups of four. Each group deciding among themselves what they would like to paint.
2. Make a booklet "We All Help in Room 4". Each child draws picture of himself helping teacher assemble book and writes caption on bottom of each page.

Physical Education:

Relay race with two teams - each child picks ball from starting line, runs to back of team line, 2nd child runs down to pick up ball, carries it back, kicks it from starting line, runs to back of team line, etc. Emphasis on each child doing his best for the benefit of his team.

4th Week: Importance of Respecting Rights and Property of Others

Stories, poetry, fingerplay:

1. "Willie is My Brother"
2. "The New Baby"
3. Open-end story made up by teacher involving a realistic Kindergarten situation.
4. Poem: "The Secret"

We have a secret, just we three,
The robin, and I, and the sweet cherry tree.
The bird told the tree, and the tree told me,
And nobody knows it but just us three.
But of course, the robin knows it best,
Because he built the _____. I shan't
tell the rest.
And laid the four little something in it,
I'm afraid I'll tell it every minute.

Music:

Music appreciation in listening. Discussion to precede record involving the necessity of quiet and respecting others so they all can enjoy the music.

Role-playing:

Read Story: "Two is a Team" - Role play a similar situation from our own room that parallels the one in the story.

Movie:

1. "Black Bear Twins" - discussion following how people are expected to act differently in the same situation.
2. "Beginning Responsibility -- Other People's Things"

Art:

In limited space, arrange several children painting closely together. Precede with discussion pointed toward their responsibility to their neighbor in not spilling paint. Theme of picture immaterial.

Physical Education:

"Dodge Ball" Form circle, child throws ball across circle attempting to let children's feet inside of circle. Children must respect rights of others in not picking up ball to return throw unless it is thrown to him.

5th Week - Importance of Safety Practices

Poem: Stop, look and listen before you
cross the street
Use your eyes, use your ears
and then use your feet.
(Memorize)

Music: "The School Bus"
"When We March"

Discussion:

Make chart of all areas where safety practices are important to the children.
Make own rules for:

1. Room
2. Playground
3. Going to and from school
4. Home

Movie and filmstrips:

1. Filmstrip - "Children Have a Busy Day"
"Home Safety"
2. Movie - "Patty Learns to Stop, Look and Listen"

Role-playing:

Cover the four areas mentioned above. Choose a real-life situation from the incidents the children create or bring into the classroom that involves a safety concept. Role-play the incidents, let children decide what would be best alternative to keep our room a safe and happy place.

Art:

1. Make large mural of "How we get to School" Each child colors and cuts out a picture of himself either boarding the school bus or walking safely down sidewalk.
2. Using paper bag, each child makes a puppet of himself to use as culminating activity to talk to entire group about his own promise to the group of a safety practice he will follow.

Time Schedule.

This unit will cover a period of five weeks. Approximately 30% of each day (2 1/2 hour sessions) will be used to achieve specific objectives.

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GOAL SHEET

Behavioral Objectives	Initial	Sustained	Quality
1. Uses own ideas creatively.			
2. Expresses own views regardless of pressure.			
3. Expresses pride in work.			
4. Contributes ideas to class discussion.			
5. Helps classmates in difficult situations.			
6. Shares time and possessions with others.			
7. Helps children who are not well-liked.			
8. Chooses children other than friends.			
9. Shows concern over misfortunes of others.			
10. Sets aside personal wishes for welfare of group.			
11. Works together to keep room clean.			
12. Cooperates with others in making projects.			
13. Abides by rules set by majority.			
14. Listens to others with interest.			
15. Careful when using property of others.			
16. Willing to wait his turn.			
17. Returns property not belonging to him.			
18. Walks inside building.			
19. Watches for safety of others.			
20. Avoids unnecessary pushing.			
21. Obeys all safety rules.			
22. Respects the safety patrol members.			
23. Obeys all playground safety rules.			

GRID

Objectives / Methods	Self	Cooperation	Respect for Rights	Kindness	Safety Practices	Totals
Stories, poetry	3	6	3	3	3	18
Music	3	3	1	2	2	11
Role-playing			2	3	5	10
Discussion	2	3		6	4	15
Movies, filmstrip	3	3	2	3	3	14
Art	5	4	4	4	4	21
Physical Education	3	4	4			11
Totals	19	23	16	21	21	100

Bibliography of Children's Books Used in Unit

Fred, Fred Use Your Head, by Barbara Klemowicz, Abeingdon Publications.

The Growing Story, by Keith Kruss, Hale and Co. Publ

Happy Little Family, by Rebecca Caudill.

Love is a Special Way of Feeling, by Joan Anglund, New York: Harcourt, Brace and World.

Moving Day, by Helen Hillis, Lothrop, Lee and Shepard.

The New Baby, By Ruth Shane, Golden Press.

Somebody's Pup, by Myra Brown.

Willie Is My Brother, by Peggy Parish, Young Readers Press, Inc.

Yertle the Turtle, by Dr. Seuss.

Movies and Filmstrips Sources Used in Unit

1. Filmstrip - "Growing Up" Encyclopedia Britannica
2. Movie - "Family Team Work" - Frith Films
3. Filmstrip - "We Grow" - Jam Handy Organization
4. Filmstrip - "Consideration for Others" - McGraw Hill Young America
5. Movie - "Lets Share with Others" - Coronet
6. Filmstrip - "A Garden We Planted Together" - McGraw-Hill Textfilms
7. Movie - "Our Family Works Together" - Coronet
   "Family Team Work" - Frith Films
8. Movie - "Black Bear Twins" - Encyclopedia Britannica Films (Discussion following of
9. Movie - "Beginning Responsibility" - Coronet how people would react)
10. Filmstrip - "Children Have a Busy Day" - Society for Visual Education
11. Filmstrip - "Home Safety" - McGraw Hill
12. Movie - "Patty Learns to Stop, Look and Listen" - Frith Films

Music Sources for Songs Used in Unit

1. "A Song About Me" p. 3 - The Kindergarten Book, Ginn and Co.
2. "Everybody Says" p. 6 - The Kindergarten Book, Ginn and Co.
3. "Helping Mother" p. 21 - Music for Young Americans, ABC Series, Kdg.
4. "Together" p. 2 - Music for Young Americans, ABC Series, Kdg.
5. "Let Us Dance Together" p. 49 - Music for Young Americans.
6. Record - "Adventures in Music, A New Record"
7. "The School Bus" - p. 3 Music for Young Americans, ABC Series, Kdg.
8. "When We March" p. 52 - Music for Young Americans.

CITIZENSHIP: COOPERATION AND RESPONSIBILITY*

Specific Value:	Citizenship
Subject Area:	Literature, Music, Art, Physical Education, Communication Arts
Grade Level:	Kindergarten
Time:	Six Weeks

Project on Student Values
3860 Plainfield Ave., N.E.
Grand Rapids, Michigan 49505

* Materials prepared by Martha A. Luneke

Citizenship : Cooperation and Responsibility

Abstract

I. Philosophical Statement - Believing that the Kindergarten year is a year where many cause - effect relationships between himself and feelings produced in others transpire which in turn stimulate the child to develop individual value formations and/or adjustments, it is of "prime time" to aid these children in the development of good citizenship.

II. General Objectives:

A. Cooperation- in living and playing together.
B. Responsibility - to oneself and to others. Acceptance of responsibility as a member of an interdependent society.

III. Specific Objectives - Some of the more specific objectives are to have the childrem:

A. play well with others and be a good sport.
B. listen patiently while others are speaking.
C. work without disturbing others.
D. be dependable.
E. obey safety rules.
F. accept constructive criticism.
G. make good use of his time.
H. think for himself and solve some of his own problems.
I. take good care of materials and property not belonging to himself.
J. take part in informal discussions

IV. Context - Kindergarten

V. Content - Literature, Music, Art, Physical Education, and Communication Arts

VI. Methods - This unit uses filmstrips, music and musical band, puppets and puppet play, experience chart, Magic Circle, poetry, fingerplays, stories nad flannelboard, art medias, choral speaking tape recorder and earphones, and class discussions. It also employs the value strategies of - Goal Sheet, Open-ended Questions, Public Interview, Voting, Proud Whip, Rank Order, Continuum, Pictures without a Caption, Role-playing and the Contrived Incident.

VII. Time Schedule - Six Weeks

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Citizenship: Co-operation and Responsibility

Philosophical Statement:

Believing that the Kindergarten year:

is one of the more crucial rungs on education's foundational ladder,

is one with a primary focus upon socialization experiences in which the child leaves his family to meet other significant others,

is one in which the child begins to move across the bridge from his egocentric self to a socialized self through interaction with his peers and new adults,

is one which should be free for individual and group exchange and thought to help the child develop

--a beginning awareness of himself and his relationship to others in his adjustment to school and society

--an ever-increasing degree of comprehension of these social interactions,

is a year where many cause-effect relationships between himself and feelings produced in others transpire which in turn stimulate the child to develop individual value fromations and/or adjustments,

and is one which leads to greater verbal expressiveness and self-confidence,

I hereby have developed:

a value education unit for Kindergarten to aid these young children in the development of the values of cooperation and responsibility, thereby hopefully developing within them the value of and those behavioral values resulting in good citizenship.

Statement of General Objectives

A. Cooperation- in living, working, and playing together.
B. Responsibility - to oneself and to others. Acceptance of responsibility as a member of an interdependent society.

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Specific Objectives - Some of the more specific objectives are to have the children:

A. play well with others and be a good sport.
B. listen patiently while others are speaking.
C. work without disturbing others.
D. be dependable.
E. obey safety rules.
F. accept constructive criticism.
G. make good use of his time.
H. think for himself and solve some of his own problems.
I. take good care of materials and property not belonging to himself.
J. take part in informal discussions.

Statement of Context

Bellevue is a lower middle class socio-economic white community with most of its residents working out of town and/or farming. The school system is a consolidated K-12 district. The children have a wide range of ability and interests. This unit will be used with 2out of 4 Kindergarten sections averaging about 28 students to a section.

Outline of Content

--any discussion questions listed are but suggested guidelines and are not intended in any way to be complete.

--(*26) e.g., means to refer to pg.26.

--all games and activity songs, e.g., would of course be explained so that each child knew his responsibility, etc.

A. First Week

1. Goal Sheet (*415) - observation by the teacher

2. Pictures without a Caption (*14) - safety rules and school related situations.

3. Literature and Discussion - Rabbit and Skunk and the Big Fight

-What did Skunk want Rabbit to do?
-Did Rabbit want to? Why?
-Who would you like to be- Rabbit or Skunk?
-Did they solve their problem?
-What would you have done?

The Sleepy Watch Dog

-Did Josh take care of the duties the family expected of him? Why not? Do you?
-In what ways did the family try and help him?
-How did the little girl help him?
-Why did she?
-What would you have done?

4. Filmstrip-Discussion — Adventures of Pete and His Dog

-Would you have done what mother did to Terry? Why?
-Did Terry love Pete? How can you tell?
Why couldn't Pete have helped himself?
- Are there times when we all need others to help us?
-Was the family proud of Terry?

5. Fingerplay (*24) - Fun at the Playground

6. Physical Education- Object Race (*3)
Follow the Leader (*1) - playground

7. Art - Mural - Playground Fun and Safety

Cut, paint, paste, color, etc. objects for the mural illustrating the theme.

Display on hall wall when completed.

8. Music - Join in the Game (*2)
The Wheels of the Bus (*4)
What Do You Do (*7)

9. Role-playing - (*15) Three children act out a playground situation.

More situations can be created if there is interest and response.

3. Second Week

1. Rank Order - (*12)

2. Literature - Discussion

The Little Red Hen (Flannel board story)

-Why did Mrs. Hen ask her friends to help her?
-How would you have acted?
-What did they want to do?
-Why do you think Mrs. Hen said no to them?
-Do you think you would have said the same thing?
-What would you have said?

Mr. Angelo

-Was Mr. Angelo a happy man?
-Do you like him?
-What was wrong with his businness in the beginning of the story?
-Did he need someone else to help him?
-How did he solve his problem?
-What would you have done?

Willy is My Brother

-Do you have a brother or sister?
-Does Willy or Sister remind you of them?
-Do they do any of the things that the children in our story did? Do you?
-Do you ever get angry with your sister or brother?
-What do you do about it?
-Do you love them most of the time?

3. Roll Call - (*13)

Sit in the "Magic Circle". Respond to name by answering Open-ended Question -- "I Would like to learn...."

4. Poetry

The Little Whistler (*14)

5. Physical Education -

Lost Chick (*11)
Dog and Bone (*27)

6. **Activity - (*__)** Make two Chemical Gardens -

-a few days ahead of activity discuss the activity and the needed materials- accept volunteers for the materials that are readily available- talk over the dependability of the entire group on the individual volunteers-and their responsibility to the group.

7. **Experience Chart Story** - Write a class story about the Chemical Garden activity and results. Use large chart paper and hang near the Garden. Ditto copies for the children to take home.

8. **Music -** <u>On the Farm</u> (*__)
<u>Helpers</u> (*15)
<u>Put Away Time</u> (*__)

9. **Art -** Using colored chalk on blue construction paper, have the children illustrate a way in which they are a good helper either at home or at school. Those who wish to may take them home after showing them to the class, or if they choose to they may leave them so they can be displayed within the room.

C. <u>Third Week</u>

1. **Voting - (*18)**

2. **Roll Call -** ("7)

"Magic Circle"
Use the tape recorder to recored the responses.
Use Open-ended Questions two days this week.

a. I wish.....

b. I am angry when.....

OR

I am happy when.....

4. Filmstrip - Discussion

The Lazy Bear Cub

-What was Mother Bear trying to teach Blackie and Soot?
What happened to Soot? Blackie?
-What would you have done if you had been Mother Bear?
-Did Soot learn anything? Blackie?
-What?

4. Literature - Discussion

The Three Wishes

-Have you ever seen a Fairy?
-What kinds do you think there are?
-Have you ever made a wish? When?
-Have you ever had a secret?
-Did the woodcutter really think about what he was saying before he said it?
-WHY DID the Woodcutter make three wishes?

5. Music -

A Song About Me (*__)
Everybody Says (*__) poem accompanies this song

6. Literature - Music - Discussion

The Old Lady Who Lived in a Vinegar Bottle (*__)

-Would you like to taste some vinegar? (Have a sample for them.)
Why do you think the Old Lady lived in a vinegar bottle?
-Were the Old Lady's wishes wise ones?
-Would you have made the same ones?
-What did the Old Lady do for herself?
-What did the Old Lady do for someone else?
-If you were the fish what would you have done?

7. Choral Speaking -

The Secret (*__)

8. Poetry -

Wishing (*__)
Bouncing Ball (*__)

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9. **Art**
Puppet Plays -

What do you look like?
What do you feel like?
Do you like to look in a mirror?
(One is mounted in our room.)
Would you like to make a puppet of yourself?

Give each child a white rectangle of construction paper, 10"x5".
Draw and color a picture of yourself. Try to use all of the paper so that your puppet will be large enough.
Remember you have a body and clothing.. Be sure you include them.
When you are finished, cut your picture of yourself out and we will staple it on a tongue depressor.

Now that we have puppets we can give a short puppet play(s) about ourselves and how we feel or something we like to do.

(Note: In our room we have a console cabinet from which an old T.V. screen has been removed. This is ideal for a variety of activities including the puppet play.)

10. **Physical Education** - Injun Tom (*25)
The Tired Bear (*17)

D. Fourth Week

1. **Public Interview** - (*19)

2. **Activity** - Listen to last weeks tape recordings- Use the eight sets of earphones so that this may be done when a child is finished with his work or even during free play time. This was room noise does not disturb the listener and the listener does not disturb others in the room.

3. Filmstrip - Discussion

Brush, the Red Squirrel

-How did Brush act as a baby?
-Do you have a baby in your family?
-How does your baby act?
-What did Mother want Brush to do?
-What did Brush want to do?
-Did Mother love Brush?
-Did Brush love Mother?
-Where was Father?
Did Brush solve his problem?
-Is it easy to always listen to Mother?
-Do you?

4. Literature -

Dr. Suess:

Yertle the Turtle

-Why did Yertle want to sit higher?
-Was Yertle a kind King?
-Was he loving?
-Did he make other turtles happy? Why? How?
-How did the other turtles feel when Yertle fell?

The Big Brag

-What does BRAG mean?
-Do you ever brag? Do you know anyone who does?
-Why were Bear and Rabbit bragging?
-What do you think of Rabbit? Bear? Worm?
-Who would you most like to be?

Gertrude McFuzz

(-When finished reading the story it is my plan to be non commital and let the children initiate the comments.)

5. Poetry - Little Charlie Chipmunk (*2)

6. Physical Education-

Exchange Tag (*1)
Pattern Clapping (*28)
Going to the Store (*31)
Listening Sounds
-high-low, long-short, up-down.
(Use piano, voice, records, etc.)

7. **Music**

No Laugh Face (*__)

Here We Go Santy Maloney (*__)

8. **Art**

Crayon-resist
Take out your cameras. (pretend) Now take a picture of yourself doing something that you would like to do. Develop your picture by drawing it on your paper. You must color very heavily, because when you are finished with it we will print it by washing it with paint and then we will mount it for display.

(At this time I would introduce my camera and begin taking pictures of each child so that at the end of eight weeks I would have a picture of each child in the room engaging in some Kindergarten activity. These would be presented to the mothers later in the year at the Mother's Tea and would be enclosed in a special card made by her particular child.)

E. Fifth Week

1. **Proud Whip** - (*__)

2. **Roll Call** - "Magic Circle"

When I grow up .....

3. **Filmstrip Discussion** - Little Black Bear

-Do you think that Little Bear really needed help?
-Who offered to help him?
-Why do you think that Little Bear was kind to those who were not kind to him?
-What would you have done?
Would you want to be different than Little bear? How?
-What are some ways we can help people?

4. Literature Discussion

Apron On Apron Off

-What kind of aprons did Joan see?
-Why were these people wearing them?
-Do all people wear aprons?
-Name some who don't?
-Do we need all kinds of people to make our life more useful?

The Man Who Didn't Wash His Dishes
-Who did the Man live with?
-What do you suppose his name was?
-Who do you live with?
-What do you do for them?
-What do they do for you?
-Why didn't our friend wash his dishes?
-What happened to him?
-What do you think about this stroy?

A Boy, A Dog, and A Frog

*This book has 30 pages of story pictures - the words, thinking, theme, and decisions must be made by the 'reader' .

5. Art -

Paper Bag.

Using large paper bags from the grocery store have the children color, cut, paste, decorate, bags into aprons or masks to represent what they might like to be someday.

Upon completion have a Fashion Show to which they have invited another room.

6. Physical Education-

Basketball (*)
Bean Bag Hoops (*)
Bean Bag Relays (*)

7. Music

Little Girl (*)
When I Grow Up (*)
Someone Stole My Hoo - To Foo - To Boo - To Bah! (*)

F. Sixth Week

1. Fingerplays - Five Little Busy Bees (*__) (use flannel board.)

The Bee Hive (*__)

2. Music Bobby Bumble (*__)

Discuss some of the positive behavioral patterns of being a Bobby Bumble., etc..

3. Roll Call "Magic Circle"

One way I can be a Bobby Bumble is.....

4. Literature The Little Boy and His Goats (*__)
Music
Dramatization

(Let children initiate the discussion)

5. Literature - What Do You Say Dear?

Wait for closing reaction and then ask :
And "What do YOU say, dear?"

6. Art -Bee Hive Bulletin Board (*__)
-Make Bees for Continuum
Using Blck construction paper and paint or chalk each child is to make a bee on which we can put his name so that he may place it on the Continuum.
Each child that wants to do so may make another bee to place on the bulletin board.

7. Filmstrip Gingham Dog and the Calico Cat

(Again let the children initiate the discussion.)

8. Physical Education Hamburger (*__)
Object Passing Race (*__)

9. Contrived Incident (*__)

10. Continuum (*__)

11. Goal Sheet (*__) Results of six week observation and evaluation as made by the teacher.

The Methods

*Walter Thomas, lecture
**Sidney Simon, lecture
***Sidney Simon, Values and Teaching

A. Goal Sheet *

B. Pictures without a Caption ***pg.117

C. Role-playing ***pg.121

D. Rank Order **

E. Roll Call
"Magic Circle"
Open ended Questions ***pg.136

F. Voting ***pg. 152

G. Public Interview *** pg.142

H. Proud Whip **

I BeeHive Bulletin Board

J. Contrived Incident ***pg. 123

K. The Value Continuum ***pg. 129

---Other Methods used but explained within the Outline of Content were dramatizations, class discussions, puppet play, experience story, musical band, art medias, choral speaking, and the tape recorder and earphones, along with the stories, poetry, finger plays, flannel board, filmstrips, music, and games in physical education.

Name of Student_____

Goal Sheet for Social Behaviors: Cooperation and Responsibility

Instructions: The Observer is to enter the proper code rank under:

A. at the beginning of the unit
B. at the conclusion of the unit
C. six weeks thereafter - as an indication if the factor was sustained

Code: NA (not acquired)
N (acquired, but needs improvement)
I (improvement towards the desired goal is taking place)
S (acquirement is satisfactory)
V (acquirement is VERY satisfactory; it is outstanding for a child of this age.)

Behavior Factor	A	B	C
1. Plays well with others and is a good sport			
2. Listens patiently while others are speaking			
3. Works without disturbing others			
4. Is dependable			
5. Obeys safety rules			
6. Accepts constructive criticism			
7. Makes good use of his time			
8. Thinks for himself; solves some of his own problems			
9. Takes good care of materials and property not belonging to himself			
10. Takes a part in informal discussions and activities			

Qualitative Comments:

Observer:_____Relationship to Child_____

Pictures without a Caption

The picture should involve a story of some kind. It must be readily seen. Rather than ask for a caption at the Kindergarten level, unless it was toward the latter part of the year, I would ask what they thought was happening - the feelings of the people involved- what they think they would do in a similar situation - etc.

Pictures to use with this unit - *****

1. Picture of girls playing a game on the playground.

2. Picture of children waiting at the bottom of the ladder to go up on the slide. This too is taken on a playground.

3. Picture of children loading on a bus to go to school.

4. Picture of two safety boys helping children cross the street. This picture is taken in different surroundings than Bellevue, but I would use it.

The above pictures open up a storehouse of possibilities for discussion and the children will certainly see themselves in accordance to the rules for their safe and well beingn and they hopefully will see the positive aspects of the pictures as a tool for learning.

****These pictures are from a set, Discussion Pictures for Beginning Social Studies, Harper and Row, New York,N.Y.

Role-Playing

Role-playing "is an important value eliciting strategy. The student is able to assume a new identity in a temporary and protected situation." Although Kindergarten children take part in this form of activity frequently initi ted by themselves, I would prefer to set up the role-playing situation for this particular lesson.

Which of you would like to be one of three children playing on the playground. Good. Paul, you and Meredyth are playing marbles, when Russell walks up and gives all of the marbles a big kick so that they move away from you both. What would you do? Let's act it out.

Now Russell, you and Meredyth change places.

If enough interest and enthusiasm are shown another situation could be created at this time with different children doing the role-playing.

Rank Order

This value strategy is intended to take but a short period of time. At the completion there is no discussion - unless requested or initiated by the students - and regular classroom work is then continued or begun. The teacher can make his personal rank order known at the end but no moralizing or preaching should take place. The student is to list the items, in this case, in order of preference. The opposite can be done too by listing in the least order of preference.

******

A group of six children are sitting in front of the room. An order is given and the children respond one after another in the order in which they are sitting.

Which is the most fun for you?	playing games outside
	playing games in the room
	playing games in the gym
Which would you rather be?	helpful
	honest
	happy
If someone were to buy you a present today, which would you rather have?	two wheel bike
	shoes
	jungle tower

Roll Call

I have used a variety of methods to take the role so that different learning experiences could result. One method the children enjoy is by responding to a question such as "What is your favorite vegetable" or "N. your favorite color." This is usually done as they sit informally at their tables engaged in some form of activity.

For a very special treat they enjoy sitting on the floor in the "Magic Circle". When this procedure is combined with a response to an Open-ended Question it can make for a very interesting and thought provoking learning experience.

Magic Circle

Children love the thought of magic. They enjoy thinking magic, It has rather an uplifting effect. For this reason our Magic Circle came into being, but only for those times we feel are special for sharing and communicating. At other times when we use a circle for any reason it is simply referred to as a circle. A word of caution should be noted at this time - when anything becomes too repitious it looses its magic. We all need variety!

Open-ended Questions

Open-ended Questions are a one-shot oral effort to get students to reveal their "attitudes, beliefs, and other value indicators." If the student does not wish to answer this is very acceptable. He should not be forced to do so.

Voting

"To use the voting strategy, the teacher poses a list of questions and students state a position by a show of hands." For such young children I would use only three hand positions: up for yes; thumbs down for no; and arms crossed for I don't know. "At all times , the vote is permissive and not mandatory." At the conclusion of the voting the teacher may simply say, "Thank you,this was most interesting." No preaching and no moralizing are to take place. In fact the latter is true in all value strategies.

Have a group of children (8) sit on chairs in front of the class.)

1. Do you like to have stories read to you?
2. How many of you have home jobs that you must do every day?
3. Would you like a two wheeled bike?
4. Do you go to Sunday School or Church?
5. Do you watch more than two T.V. programs every day?
6. How many of you have a pet at home?
7. Do you like to play outside after school?
8. How many of you like to play by yourselves?
9. Do you spend all of the money that you get?
10. Do you like to play in the play house that is in our room?

The Public Interview

The public interview is one of the more dramatic value techniques. It has a twofold purpose: "first, it gives one person the satisfaction and feeling of importance that comes from being the main attraction in a relatively dramatic situation and second, and more importantly, it gives the classroom teacher a vehicle for getting lives revealed to each other in more than a superficial ...fashion".

"Furthermore.....it demonstrates that one can talk honestly about one's thoughts and experiences...with a group that is supportive and nonjudgmental.

Who would like to be our T.V. celebrity today and sit in the T.V. set for an interview. All you will have to do is answer my questios, and if you don't want to do so all you have to say is I Pass. If at any time you want to quit all you have to do is say Thank You. (Of course the teacher should be alert for other responses that mean the same thing.)

1. Do you have any brothers or sisters?
2. Do you ever tease anyone? Do you ever get teased?
3. Do you ever do anything to make someone in your family feel good?
4. Do you like to come to school?
5. What is the best part of school?
6. Who is __(principals name)__? How do you know __(him)__?
7. What do your friends do that make you happy? You to them?
8. What do some of your friends do that makes you angry? You to them?
9. What is the best part of school?
10. Do you ever steal?
11. Have you ever had anything stolen?

Thank you. Now you may ask me any of the questions I have asked you if you want to do so.

Proud Whip

This again is rather a rapid one-shot method. A group of students is asked to tell the class something about which they are proud. The range of selection can be pre-set so as to say, e.g., Tell me something you did last week of which you are proud. " Again there are no right or wrong answers.

********** *:** **

Have six children sit in front of the room. Begin at one end of the line and proceed in order, returning to any given child if he is not ready and so wants you to do so.

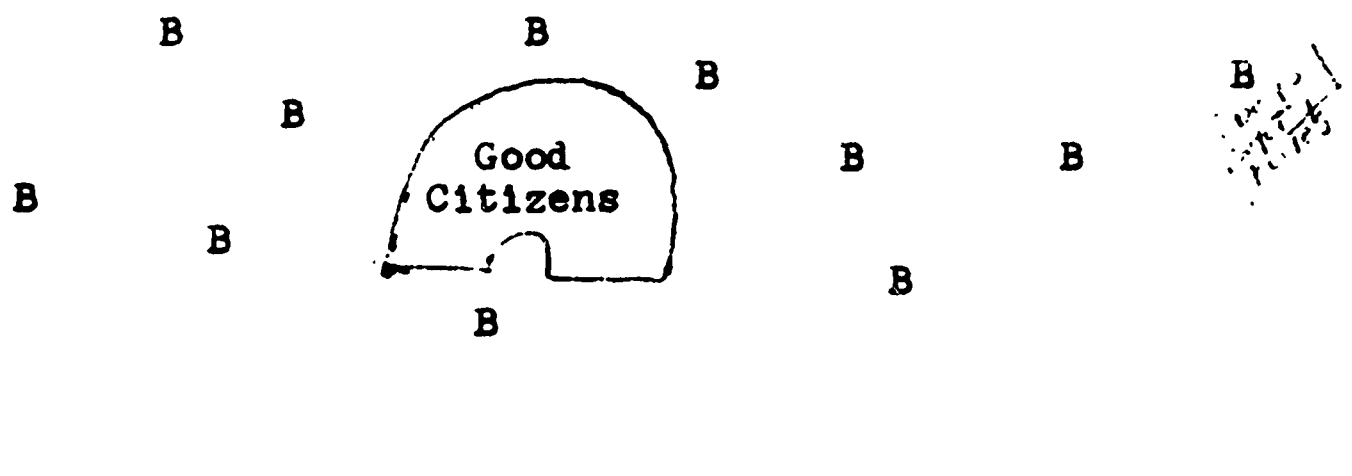
Would you please tell us some kind thing you have done for someone else lately of which you are proud .

say: I am proud that I .....

"Thank you so much. Would you like to do this again someday?"

"Oh, you would like to try it one more time today? O.K., but just one more time. We will try and do this once a week if you want to. Now we need six more volunteers."

Bee Hive Bulletin Board



The children make bees that only have harmless stingers (colored pipe cleaners) because they are good citizens in their community, the Bee Hive. Have the children name some of the behaviors of good citizens. List each of these factors on signs so that the bees can carry them on their backs as they work and play.

"This is a teacher contrived incident in order to get students beyond the level of mere verbal responses. These incidents often produces learnings that are sharper and are retained longer than any other strategy. After the incident, an acknowledgement of the purpose of the incident and a discussion about what emerged from it are almost always in order.

****

I will have the room in a state of disarray when the children arrive: blocks, tinker toys, and Lincoln Logs on the floor - playhouse in a state of disorder with table overturned, the workbench disarranged, all the tables pushed together, etc.

I will not be in the room, but will arrive about three minutes after the children arrive. (This too is most unusual.) Upon entering the room I will say nothing for as long as is possible, but shall try and remain passive, showing no emotional or physical response to the children.

Acknowledgement of the incident.

Discussion; As initiated by the students.

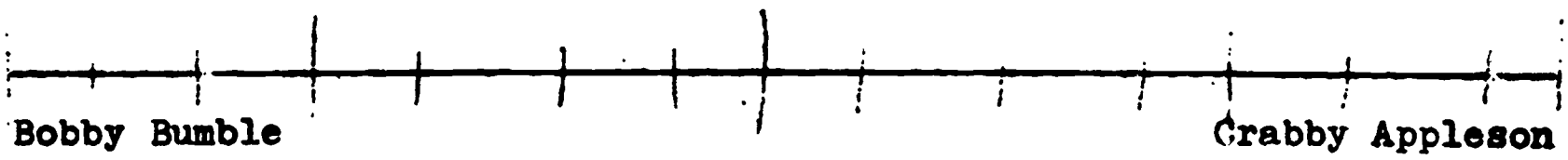
As directed by myself through the interplay of the group.

The Value Continuum

The value continuum "is a method devised to get at a full range of possibilities in an issue. " The teacher, in this case, identifies the issue; the two polar positions are likewise identified and placed at opposite ends of the line.

"The importance of the Value Continuum is that it shows the class the many possible alternatives that exist, each of which has particular consequences.

****



Who are You most Like?

Bobby Bumble is usually happy. He is dependable and thoughtful. He is a good sport who obeys safety rules and thinks for himself. He talks when it is his turn, but is also a good listener when it isn't. He does his own work without being a pest to his friends.

Crabby Appleson is very often crabby and not very friendly. He usually wants to have his own way in games and is not too willing to take turns. He interrupts while others are talking and hardly ever helps clean up the toys during clean up time. He doesn't seem to ever want to do what his friends are doing.

****Each child is to place his bee that he made in art class on the Continuum. He shall have the opportunity to move it as he sees fit to do so.

This Value Continuum could be placed below the Bee Hive on the same bulletin board to make for more continuity.

Time Schedule

This unit is intended to cover a six week period of time with approximately 30% of the class time spent in its implementation.

Grid

Objectives / Content	A	B	C	D	E	F	G	H	I	J	TOTAL
1.	2	2	2	3	1	3	3	4	1	1	22
2	.5	1	2	1.5	1	1	2	2	2	1	14
3.	1.5	.5	1	1		1	2	1			8
4.	2	1	1	1.5	2	1	1.5	1.5	.5	1	13
5.	2	2	1	2	1	1	2	3	1	1	16
6.	1	3	2	2	1	2	2	3		2	18
7.	1	1	1	2		1	1	2			9
Total	10	10.5	10	13	6	10	13.5	16.5	4.5	6	100%

Content

1. Stories, Poetry, Fingerplays
2. Art, Activity
3. Music
4. Physical Education
5. Value Strategies
6. Discussions
7. Filmstrips

Objectives

A. play well with others and be a good sport.
B. listen patiently while others are speaking
C. work without disturbing others.
D. be dependable
E. obey safety rules
F. accept constructive criticism
G. make good use of his time
H. think for himself and solve some of his own problems
I. take good care of materials and property not belonging to himself
J. take part in informal discussions

Finger Plays

Fun at the Playground

Climb the ladder, and down we slide;
(Motion of sliding)
Then on the teeter-totter we ride.
(Motion of hands going up and down)
Swinging, swinging, way up high.
(Swing arms back and forth)
Stretching, stretching to touch the sky.
(Stretch arms as high as possible)
Around we go on the merry-go-round,
(Stand and turn in a circle)
Having fun at our playground.

Five Little Busy Bees

Flannelboard figures: Five bees.

Five little busy bees on a day so sunny;
Number one said, " I'd like to make some honey."
Number two said, " Tell me, where shall it be?"
Number three said, "In the old honey-tree."
Number four said, "Let's gather pollen sweet."
Number five said, "Let's take it on our feet."
So the five little bees went buzzing along,
Humming their busy little honey-bee song.
ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ!

Hold up handwith five fingers extended. Bend down fingers one by one.

The Beehive

Here is a beehive. (Use fist.)
Where are the bees?
Hidden away where nobody sees.
Here they come creeping out of the hive.
(Let fingers out of fist one-by-one.)
1-2-3-4-5.

The Secret

We have a secret, just we three;
Thre robin, and I, and the sweet cherry tree.
The bird told the tree and the tree told me,
And nobody knows it but just us three.

But of course the robin knows it best
Because he built the ******I shan't tell the rest.
And laid the four little something in it,
I'm afraid I'll tell it every minute.

Poetry

The Little Whistler

My mother whistled softly,
My father whistled bravely,
My brother whistled merrily,
And I tried all day long !
I blew my breath outwards,
But all you heard was breath blowing
And not a bit of song !

But today I heard a bluebird,
A happy, young, and new bird,
Whistling in the apple tree--
He'd just discovered how !!
Then quick I blew my breath in,
And gay I blew my breath out.
And sudden I blew three wild notes--
And I can whistle now !

by Frances Frost

Wishing

Shoes have tongues but cannot talk;
Tables have legs but cannot wald;
Needles have eyes but cannot see;
Some chairs have arms, but they cannot hug me !

I often sit and wish that I
Could be a kite up in the sky,
And ride upon the breeze and go
Whichever way I chanced to blow.

Bouncing Ball

I wish I had a great big ball
To bounce up in the sky;
I'd bounce it till it hit a cloud
That the wind was blowing by.

My ball would strike the cloud so hard
That it would burst in two,
And empty all its store of rain
On me, our house, and you.

Little Charlie Chipmunk

Little Charlie Chipmunk was a talker! Mercy Me!
He chattered after breakfast and he chattered after tea!
He chattered to his father and he chattered to his mother!
He chattered to his sister and he chattered to his brother!
He chattered till his family was almost driven wild!
Oh, little Charlie Chipmunk was a very tiresome child!

Object Race

Two children are chosen to race from a toe-line to paper plates where they deposit or pick up a small object and then return to the toe-line. Any kind of small object may be used. This could also be used by alternating the procedure so that it became a relay race by teams.

Follow the Leader

A leader is chosen to head a line of players who must follow and do everything the leader does. Eanourage a variety, such as jumping, hopping, duck walking, etc. When used as a game on the playground these activities may be combined with going down the slide, riding on the merry-go-round running briskly in a large area of space, etc.

Lost Chick

Children sit in a circle. Teacher chooses one child to go in the center to be the "Mother Hen." Mother Hen then chooses three or four children to be her chicks, and they sit in the center of the circle. Mother Hen thens leaves her nest (goes out into the hall). While Mother Hen is absent, the teacher beckons to one of the chicks. This chick then leaves the other chicks and hides out of sight. When Mother Hen returns she is to tell the name of the child that is hiding. After she names the "Lost Chick" she proceeds to find it.

Dog and Bone

Children sit in circle formation. Child sits on chair with his eyes closed. A block under the chair is the bone. The teacher or leader beckons to a child seated in circle to be the dog who takes the bone from under the chair. When the dog has returned to his place he puts the bone behind him. The children chant, "Doggie, Doggie where's your bone?" Come along and bring it home." This is the signal for the child in the chair to open his eyes, turn around and try to guess which child took the bone. He has three guesses.

The Tired Bear

One player represents the bear and squats in the center circle of the court facing the other players. The others stand at one end of the court. They walk forward and around the bear. When they are in front of him they ask, "How are you feeling today, Mr. Bear?" the bear growls, "I'm very tired today." The players skip around the bear and when they face him again they repeat their question. This time he answers "I'm feeling better today." The players trot around the bear and repeat their question. This time the bear answers, "I'm feeling fine and I'm going to catch you." He tags as many players as he can before they return to their starting line. Those tagged squat in the center while the game continues. The last one caught becomes the next bear.

Games

Injun Tom

Players stand behind the end line facing the court. "It" stands by the side line near the center of the court. The following dialogue takes place:

"IT":	"Did you ever?"	"PLAYERS": "No I never."
"IT":	"See an Injun?"	"PLAYERS": "Injun who?"
"IT":	"Injun Tom."	"PLAYERS": "TOM Who?"
"IT":	"Tom Chase."	"Chase Who?"
"IT":	"Chase....."	("It" names a player.)

The player named "It" must run to the other end linewhile "It" tries to tag him. When "It" is asked, "Chase who?" he may, instead of naming a child say, "Chase you." At this, all the players run to the other end line. If a player is caught, he joins "IT" in catching others. The dialogue is repeated and the game continues. The last one caught is "IT" for the next game.

Pattern Clapping Game

One child stands to "take a pattern". Teacher claps out a rhythm, for example, clap, clap, clap, pause, clap, pause, clap, clap, clap, or clap, clap, clap, pause, clap, clap, clap, pause, clap. Child repeats the rhythm.
Variation: This activity could be procedded by group rhythm. An instrument such as a wood block could be used, etc.

Going to the Store

Children sit in circle fromation. A number of objects are laid in center of the circle. A chosen child walks aroung the circle, stopping in turn, if front of four children to say, "I'm going to the store. What shall I buy for you?" Each of the four in turn tell him what to buy. The child goes to thecenter of the circlem picks up chosen objects and gives them to the children in sequence.

Basketball

A wastebasket or big box may be used for the basket. A line is drawn on the floor or playground a desired distance from the basket which the children must stand behind while shooting. Each child may have one turn or may shoot until he makes a basket. More activity could take place if more than one basket and ball were used.

Bean Bag Hoops

Four hoops are placed in a circle or four rings are drawn on the floor. A child stands in one ring and tosses bean bag into next ring. If he suceeds, he stands in the next ring or hoop, to try for a third one. Four is the highest score.

The players form a single circle with one player in the center who is "it". The teacher calls out the names of any two players who try to exchange places without being tagged by "it". Should a player be caught, he is "it."

Bean Bag Relay

Have the children divide into two teams. Then divide each team in half with each half of team facing each other. The child at the first of each row has a bean bag. At the given signal each child tosses his bean bag to partner and catches the bean bag the partner has tossed to him. Both partners toss bean bag at the same time. When they are both successful they hand the bean bag to the next in line and the new partners proceed while the first ones go to the end of their line and sit down. The first team finished is the winner.

***When first attempting a game or relay of this sort it is very helpful to the children if they have older children help them so they understand the process. I have used high school student helpers and had a relay race field day.

Hamburger

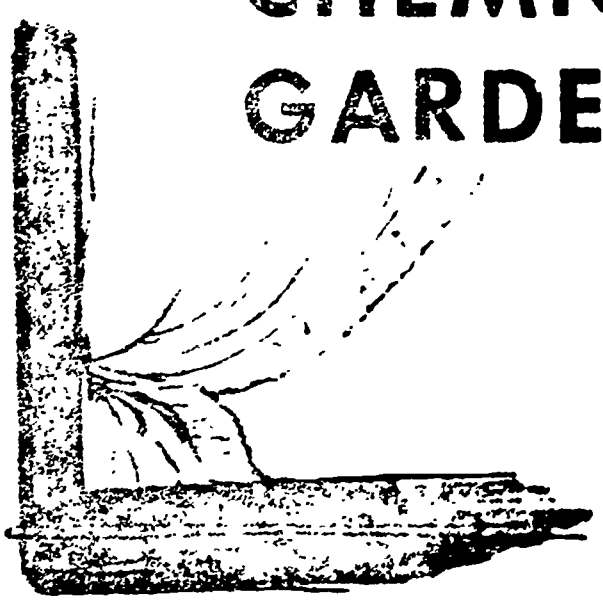
All players form a circle with five children inside onad one child outside the circle. Thise inside the circle are parts of a hamburger such as mustard, pickle, catsup, bun, meat, etc.; the player outside is the hungry cat who just loves hamburgers. At a signal those standing around the circle join hands and try to prevent the cat from catching parts of the hamburger by lowering their hands when the cat attempts to enter the circle. Should the cat get inside the circle, the hamburger immediately runs out but stays nearby ready to enter. Then those children holding hands around the circle try to keep the cat inside. As the cat runs in and out of the circle and catches parts of the hamburger, they take their places with the other players and hold hands. The last player caught is the hungry cat for the next game.

Object Passing Race

The children are divided into two groups. They stand side by side about three feet apart in two fows facing each other. A pile of bean bags, balls, etc. is placed at the head of each row. At a signal the first child in each row picks up a bean bag,ball, etc., and hands it to the next child who passes it down the line, the last child putting it on the ground. As soon as the first child passes the first object, he picks up another object and continues passing it down one at a time, the row getting all the objects on the ground at the end of the line wins the game.

CHEMICAL GARDEN







THIS colorful garden will grow right before your eyes. You can make it in a pie plate or shallow dish. The blooms grow on pieces of soft coal, so you'll need two or three good-sized lumps.

1. Place coal in the low dish with a little water. You can glue tiny twigs or sticks on top of coal for trees. Be sure to let glue dry before completing garden, however.

2. To make the chemical mixture, combine the following ingredients in a bowl and mix well:

6 tablespoons of common salt
6 tablespoons of bluing
6 tablespoons of water
1 tablespoon of ammonia

3. Pour this mixture very slowly over the coal.

4. To give your garden some color, borrow some food coloring, colored inks, and perhaps some fabric dye from mother. With a medicine dropper, drop the different colors all over the mixture.

In a short time little crystals will begin to form. Within a few hours, your chemical garden will have odd and interesting shapes. If some places seem bare of crystals, drop on a little more ammonia water.



Place coal in dish.



Stir mixture.



Pour over coal.



Drop colors on garden.

Musical Selections

The Kindergarten Book

A Song About Me
Everybody Says

Making Music Your Own

What Do You Do
The Little Boy and His Goats

This Is Music

When I Grow Up
Our Helpers (#)
Bobby Bumble
Put Away Time
Little Gril
The Wheels Of the Bus
Join in the Game
Here We Go Santy Maloney
The Old Lady Who Lived in the Vinegar Bottle

The Cat in the Hat Song Book

No Laugh Race
Someone Stole My Hoo-To Foo To, Boo To Bah!

Following are reprints of the above songs, except for #.

Join in the Game

Folk Song

C 6/8

C G7 C

Let ev - 'ry - one clap hands with me. (clap, clap)

C G7 C

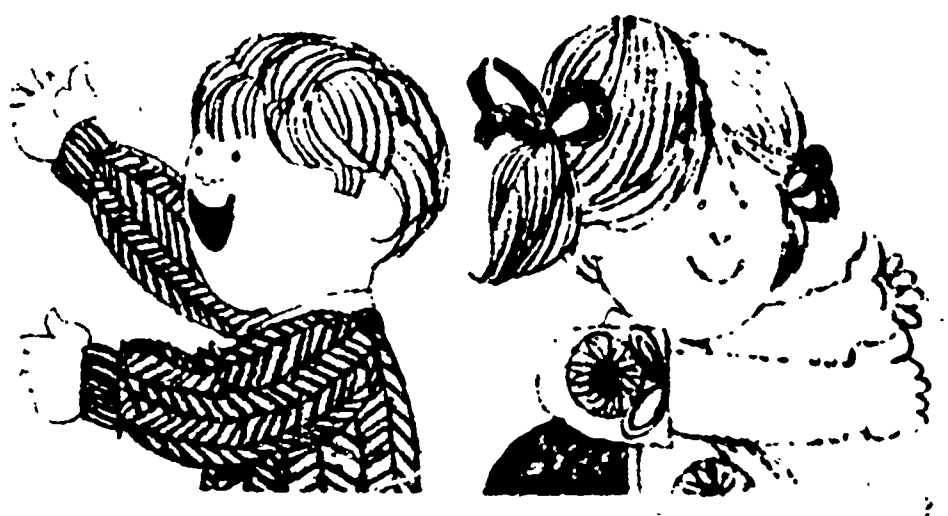
It's eas - y as eas - y can be. (clap, clap)

F F C

Let ev - 'ry - one join in the game. (clap, clap)

C G7 C
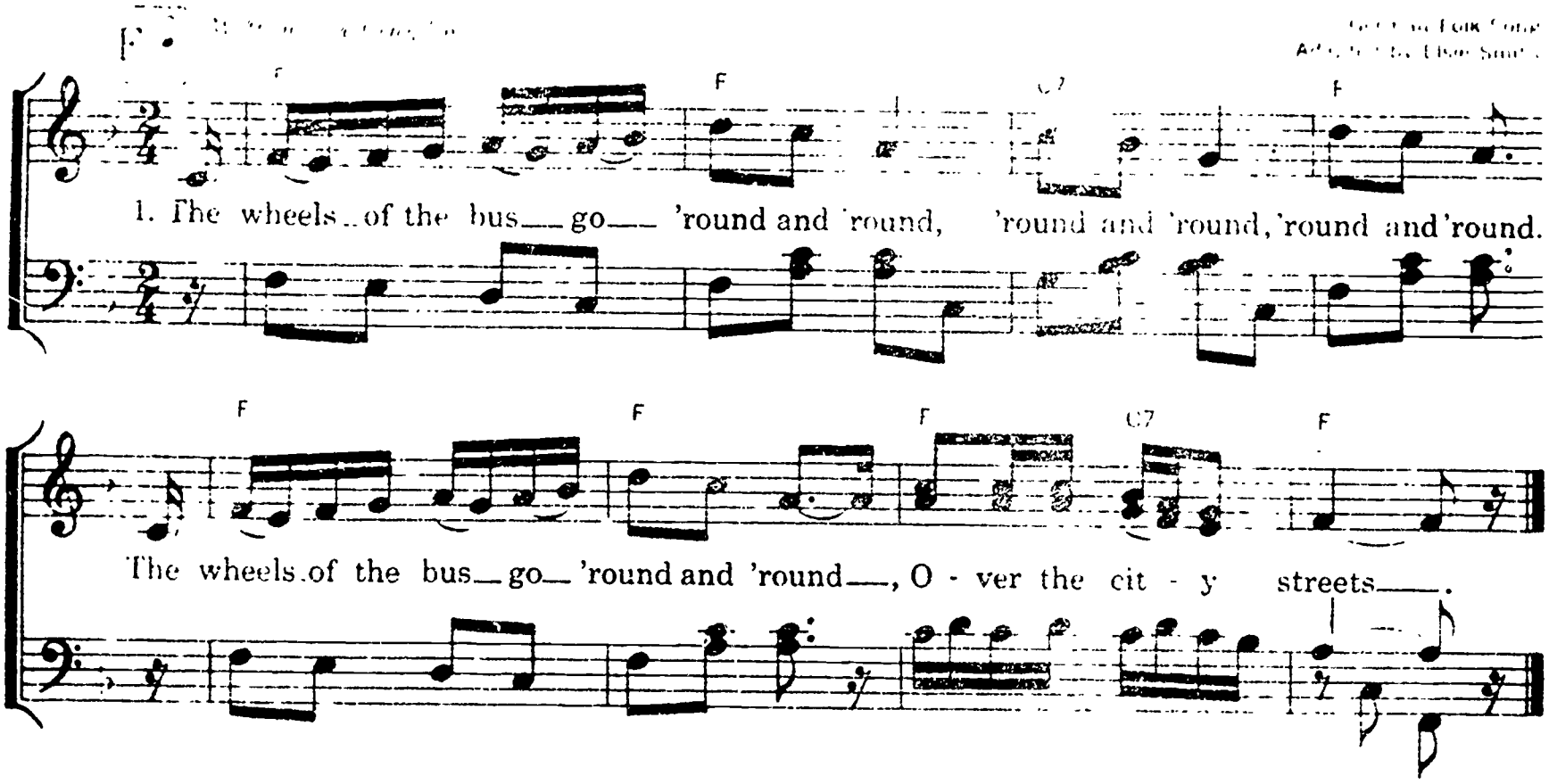
You'll find that it's al - ways the same. (clap, clap)



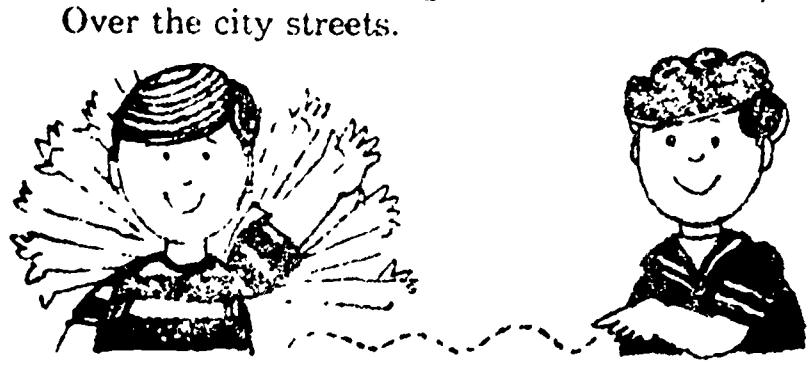
Substitute "roll hands," "whistle," "shake hands," and "tap feet" for "clap hands."

Melody, words, adaptation, and finger plays from FINGER PLAY by Mary Miller and Paula Kopta
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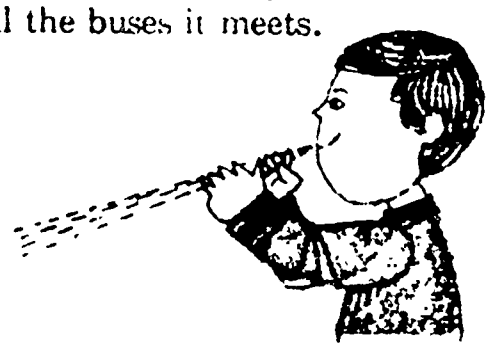
The Wheels of the Bus



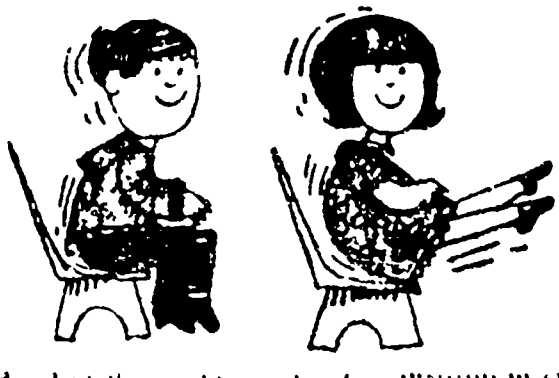
(1.) The wheels of the bus go 'round and 'round,
'Round and 'round, 'round and 'round.
The wheels of the bus go 'round and 'round,
Over the city streets.



2. The horn on the bus goes toot, toot, toot,
Toot, toot, toot, toot, toot, toot.
The horn on the bus goes toot, toot, toot,
At all the buses it meets.



3. The people on the bus go up and down,
Up and down, up and down.
The people on the bus go up and down,
While bouncing on their seats.



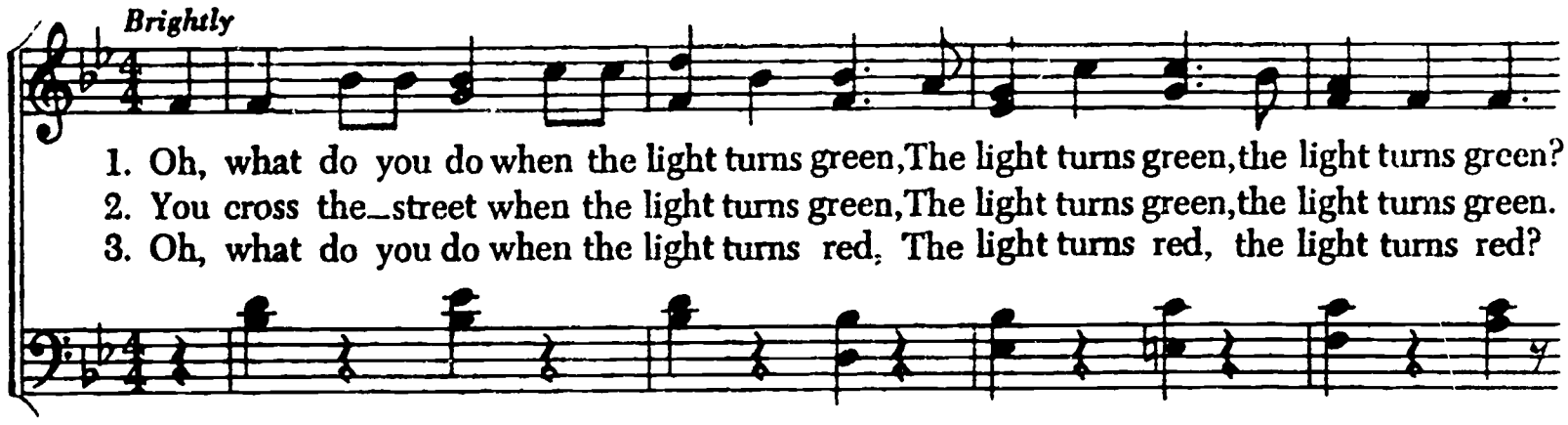


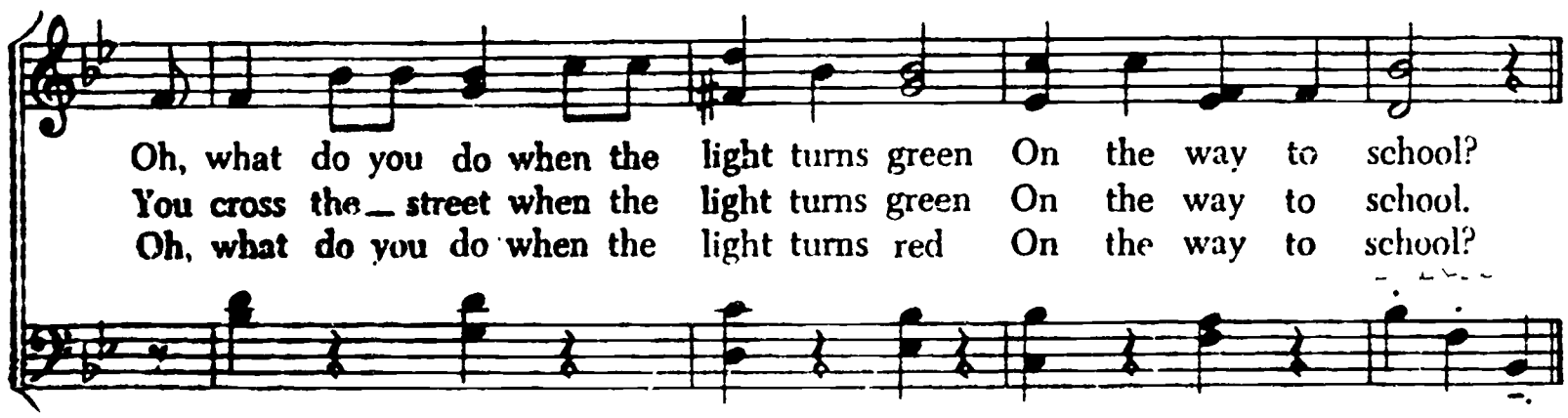
Melody, words, adaptation, and finger plays from FINGER PLAY by Mary Miller and Paula Zajan
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Many children will know this song as "The Muffin Man."

What Do You Do?

Mary Jaye Old Game Song
Arranged by Darrell Peter
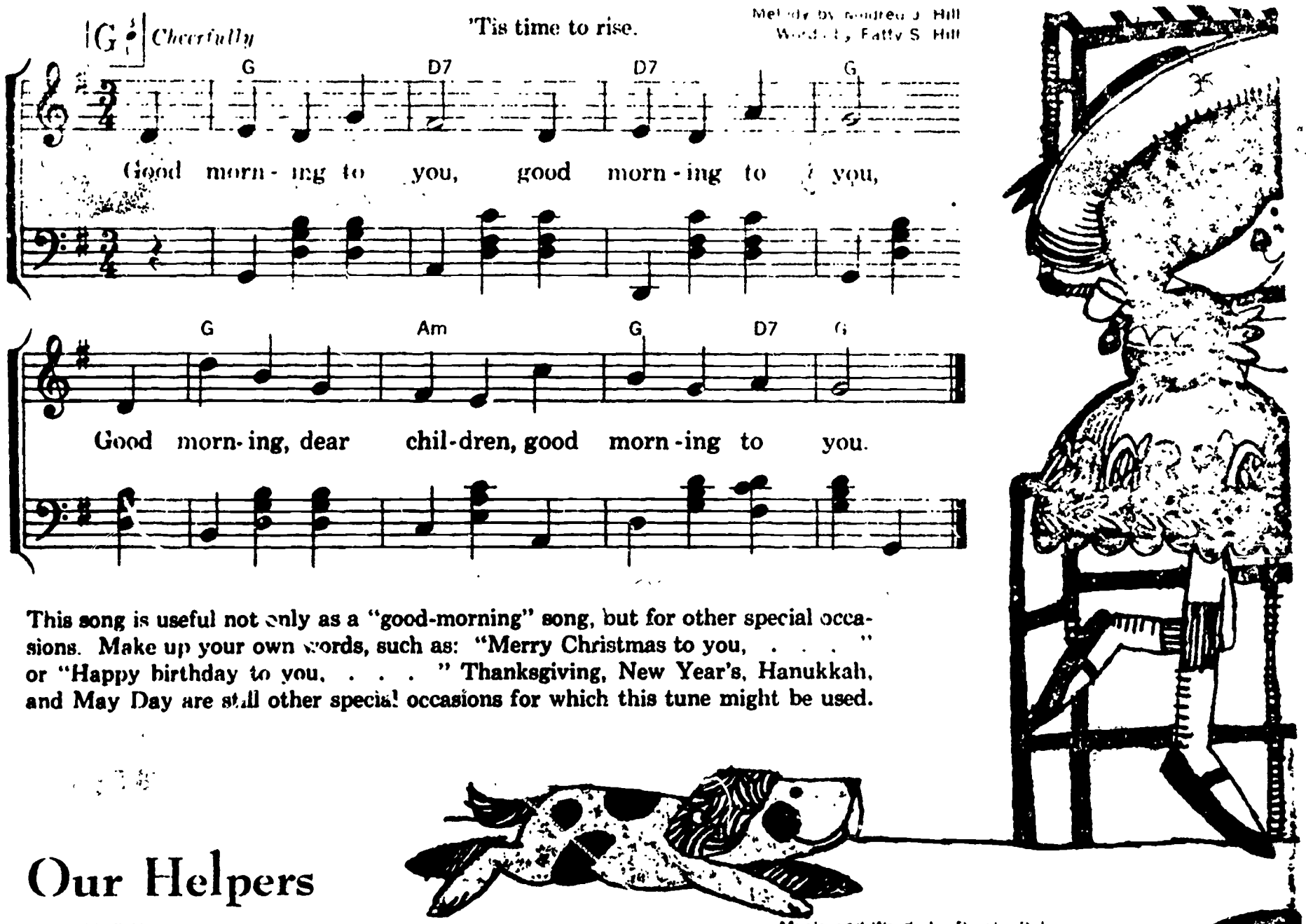




4. You stop and wait when the light turns red . . .

5. Oh, what do you do when the light turns yellow . . .

6. You do not cross when the light turns yellow . . .



'Tis time to rise.

Melody by Mildred J. Hill
Words by Patty S. Hill

Cheerfully

G D7 D7 G

Good morn-ing to you, good morn-ing to you,

G Am G D7 G

Good morn-ing, dear chil-dren, good morn-ing to you.

This song is useful not only as a "good-morning" song, but for other special occasions. Make up your own words, such as: "Merry Christmas to you, . . . " or "Happy birthday to you, . . . " Thanksgiving, New Year's, Hanukkah, and May Day are still other special occasions for which this tune might be used.

Our Helpers

Music and Words by Brooks Baker

Cheerfully

F F C7 C7

1. John-ny is our help-er, All through the day,
2. Ma-ry is our help-er, All through the day,

F d min. Gm C7 F

He will set the ta-ble And put the blocks a-way.
She will wash the brush-es And put the paints a-way.

3. Jackie is our helper
All through the day,
He will pass the cookies
And sweep the crumbs away.

4. Eric is our helper,
And so is Sue,
They will water all our plants
And feed the goldfish, too.

The Carpenter's Hammer

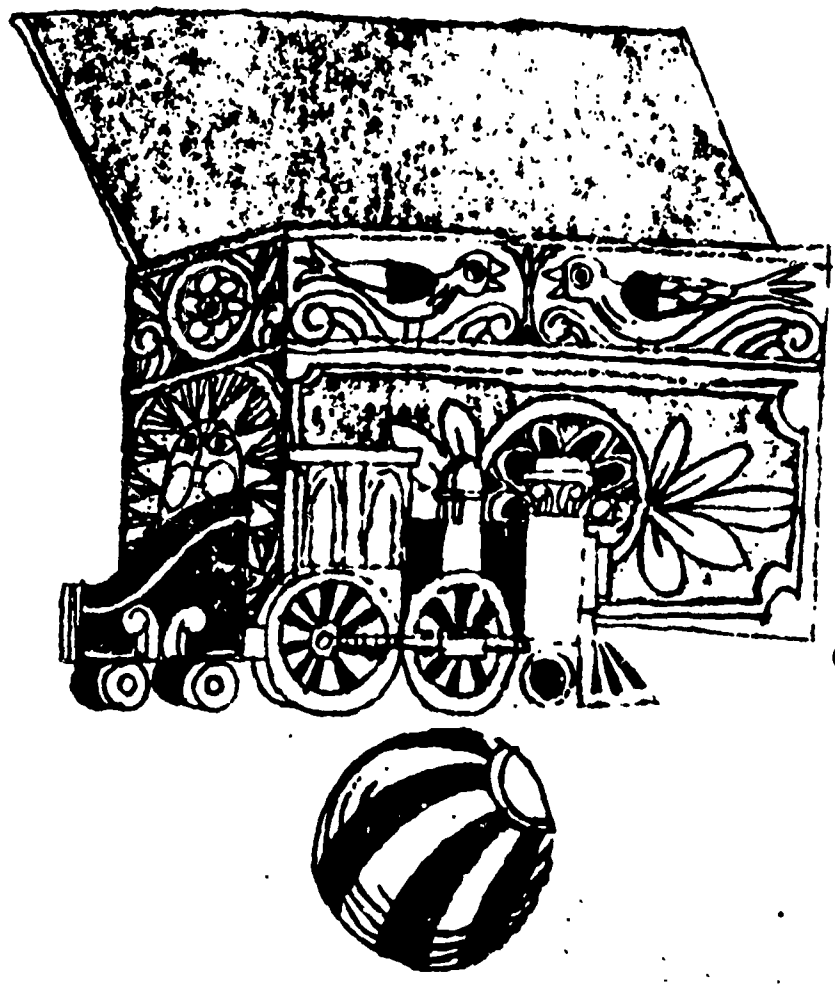
Music by William G Ogletree
Words by Louise M. Ogletree

With marked rhythm

The car-pen-ter's ham-mer goes rap, rap, rap, And his saw goes see, saw, see ___.

He saws and mea-sures and ham-mers and paints, While he builds a house for me ___.





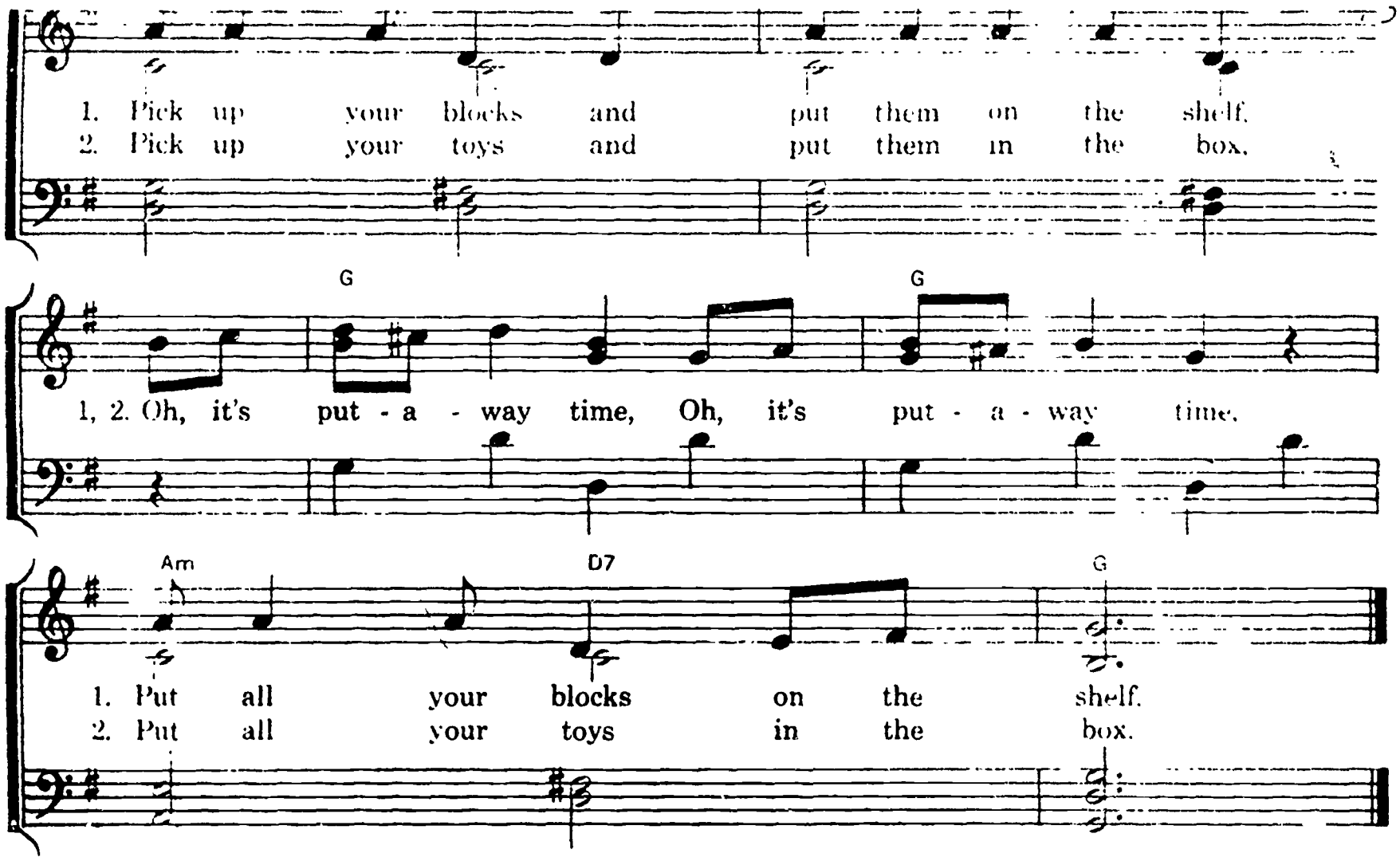


Put-Away Time

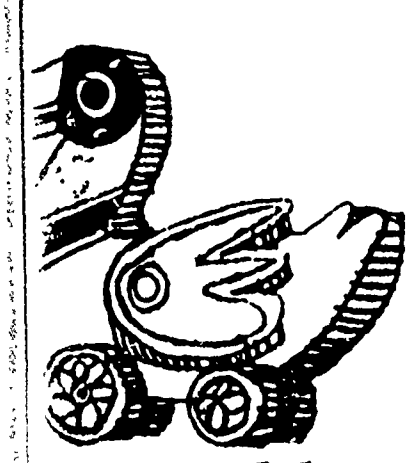
Music and Words by Marjorie Atkins

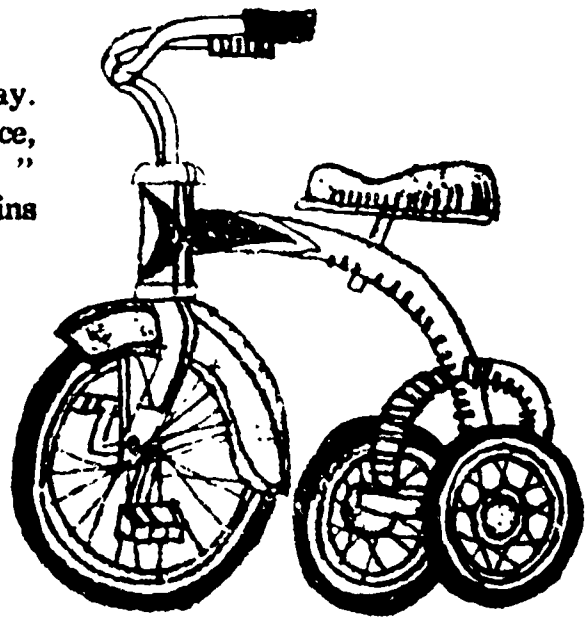
Deliberately

1, 2. Oh, it's put-a-way time, Oh, it's put-a-way time,



This song may be useful for other activities during the day. Improvise new words, such as: "Oh, it's time for juice, . . . wash your hands and come to the table . . . . " "Oh, it's going-home time, . . . zip up your leggins and put on your coats. . . . "

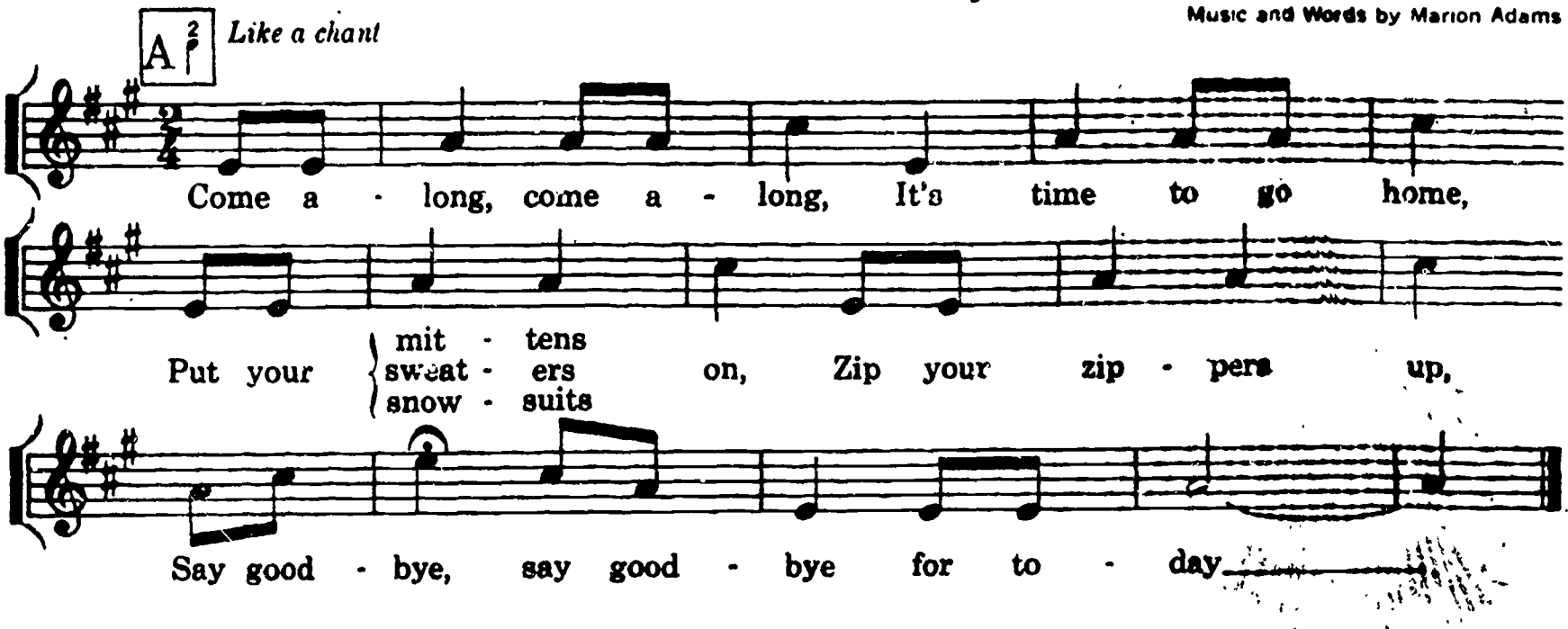




Good-bye for Today

Go to bed late,
Stay very small;
Go to bed early,
Grow very tall.

Music and Words by Marion Adams



Some teachers may enjoy singing a song such as this to let the children know it's time to go home.

What About Me?

Lots of other children[1]
All around me,
But they aren't me.

They haven't got my mother,
They haven't got my daddy,
And they aren't me.

Margaret Wise Brown

A child begins musical expression by giving voice to the way he feels about "me" and "myself"—inside and out. Songs that children make up and sing to themselves are usually expressions of personal feelings urgently in need of satisfying outlets.

However, personal uses of music are fairly balanced, even in early childhood, with song-dance as a means of social interchange. This is observed in the many natural ways that children have of going from "me" to "you"—"I've told you about 'me.' What about you?" "My name is George Brown. What is your name?" "I am five years old. How old are you?" and so on.

Then children, from infancy on, enjoy singing greetings: "Hello," "Bye-bye," and "How do you do?" Also greetings for special occasions take on added importance when given musical settings. Some of the qualities of ritual enter when "Happy Birthday" and "Merry Christmas" are sung.

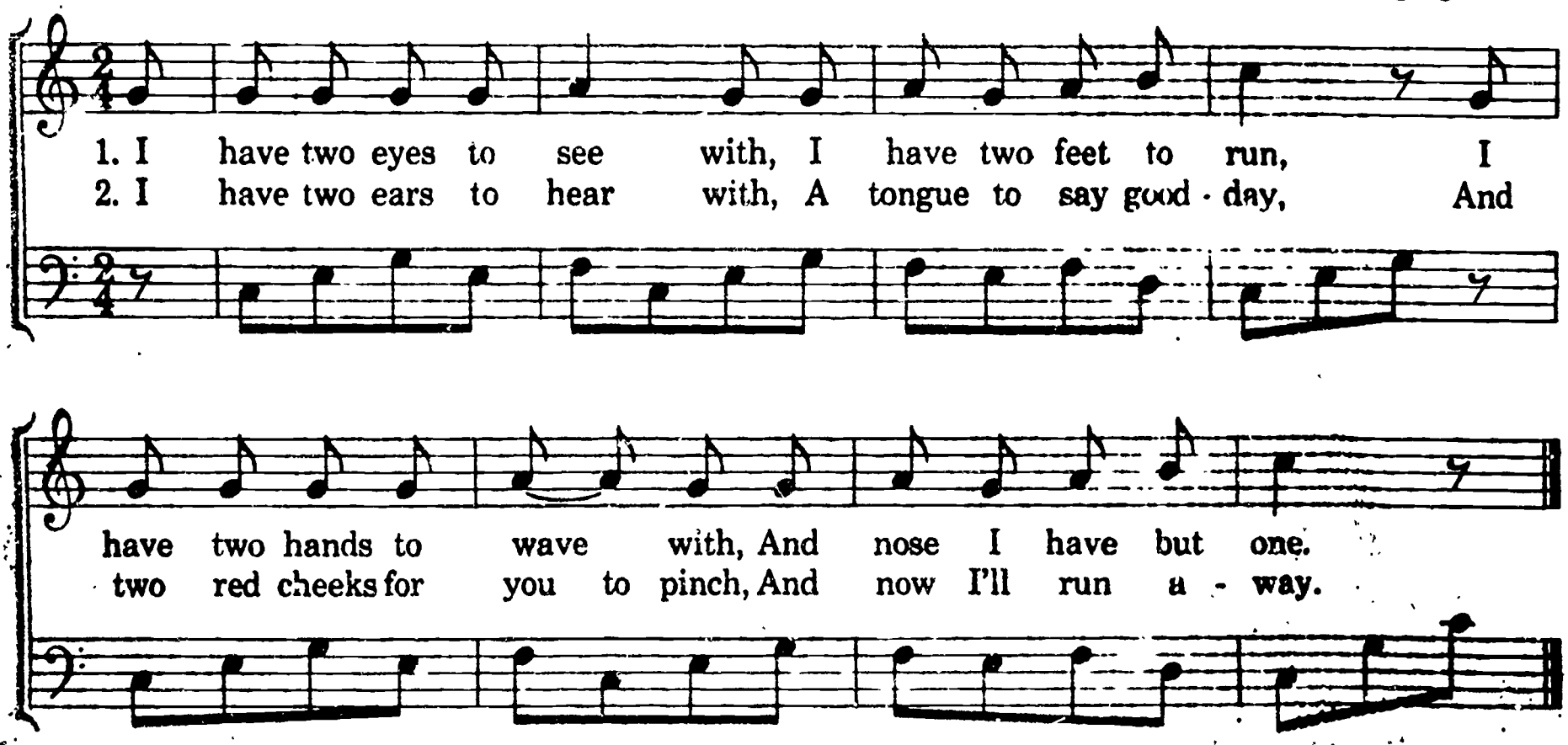
These amenities, when associated with singing, have the value also of combining the social and musical development of young children at a time when all things come together. (Furthermore these musical and social learnings will be more effective because they are more enjoyable when children and grown-ups sing and dance and play song games together.)

Learning to sing is like learning to talk. A child acquires a useful vocabulary in each of these languages through associations with those more experienced than himself.

Home, neighborhood, and school provide children with the kind of social life that is stimulating to both expression and response. And the way that other people respond to a child's instinctive and unformed efforts either to talk or to sing is of equal importance with the child's responses to what he sees and hears from the people about him.

A Song About Me

Lady Bell — **From "Singing Circle"**



[1]Taken from *Another Here and Now Story Book*, edited by Lucy Sprague Mitchell, published and copyright 1937 by E. P. Dutton & Co., Inc., New York.
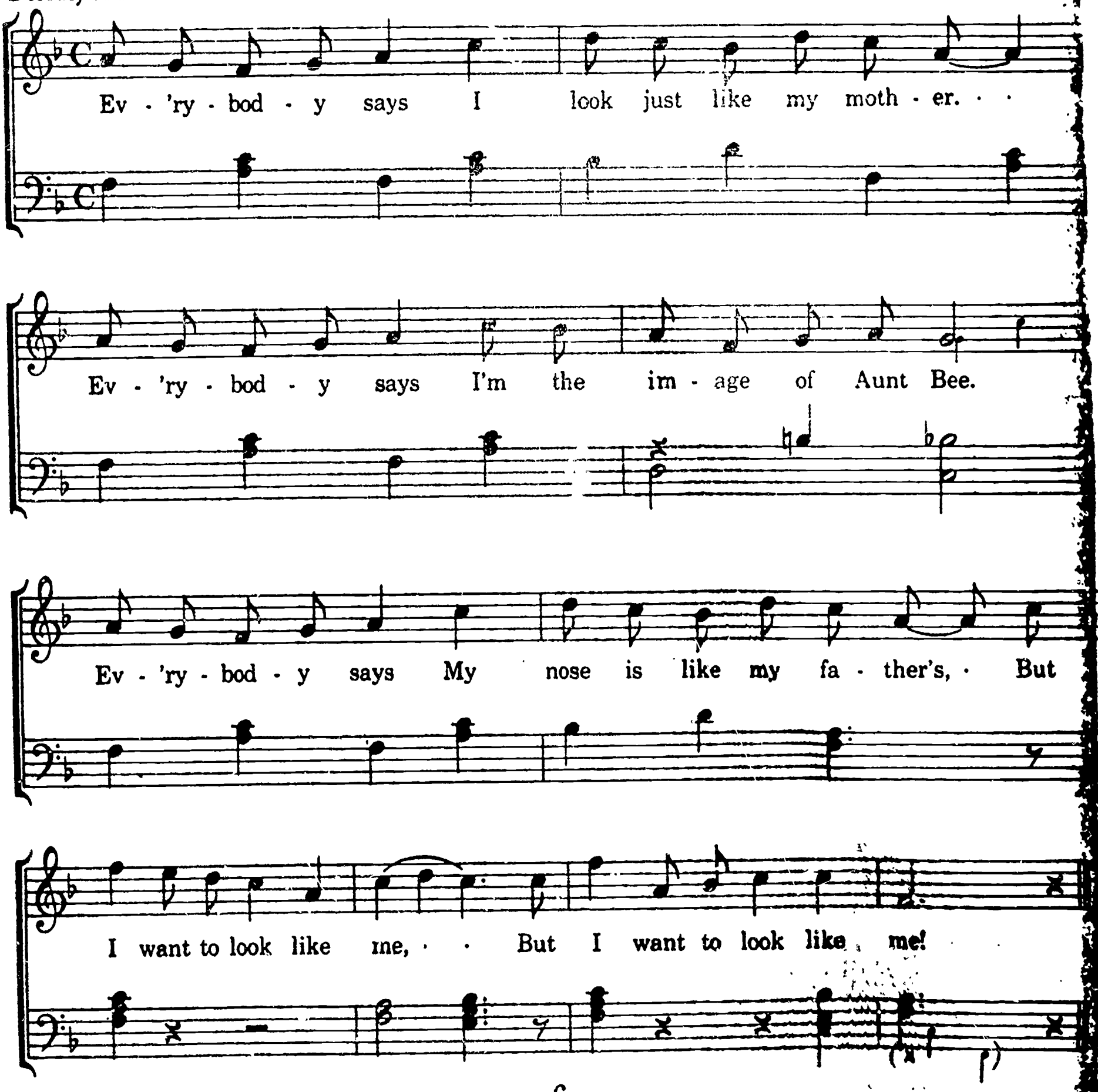
And tell me what I ought to do,
I often wonder what they'd say
If it turned out that I was THEY.

If I was anyone but ME,
Of course I know that it might be
Not quite so nice, and rather strange,
And so I think I will not change.

John Drinkwater

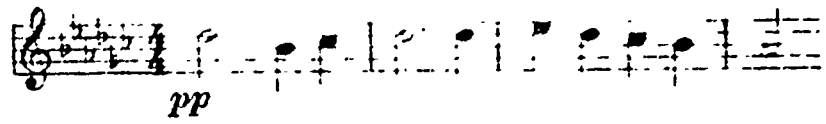
Everybody Says

Dorothy Aldis — Marian Major



V. HOBBY HORSE

Lullaby



1) This music is so full of changes that it will require many listenings for children to hear all that happens. Now and then, the galloping stops and the children seem to be falling off their hobby horses. Towards the end the movement is faster and faster.

2) Children might find it fun to make hobby horses from a broomstick and use them for galloping to the music.

Related Listening. Bizet: *Children's Games* (*Jeux d'enfants*)—Musical Sound Books; Schumann: *Scenes from Childhood*, Opus 15 (*Kinderscenen*)—Musical Sound Books; Villa-Lobos: *The Rag Doll-The Paper Doll*—Musical Sound Books; Faure: "Berceuse" from *Dolly*—RCA Victor, Adventures in Music, Grade 2; Herbert: "March of the Toys" from *Babes in Toyland*—RCA Victor, Adventures in Music, Grade 2; Prokofieff: "March" from *Summer Day* suite—RCA Victor, Adventures in Music, Grade 1; Delibes: "Waltz of the Doll" from *Coppélia*—RCA Victor, Adventures in Music, Grade 1.

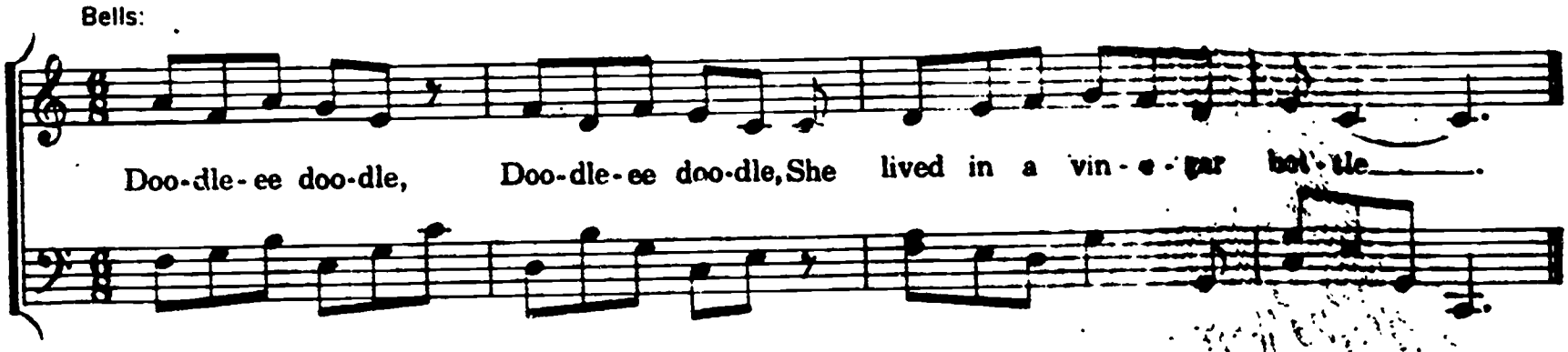
The Old Lady Who Lived in a Vinegar Bottle

(As told by Abbie Greenwood MacKinney)

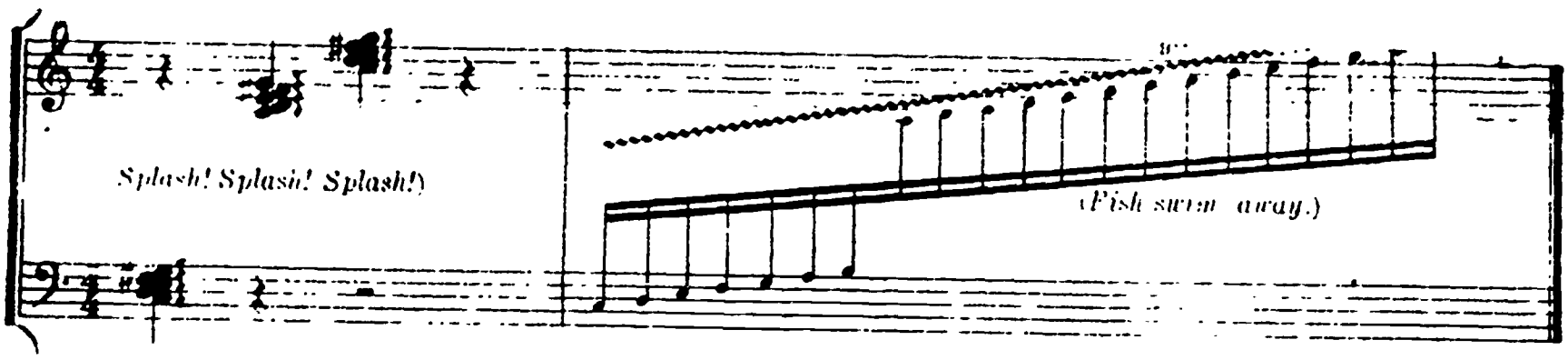
There once was an old lady who was so poor she had to live in a vinegar bottle.

In a leisurely way

Bells:

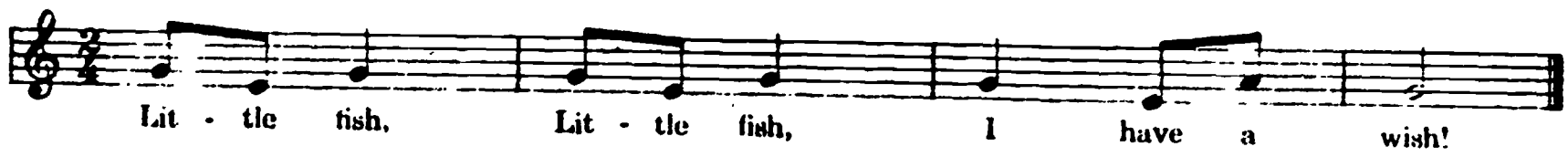


One day, the poor old lady went to town to buy something to eat. She bought an apple, a roll, and a fish for her dinner. On the way home, she had to cross a bridge over the river. When she came to the bridge, the fish jumped out of her basket, splashed into the river, and swam away.



The old lady cried, "Oh, dear! I wanted that little fish for my dinner. What am I going to do?" At that very moment, a fairy came and said, "You may have a wish from that little fish." So, the old lady leaned over the bridge and called out, "Little fish, little fish, I have a wish."

Xylophone or Bells
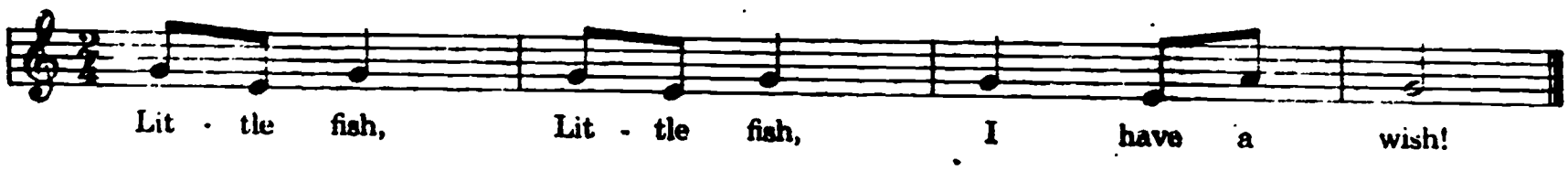


The fish stuck his head out of the water and asked, "What *is* your wish?" The old lady answered, "I wish I had a house with one room in it." "Go home and see what you find," said the fish.

So, she went home, and there was a house with one room in it! She went in and she swept and dusted until she was so tired, she had to take a nap.

When the old lady woke up she said, "I wish I had a house with *two* rooms in it. I think I'll go back to the little fish and tell him what I want." So she went to the bridge, leaned over, and said, "Little fish, little fish, I have a wish!"

Xylophone or Bells

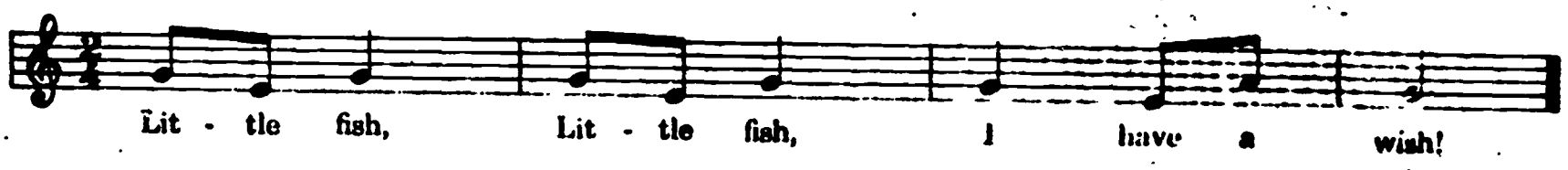


The fish stuck his head out of the water and asked, "What is your wish?" The old lady answered, "I wish I had a house with *two* rooms in it." "Go home and see what you find," said the fish.

So, she hurried home, and there was a house with two rooms in it! She went in and swept and dusted until she was so tired she had to take a nap.

When the old lady woke up she said, "I wish I had a pony and cart." Then she said, "I think I'll go back to the little fish and tell him what I want." So, she went to the bridge, leaned over, and said, "Little fish, little fish, I have a wish!"

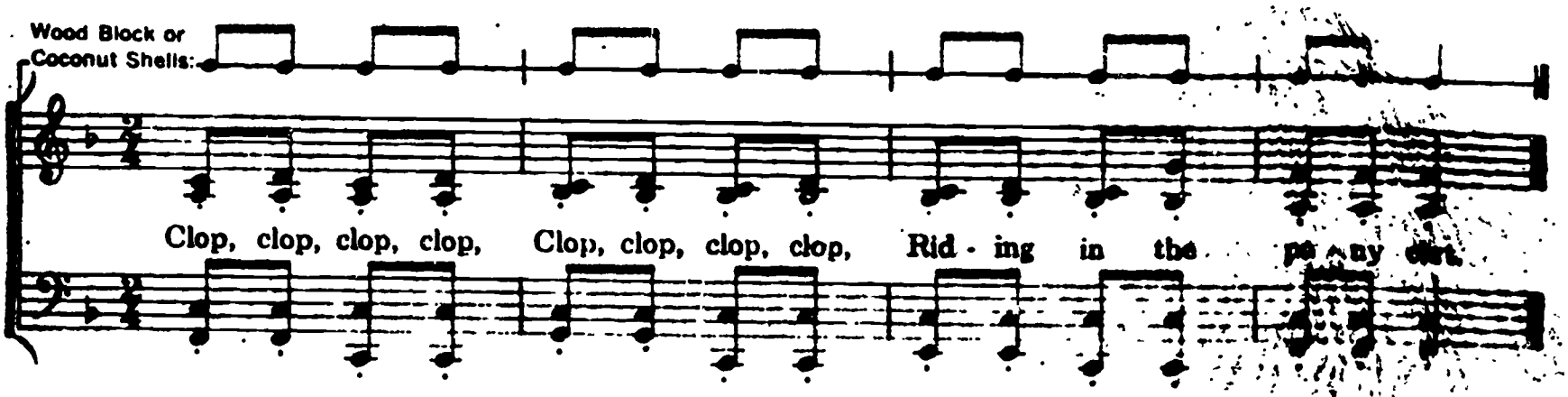
Xylophone or Bells



Slowly, the fish stuck his head out of the water and said, "What is your wish?" The old lady answered, "I wish I had a pony and cart." "Go home and see what you find," said the little fish.

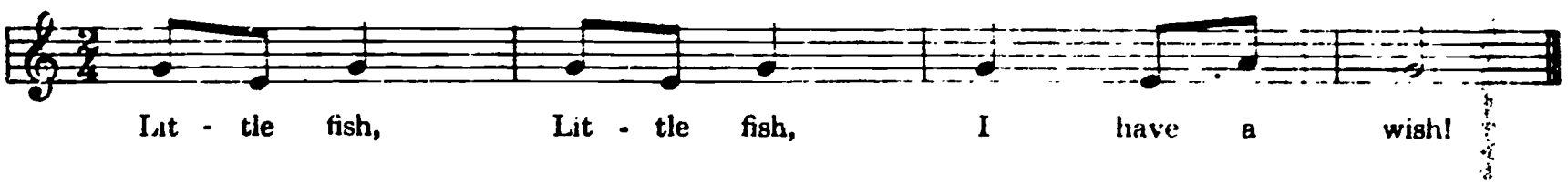
The old lady hurried home, and there was a pony and cart. She climbed in and slapped the reins, and the pony took her for a ride. They rode all around the town.

Wood Block or Coconut Shells:



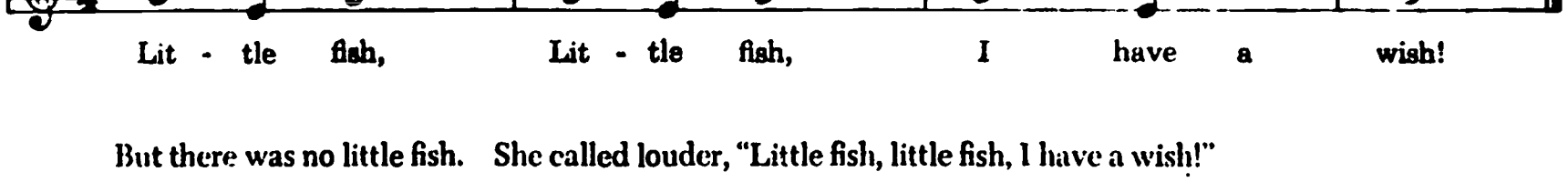
When the ride was over, the old lady climbed out of the cart and said, "I wish I had an automobile. I think I'll go back to the little fish and tell him what I want." So, she started off for the bridge once more. When she came to the bridge, she leaned over and called, "Little fish, little fish, I have a wish!" 39c

Xylophone or Bells



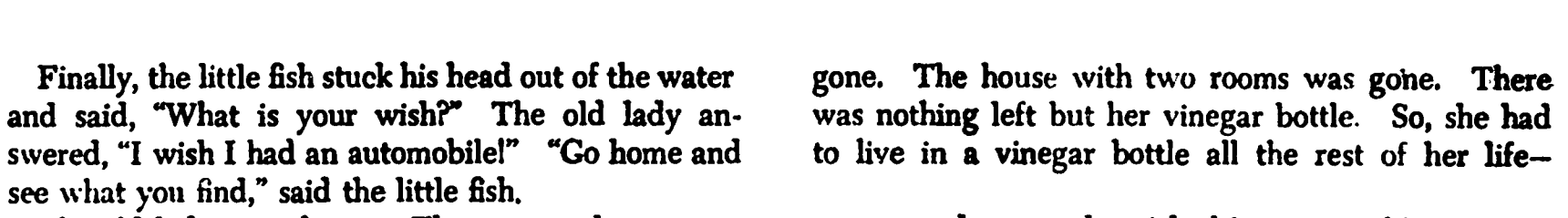
But there was no little fish. She called again, "Little fish, little fish, I have a wish!"

Xylophone or Bells



But there was no little fish. She called louder, "Little fish, little fish, I have a wish!"

Xylophone or Bells



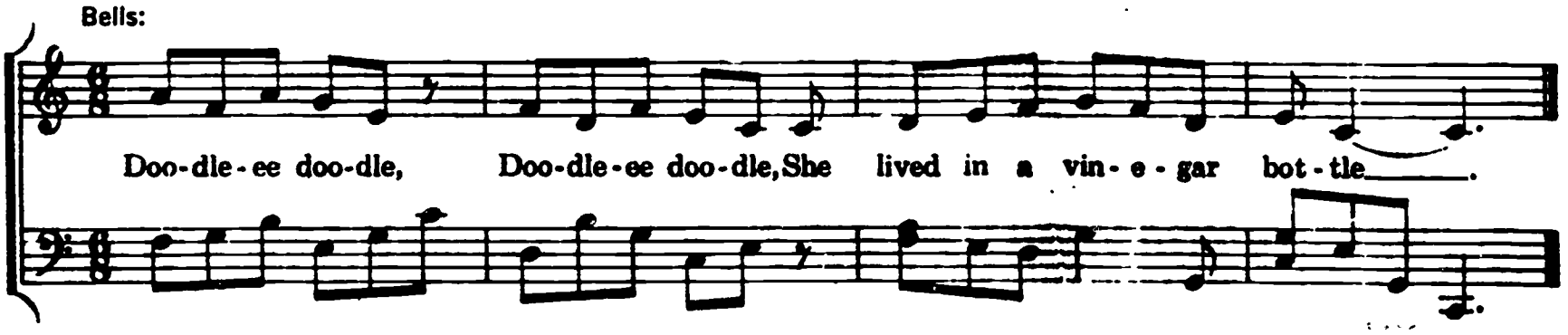
Finally, the little fish stuck his head out of the water and said, "What is your wish?" The old lady answered, "I wish I had an automobile!" "Go home and see what you find," said the little fish.

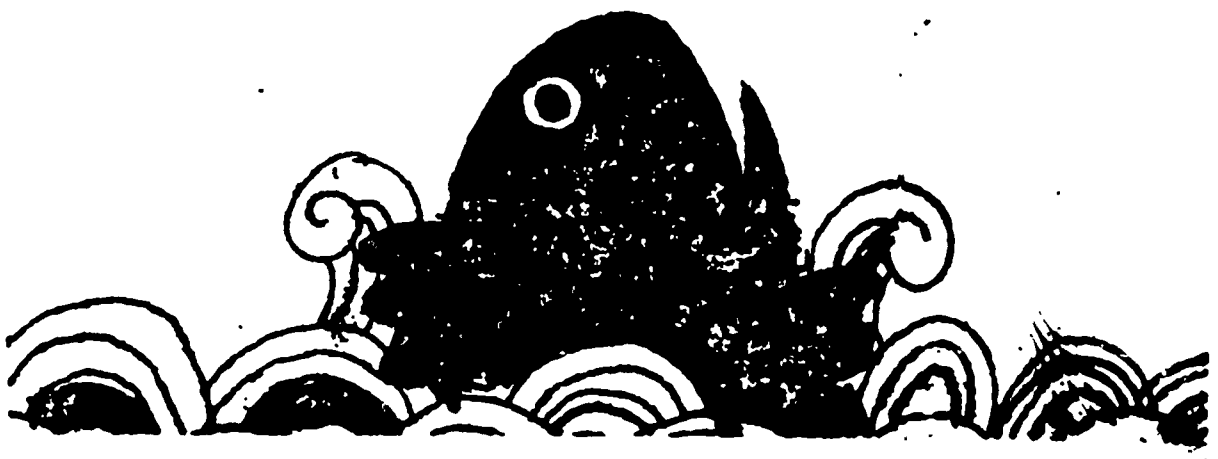
The old lady went home. The pony and cart were gone. The house with two rooms was gone. There was nothing left but her vinegar bottle. So, she had to live in a vinegar bottle all the rest of her life—

because she wished for too much!

Rather slowly

Bells:

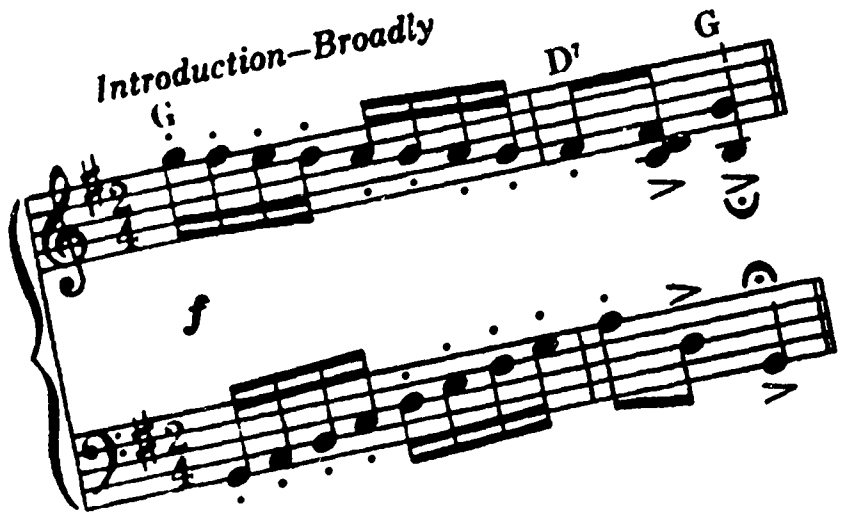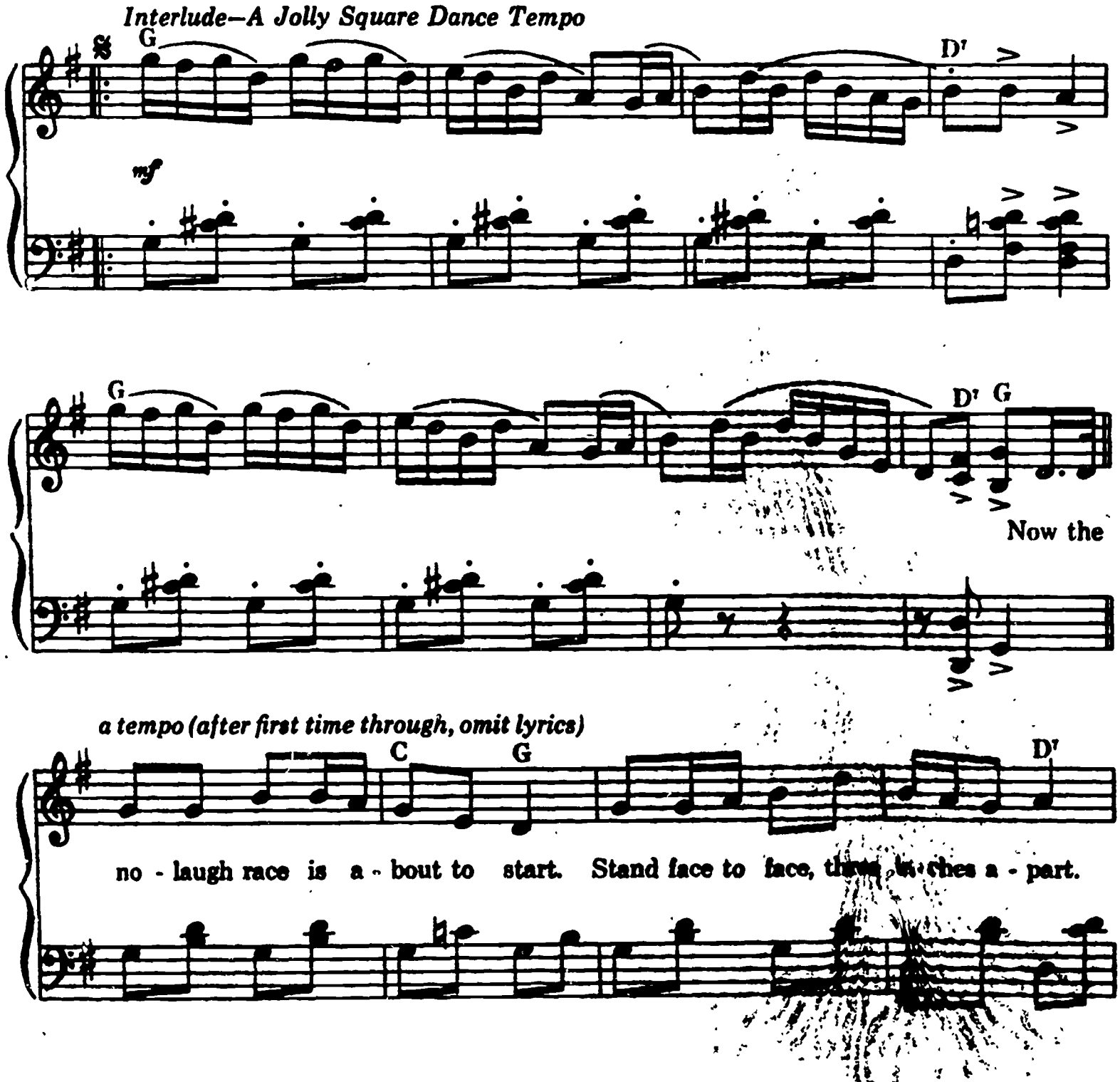




To the Teacher. This song story may be used without any music for dramatization, or it may be dramatized with the music as given in the story. For sound effects, you will need: a wood block or coconut shells, cymbals, and a xylophone or melody bells. Let children suggest various ways of dramatizing the story.

No Laugh

A Party Game Song



Note: This is an elimination contest. Any child who laughs has to drop out. The left-over children re-group with new partners. They keep this up until only one child, the winner, remains.



G C D D' G

Just stand there and stare and stare. No - bod-y laugh now, don't you dare!

G C G D

Wig-gle your ears, wig-gle your nose. Wear- ing eye-brows? Wig-gle those. But if

G C D D' G

an - y- one gig - gles, out he goes! The laugh-er is the los - er, out he goes!

1.2. *(Repeat Interlude as many times as necessary)*

G C D D' G

1. Some-bod-y laughed, so some- bod-y's out. Who dared laugh, will please drop out!
2. Some-bod-y laughed, so some- bod-y's out. *You*, you laugh - er, out, out, out!
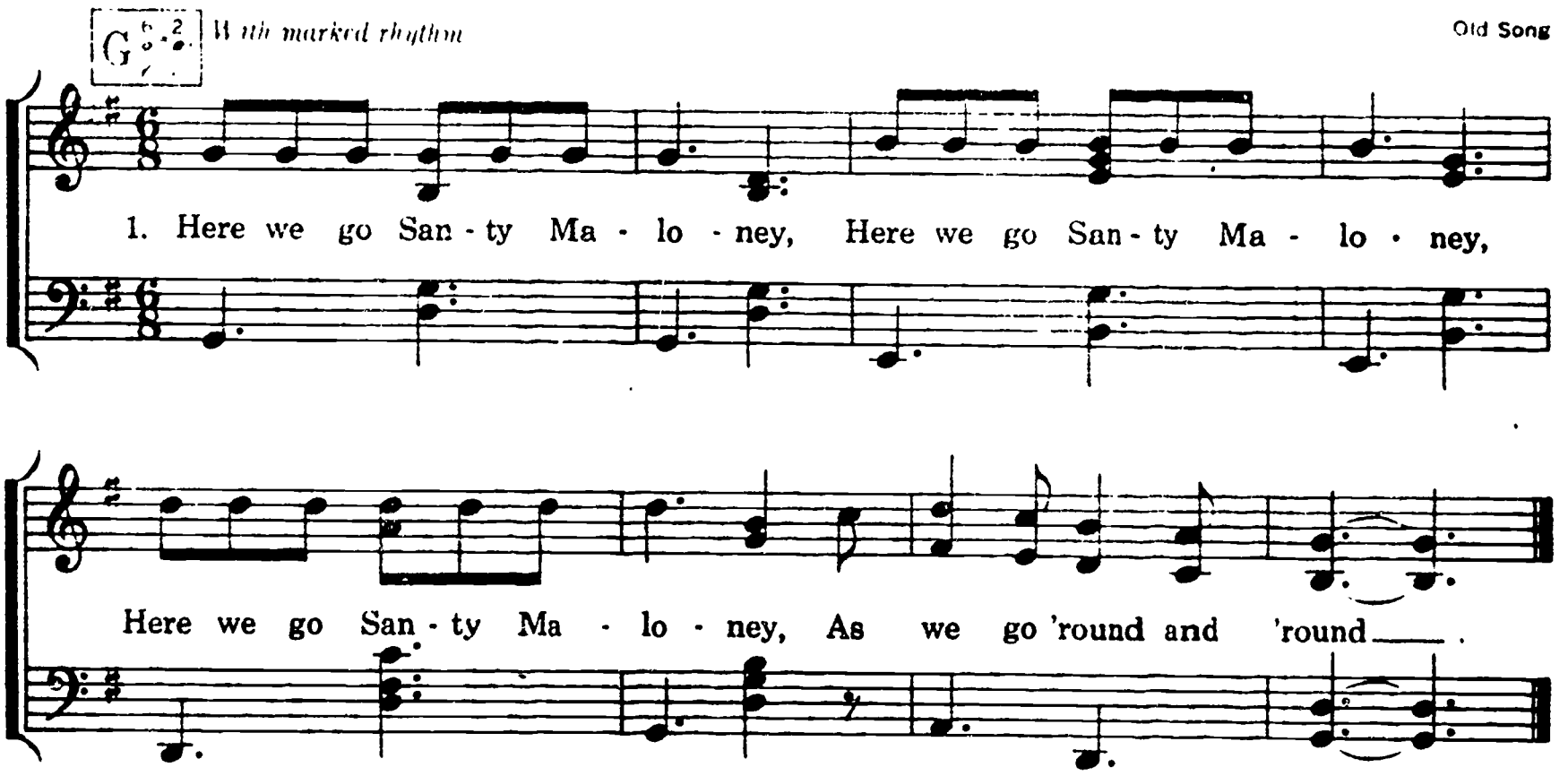
Finale (slowly) Ami. *a tempo*

G C D D' G

Now we're down to the last sad face. He's the win- ner of the no - laugh race!

f

Here We Go, Santy Maloney



All children form a circle and face the center. Do not hold hands.

(1.) Here we go, Santy Maloney,
Here we go, Santy Maloney,
Here we go, Santy Maloney,
As we go 'round and 'round.

(All children clap for the first three lines of the stanza, then turn around in place during the fourth line making one complete circle.)

2. Put your hand on ___ your shoulder,
Put your hand on ___ your shoulder,
Put your hand on ___ your shoulder,
As we go 'round and 'round.

(Pat shoulders in rhythm with the music for the first three lines, then turn around in place, as before, for the fourth line.)

3. Put your hand on ___ your head ___,
Put your hand on ___ your head ___,
Put your hand on ___ your head ___,
As we go 'round ___ and 'round ___.

(Pat heads in rhythm with the music for the first three lines, then turn around in place, as before, for the fourth line.)

4. Put your hand on ___ your knee ___,
Put your hand on ___ your knee ___,
Put your hand on ___ your knee ___,
As we go 'round and 'round.

(Pat knees in rhythm with the music for the first three lines, then turn around in place, as before, for the fourth line.)



Let the children think of other places to "put your hand," such as, "on your foot," "on your back," "in your ears," or "way up high."
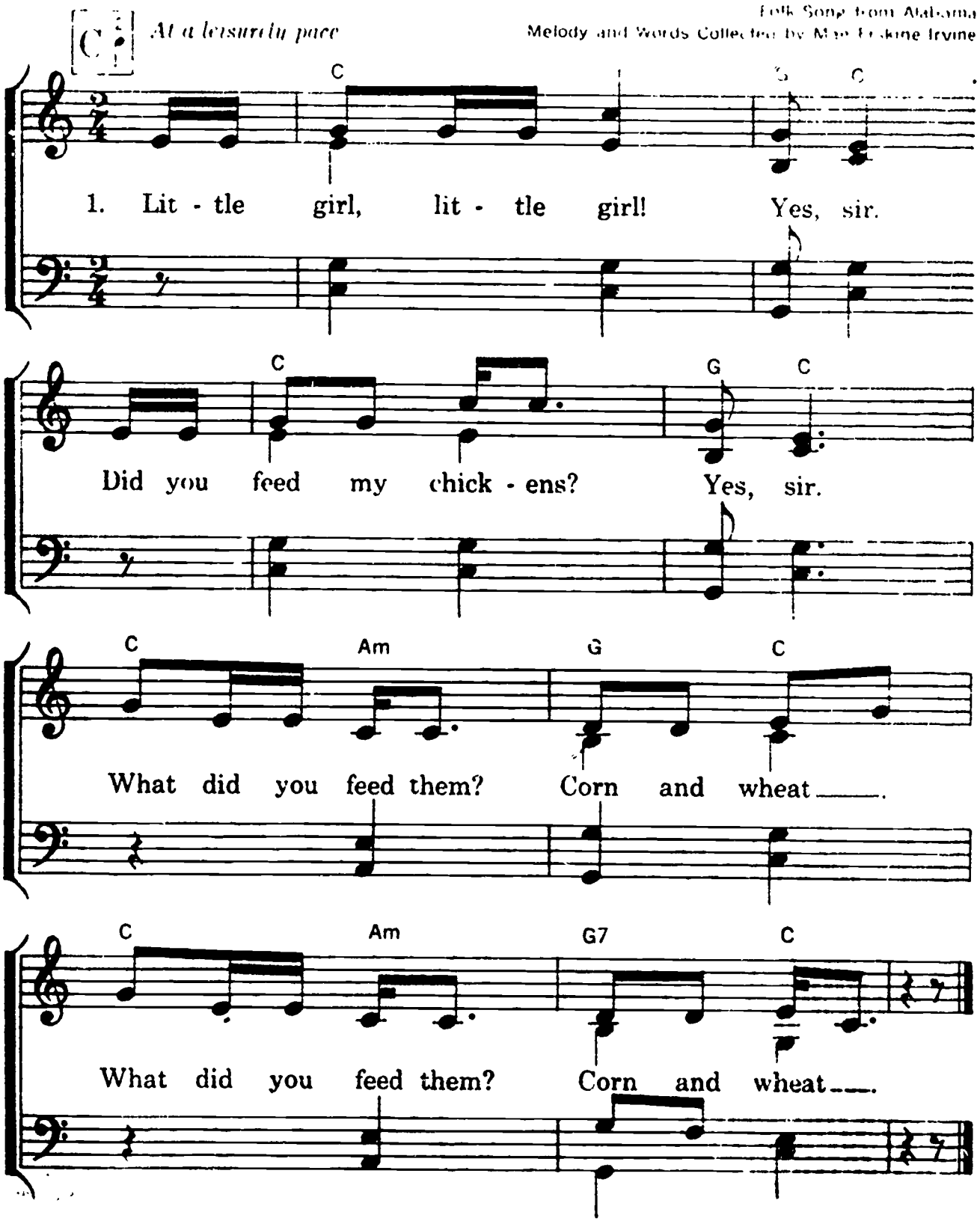
The first stanza may be repeated at the end of the game.

Melody and words from A FIRE SCHOOL MUSIC BOOK by Angela Diller and Kate Stearns Page.
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Little Girl

Folk Song from Alabama
Melody and Words Collected by Mae Erskine Irvine

At a leisurely pace
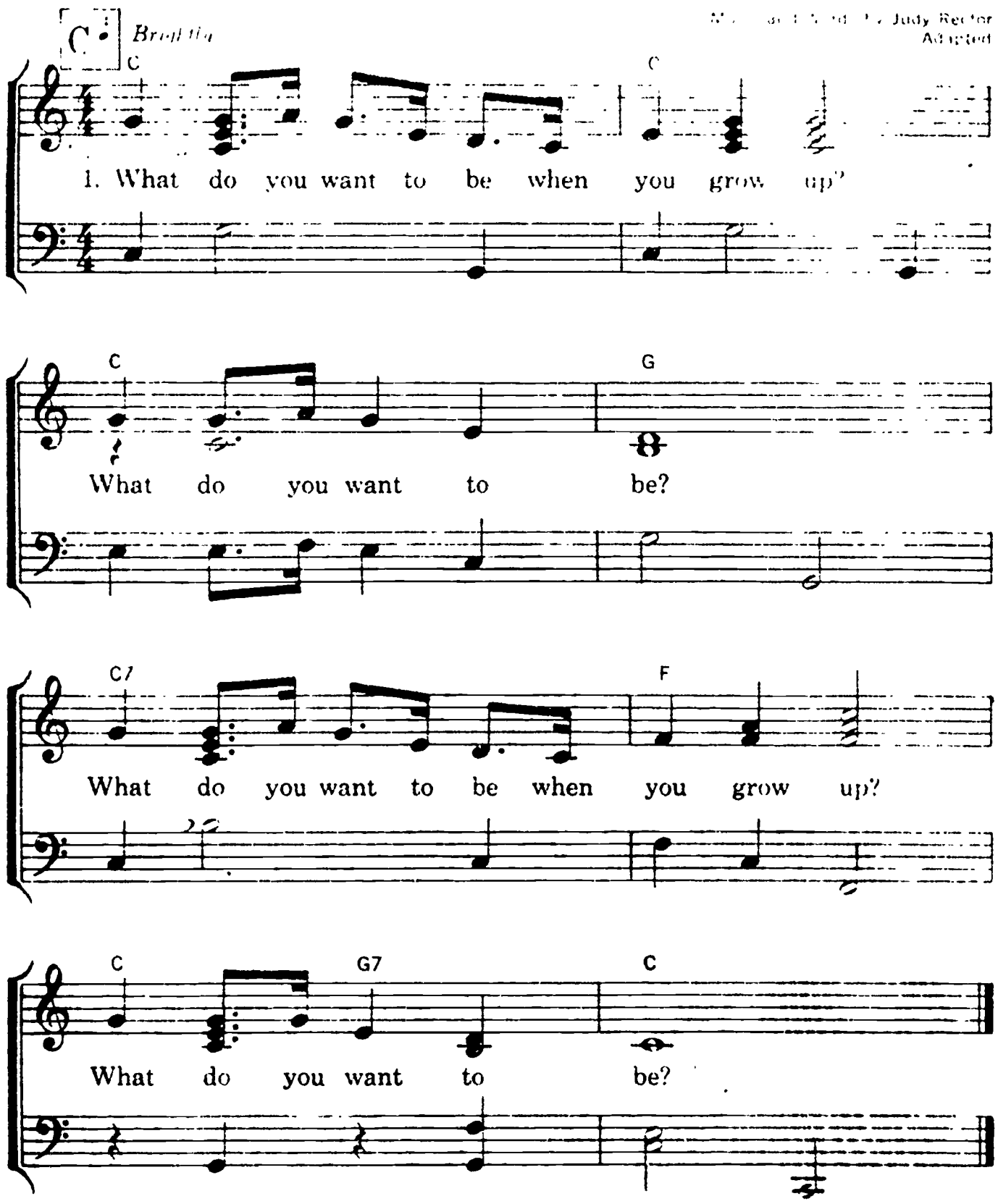


2. Little girl, little girl! Yes, sir.
   Did you feed my cat ___? Yes, sir.
   What did you feed it? Bread and milk.
   What did you feed it? Bread and milk.

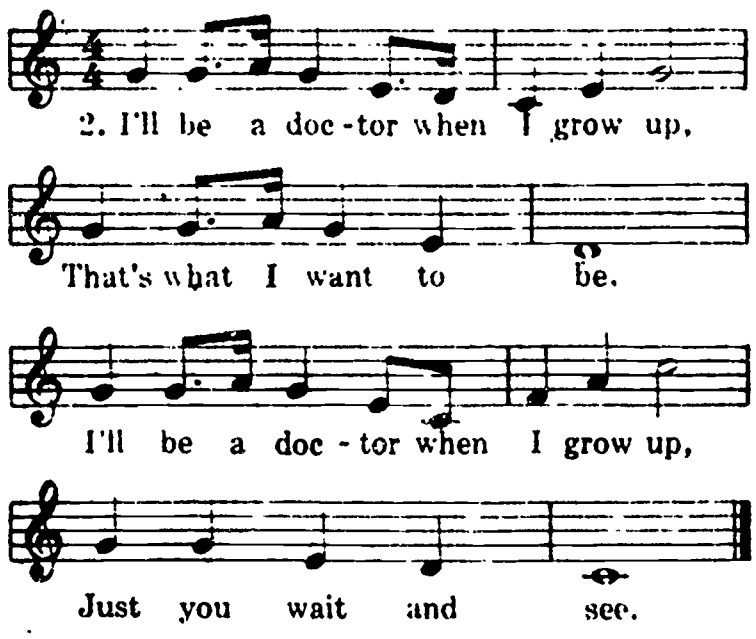
3. Little boy, little boy! Yes, sir.
   Did you feed my horse ___? Yes, sir.
   What did you feed it? Corn and hay.
   What did you feed it? Corn and hay.

4. Little boy, little boy! Yes, sir.
   Did you feed my sheep ___? Yes, sir.
   What did you feed them? Oats and barley.
   What did you feed them? Oats and barley.

This is a good "answering-back" song, helpful to children in learning to sing "in tune." You ask the questions and let a "little girl" or "little boy" sing the answers. Or you might have a group of children sing the questions with you and ask a number of "little girls" or "little boys" to sing the answers. Then be sure to make up new stanzas about other animals such as these: "Did you feed my dog?" " . . . my canary?" " . . . my fish?" " . . . my rabbit?" " . . . my white rat?"



Second stanza—piano accompaniment as before



Sing the first stanza to the children. Then ask one child, "What do you want to be when you grow up?" After he tells you, let him sing about it—along with you, if he needs help in singing. Your voice, quietly in the background, will give him confidence until he is able to sing by himself. Both boys and girls enjoy telling what they want to be when they grow up. Perhaps "a teacher," "a nurse," "a dancer," "a cowboy," "a space man," "a carpenter," or "a pilot" will be suggested. As you sing, adapt the rhythm of the song to the pattern of the words.



Andante doloroso

Dmi. Gmi. Dmi. Gmi. Dmi. C

mp

Some - bod-y stole my hoo - to foo - to boo-to bah, ___ and I'm ver - y ver - y

Dmi. Gmi.6 Dmi. B♭mi.6

sad. It was the on - ly hoo - to foo - to boo - to bah ___

A B♭mi.6 Ami. Dmi. Ami.

___ that I ev - er, ev - er had. I can't do a thing with-out my

with Pedal *p dolente*

SOLEMN HOO-TO FOO-TO BOO-TO BAH

Dmi. Emi.7 Ami. Fmi. A♭mi.

hoo - to foo - to boo - to bah ____ can't eat, can't sleep ____ with- out my

cresc. e accel.

B♭ E♭7 Gmi.

hoo - to foo - to boo - to bah. I can't wash or go to school. I'll end

f *Meno mosso*
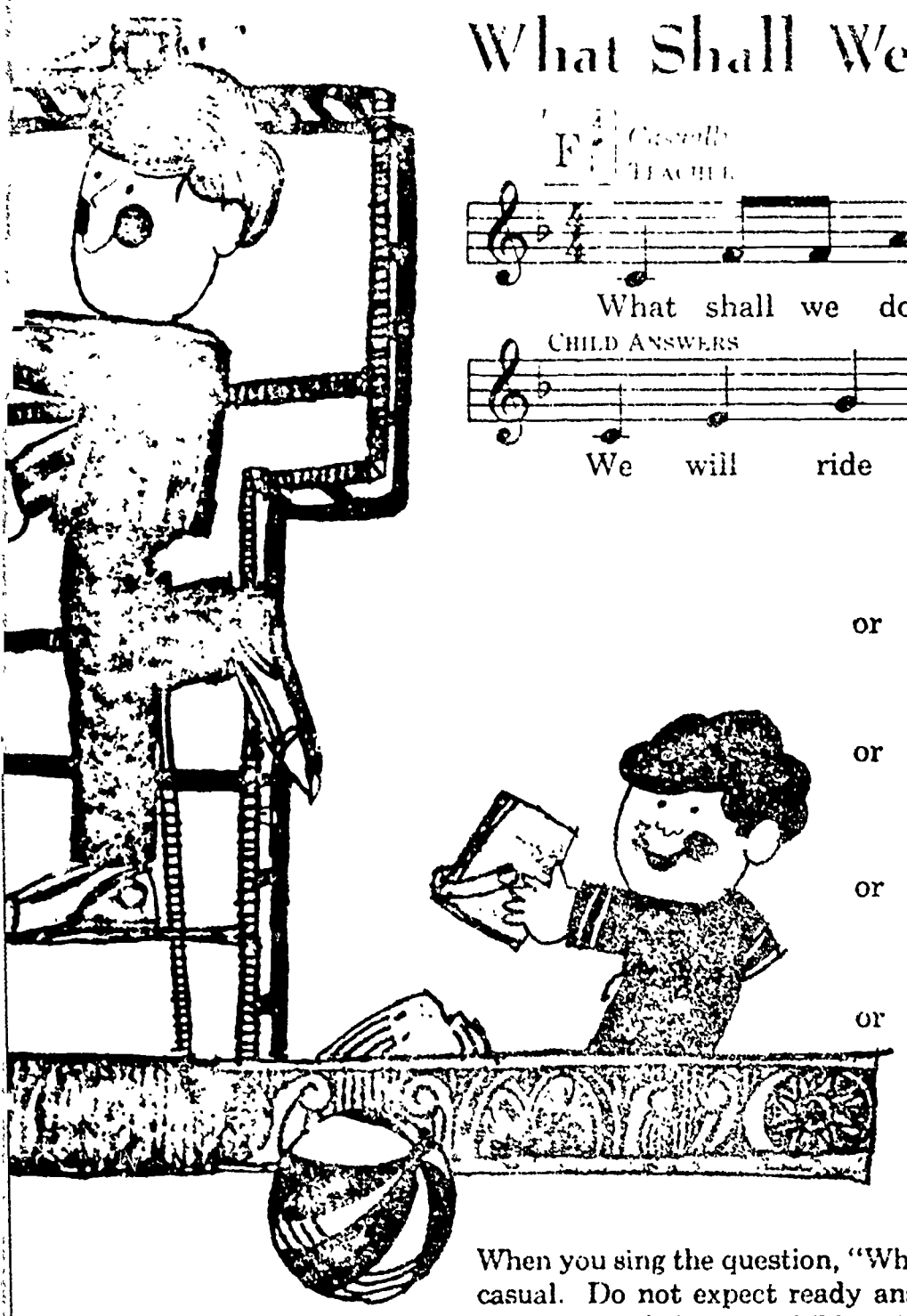
Ami.7-5 Gmi. C9 D7 Gmi.7-5 *mp* *p* Dmi.

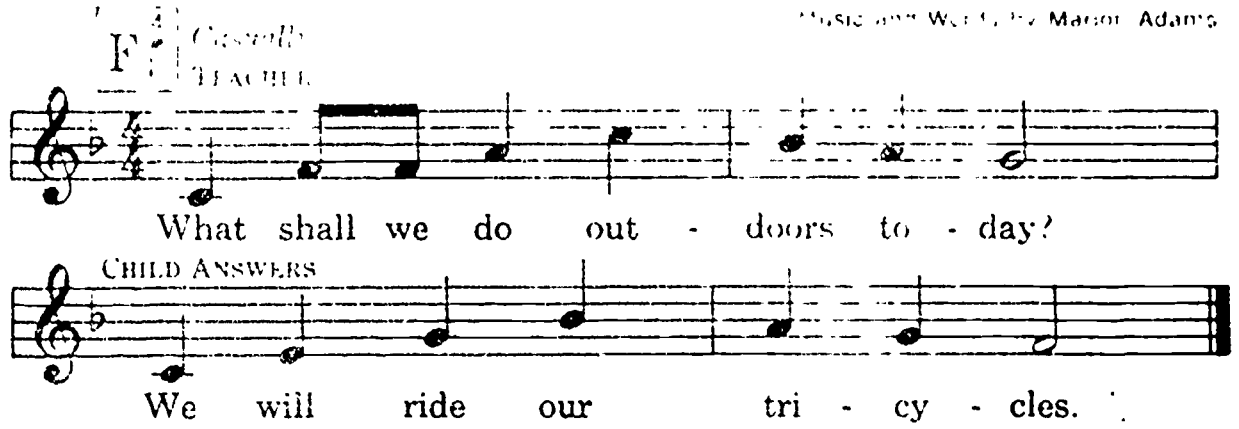
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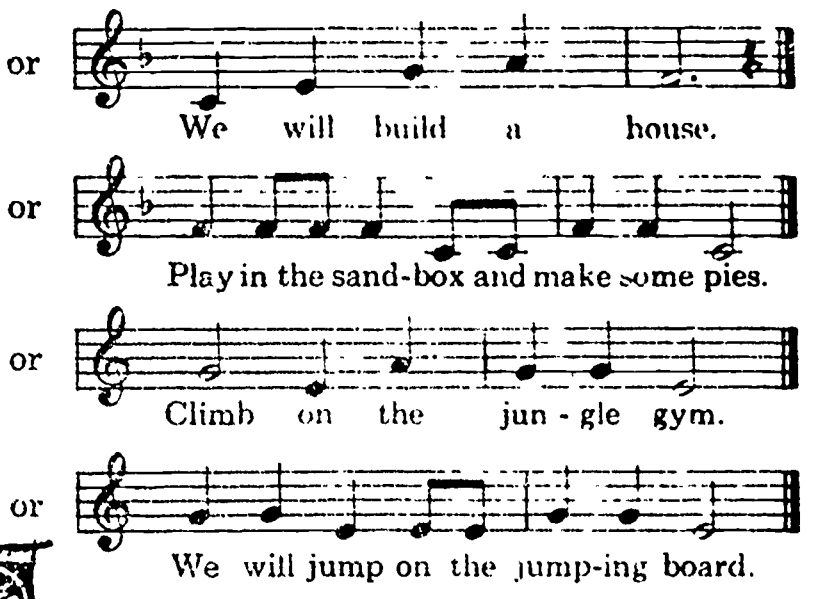
up as a fool! Oh please, bring my hoo-to foo - to boo-to bah back. ____

What Shall We Do Outdoors Today?

Music and Words by Marion Adams

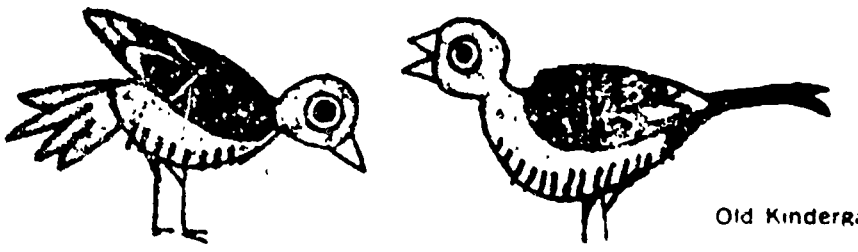




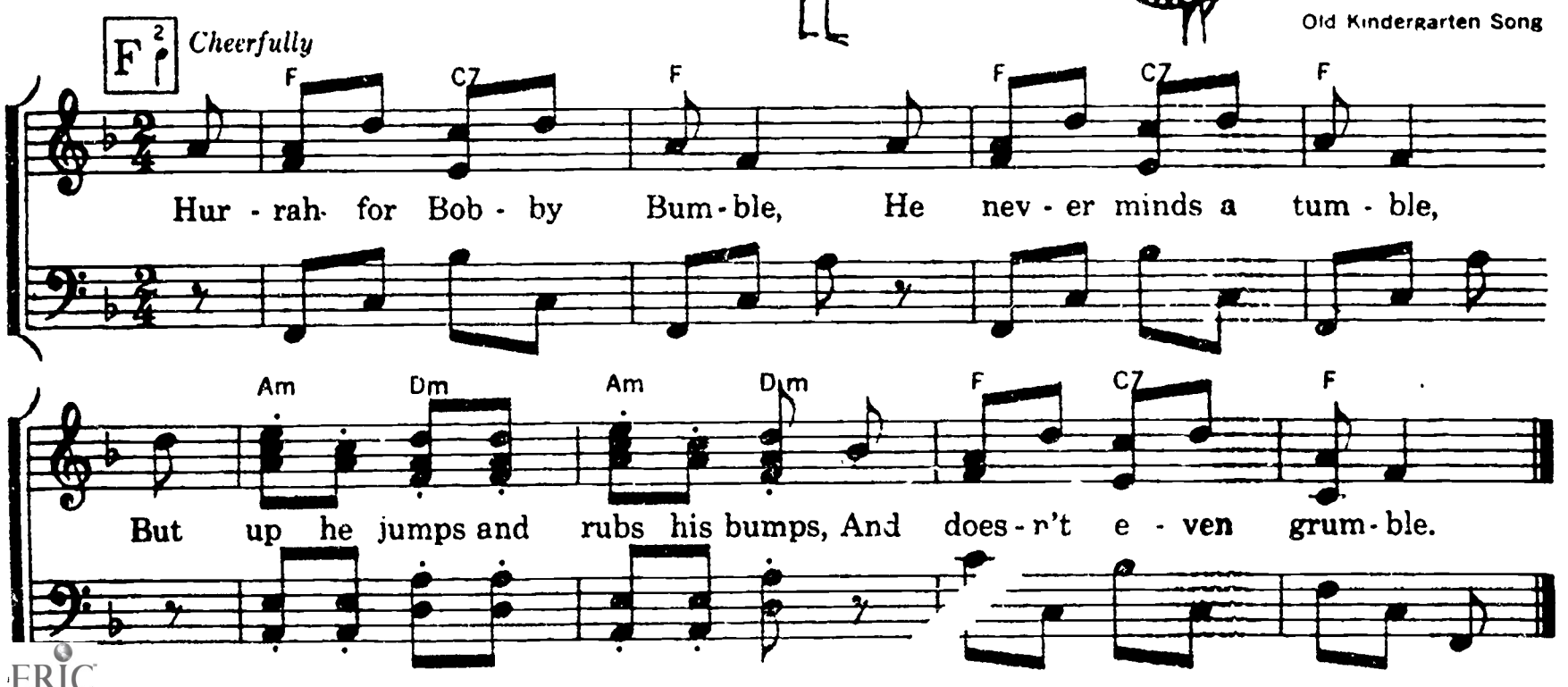


When you sing the question, "What shall we do outdoors today?" let it be **extremely** casual. Do not expect ready answers such as those given above. (They may be useful when helping a child to "sing along" with you.) Some children may give interesting original answers either spoken or in fragmentary song. Your acceptance of their spontaneous responses should be without comment, and without any attempt to alter their tunes.

Bobby Bumble



Old Kindergarten Song



The Little Boy and His Goats

After the children have had ample opportunity to experiment with percussion instruments and have had experience in capturing the sounds of hopping, jumping, skipping, etc., by playing on rhythm instruments, they will enjoy dramatizing "The Little Boy and His Goats," using a variety of instruments to accompany the action. Some children will be actors; others will play the instrumental accompaniment. Before the children select specific roles, give them an opportunity to suggest an appropriate instrument to represent each character. Discuss suitable tempos and dynamic levels for the action by asking leading questions, such as "Which instrument will you choose to make the sound of little hooves as the goats climb up the mountainside? Will you play fast, or slow, when the rabbit hops? Will you play loud, or soft, when the horse gallops around?"

There was once a little boy who had some very fine goats. Early every morning he took a stick and drove them to the mountainside where they could eat and grow fat.

One evening when it was time to go home, the little boy said, "Go home, goats, go home." But they would not mind him. Instead, they ran about and paid no attention to what the little boy said. So the little boy took his stick and ran after the goats shouting, "Go home, goats, go home."

Instead of going home, the goats jumped over a fence and went into a farmer's cornfield and the little boy could not get them out. He didn't know what to do so he sat down and cried.

Just then a rabbit came hopping by. When he saw the little boy he said, "Little boy, why do you cry?" The little boy said, "I'm crying because I can't get my goats out of the cornfield." The rabbit said, "I'll get them out for you." The rabbit hopped all around the field trying to make the goats go home, but they would not go. So the rabbit sat down by the little boy and they both began to cry.

Then a duck came waddling by. When she saw the boy and the rabbit she said, "Why do you cry?" The rabbit said, "I cry because the little boy cries and the little boy cries because he can't get his goats out of the cornfield." "Is that all?" asked the duck. "I'll get them out for you." The duck waddled around quacking at the goats, but she could not make them go home. So the duck sat down by the little boy and the rabbit and they began to cry.

Soon a horse came galloping along. When he saw the little boy, the rabbit, and the duck he said, "Why do you cry?" The duck said, "I cry because the rabbit cries and the rabbit cries because the little boy cries and the little boy cries because he can't get his goats out of the cornfield." "Is that all?" asked the horse. "I'll get them out for you." Away he went, galloping around the field, chasing

the goats, but he could not make them go home. So the horse sat down by the others and they all began to cry.

Then a cat came by and when he saw the little boy, the rabbit, the duck, and the horse he said, "Why do you cry?" The horse said, "I cry because the duck cries and the duck cries because the rabbit cries and the rabbit cries because the little boy cries and the little boy cries because he can't get his goats out of the cornfield." "Is that all?" asked the cat. "I'll get them out for you." The cat arched his back and hissed at the goats. When they didn't even notice him, the cat yowled and ran after them but the goats would not go home. So the cat sat down with the others and they all began to cry.

Before long, a bee buzzed by. When he saw the little boy, the rabbit, the duck, the horse, and the cat he said, "Why do you cry?" The cat said, "I cry because the horse cries and the horse cries because the duck cries and the duck cries because the rabbit cries and the rabbit cries because the little boy cries and the little boy cries because he can't get his goats out of the cornfield. "I'll get them out for you," said the bee. "You?" said the little boy. "You can't get the goats out of the cornfield!" "You?" said all the others. "How can a bee get goats out of a cornfield?" "Wait and see," said the bee and he buzzed away.

"Buzzzzzzzzzz," went the bee, and he sat down on the first goats' ear. The first goat was so frightened that he jumped over the fence and ran home. The bee sat down on the second goats' ear and the second goat was so frightened that he jumped over the fence and ran home. The bee went on to the next goat, then the next and the next until all the goats had jumped over the fence and had run home. When the very last goat ran home the bee flew after him.

Then the cat followed the bee and the horse followed the cat and the duck followed the horse and the rabbit followed the duck and the little boy was so happy that he *skipped* all the way home.

Filmstrips

Jim Handy Organization, Detroit, Michigan, :

Brush, the Red Squirrel

The Adventures of Pete and His Dog

The Lazy Bear Cub

Society for Visual Education, Inc., Chicago, Illinois

Little Black Bear

Stillfilm, Inc., Hollywood, California, :

Gingham Dog and the Calico Cat

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*The Big Brag
*Gertrude McFuzz

AN APPROACH TO THE TEACHING OF COMPASSION AND COMPETENCE IN A KINDERGARTEN CLASS*

Specific Values:	**Compassion and competence**
Subject Area:	**Total Kindergarten program**
Grade Level:	**Kindergarten**
Time:	**Six to Seven weeks**

Project on Student Values
3860 Plainfield N.E.
Grand Rapids, Michigan 49505

***Materials prepared by Doris McKenzie**

AN APPROACH TO THE TEACHING OF COMPASSION AND COMPETENCE IN A KINDERGARTEN CLASS

Abstract

I. Philosophical Statement. Children who enter kindergarten embark upon a traumatic experience. They enter from a family centered environment to a multi-cultural situation. Suddenly their values, beliefs and behavior patterns are being challenged. This transitional period extends through out young adult life. Therefore, it is imperative that a child learns to respect others and yet maintain competence in his own ego.

II. General Objectives. The general objective is to incorporate value strategies into the regular kindergarten program. The program includes social studies, science, art, music, math and reading readiness.

III. Specific Objectives.
- A. To state alternatives
- B. To complete a post test
- C. To state the feelings of the main character
- D. To state his own feelings in alternate situations
- E. To be discriminate in his choice of alternatives
- F. To analyze the main characters

IV. Context. Kindergarten.

V. Content. Plant and animal growth, Pre-test, Post-test, records, stories, films.

VI. Methods. The contrived incident and value clarifying discussions

VII. Time Schedule. Six to seven weeks.

AN APPROACH TO THE TEACHING OF COMPASSION AND COMPETENCE IN A KINDERGARTEN CLASS

Philosophical Statement

Since I have been a kindergarten teacher,one of the areas that has disturbed me tremendously is getting the children to have respect for others but at the same time maintain their own self respect. From the moment a child enters the door of the kindergarten classroom he is bombarded with teacher and peer values and so many times they conflict with his own world. It is little wonder that there are so many discipline problems in school. I do not mean to imply that there will never be discipline problems if this approach is used but I do feel it will lesson the internal trauma a child experiences.

Since I have felt constant frustration in my teaching with this question: How do I get the child to maintain his self esteem while adjusting to the demands of me (the teacher) and to his friends (the peer group); I have decided to use two main value strategies to help the child adjust more easily to the demands of society. The strategies are the contrived incident and value clarifying discussion.

Statement of General Objectives

The general objective is to incorporate value strategies into the regular kindergarten program. The program includes social studies, science, art, music, math and reading readiness. In the Spring of the year most kindergarten classes concentrate on how things grow which can include plants, animals and humans. This unit will begin with the summary of the study of plants and continue through the study of farm animals.

Statement of Specific Objectives

1. To state alternatives.
2. To complete a post test
3. To state the feelings of the main character
4. To state his own feelings in alternate situations
5. To be discriminate in his choice of alternatives
6. To analyze the main characters

Statement of Context

School: East Newhall, Wyoming, Michigan
Grade: Kindergarten
General Ability level: Low to average
Type of Community: Low income to average income
Number of students: 47
Subject Area: The total kindergarten program

Content

Note: The numerals in the right hand margin indicate the method stated in the following section.

1. Summary of survival theory: everything needs air, sunlight, rest, water and food. (3)
2. Read Things That Grow by Joyce Eggleston. (4)
3. Visit florist.
4. Write Thank-you letter.
5. Plant flower seeds.
6. Write experience story. (4)
7. Record seed count to compare to actual growth.
8. Use text We Read Pictures pages 35-36. (1)
9. Show film Barnyard Babies by Encyclopedia Britannica. (3)
10. Cut out pictures from magazines of one thing I need and like.
11. Read Crow Boy by Taro Yashima. (3)
12. Show film The Poultry Farm by Encyclopedia Britannica. (3)
13. Read Swimmy by Lionni Leo. (3)
14. Use text We Read Pictures pages 39-40. (1)
15. Trip to farm. (4)
16. Write a thank-you letter.
17. Write experience story.
18. Show film strip: One Kind of Bravery by Encyclopedia Britannica. Be sure to stop before his friend leaves him. (2)
19. Read story Anatole by Eve Titus. (3)
20. Use text We Read Pictures pages 41 and 42. (1)
21. Draw picture of the farm trip. Write captions as child dictates. (1)
22. Read Billy the Kid by William Lipkind and Nicolas Mordvinoff. (3)
23. Make farm scene from pipe cleaners and clay.
24. Read One is Good But Two Are Better by Louis Slobodkin. (3)
25. Use test We Read Pictures page 45. (1)
26. Use film strip Playing Fair by Encyclopedia Britannica. Be sure to stop after first child gets angry and before she leaves. (2)
27. Read Timid Timothy by Gweneira Williams. (3)
28. Use any issue of the Weekly Reader. (1)
29. Draw picture of yourself doing something you like best. Write caption as child dictates. (1)

30. Read Kim and Me by Ethel and Leonard Kessler. (3)
31. Show filmstrip The New Pupil by Encyclopedia Britannica. Be sure to stop after the expression "Bonnie Lad" is used. (2)
32. Read Whistle for Willie by Ezra Keats. (3)
33. Play record--Songs of Friendship, Health, Manners and Safety. Vol. 12. Learn "I have a Little Friend".
34. Draw picture of what they think Little Friend looks like.
35. Read Mommies at Work by Eve Merriam. (3)
36. Any math page from SRA Series. (1)
37. Use film strip School Helpers by Encyclopedia Britannica. Use as one would use a story. (3)
38. Use chalk drawings to show oneself as a school helper.
39. Read Let's Be Friends by Bernice Byrant. (3)
40. Tell the story about Willie. (5)
41. Play record---Songs of Friendship, Health, Manners and Safety. Vol. 12.
42. Read The Little House by Virginia Burton. (3)
43. Read How Joe the Bear and Sam the Mouse Got Together by Beatrice DeRegniers.

Methods

It is recommended by Rath, Harmin and Simon in Values and Teaching to use caution when working with young children on clarifying responses. Therefore, there are times when the writer would push for value clarification and other times just approaching the topic and if there is no response she would go on.

1. There are many pictures without captions in the kindergarten program. Here is a list of possible questions.
   a. What will happen if another animal comes into the story?
   b. How will ____ (use name of character) feel about a stranger?
   c. How will the _____(stranger) feel?
   d. What would you do?

2. The film strips are to be used for value clarifying discussions. These also end up with didactic teaching so caution must be used. Be sure to stop as indicated in the content material.

3. The movies and stories are designed to aid children in the understanding of compassion and competence. There is no attempt to always involve value clarifying techniques unless the class initiates the discussion.

4. The trips are also to aid the children in the understanding of compassion and competence. There is no attempt to involve value clarifying techniques unless the class initiates the discussion.

5. The contrived incident is in its simplest form in the kindergarten program. It is adapted from the material prepared by Cornelius Mahoney of the Raphael Weill Elementary School in San Francisco. This writer considers this situation contrived for kindergarteners because this situation would shock many of them. Here is the story:

Willie was in trouble! In school this morning he had thrown his paint water at Sue and the teacher had become angry with him. "Why did you do that, Willie?" she asked. Willie couldn't tell her, because he really didn't know why himself. He knew that Sue had teased him a little, but that wasn't the real reason. He just didn't know! The whole thing put him in a bad mood. From then on, the entire day just went to heck.

In the afternoon he had pushed Tommy in the recess line. He also had stamped his foot and yelled at the teacher. The teacher had become angry with him again. But this time she has pinned a note to his mother on his jacket.

That note! He knew it was about his behavior in class during the day. He knew that when he got home his mother would read the note and give him some kind of punishment. Then his father would find out about it and he'd really get it.

On his way home from school Willie was thinking about what his father would do to him.

"Wow" he thought. "I'll get killed if I take this note home. I'd better take it off and throw it away."

He was just about to do that when he remembered what had happened to Billy when he was sent home with a note. Billy had thrown his note away and was sent to the principal's office about it. Then Billy was in double trouble!

Wow. He was in trouble. He couldn't give it to his mother, he couldn't throw it away. What should he do? He had a problem all right. He had to make a choice, but how should he choose. No matter what he did, the outcome didn't look too good. What should he do?

After reading, the teacher asks the following:

1. What things can Willie do? (alternatives)
2. What might happen to him (in each alternative) if he does these things.
3. How would Willie feel in each case?
4. How do you think you'd feel?
5. What do you think you'd do?
6. Why do you think people have different feelings about things?

6. The library corner will have books which the teacher uses for story-telling which may also lead to value clarification responses. A child may wish to be alone and think over the discussion. This can be done during Quiet Free Activity which is always 15 to 30 minutes in the writer's program.

Time Schedule

The time element depends upon the class load for testing. Six to seven weeks should be sufficient. It may take a full week to test if the children do not respond to quiet free activity. This teacher finds it is a successful arrangement for any individual instruction. Below is listed the recommended content areas to be covered.

First Week
Testing (Pre)
Completion of Content No. 7

Second Week
Completion of Content No. 14

Third Week
Completion of Content No. 22

Fourth Week
Completion of Content No. 30

Fifth Week
Completion of Content No. 40

Sixth Week
Completion of Content No.. 43
Testing (Post)

Evaluation

The pre and post tests will give an indication of the class growth. These tests were not designed to establish norms but merely to help the teacher formulate and clarify her own teaching objectives. An evaluation can be completed after this unit is tried.

Pre-Test

Procedure: To be given individually. The rest of the children have Quiet Free Activity; this may include: clay, painting, puzzles, books, bead and strings, cut and paste, coloring, chalk

Read this story to the child:

1. A new boy (or girl) comes into the classroom. Would you speak to him (or her) first or wait until he (or she) spoke to you?

2. A new boy (or girl) comes into the classroom. He (she) has different colored skin than yours. Would you speak to him (or her) first or wait until he (or she) spoke to you?

Mark plus if the child speaks first in either situation. Mark minus if the child speaks second in either situation. Each situation has its own plus or minus.

Post-Test

Procedure: The same as given on the pre-test. Read this story to the child:

A new boy (or girl) brings a treat to school. You don't like the treat. You want to throw it out but that might get you into trouble with the teacher. Also the new boy (girl) is looking right at you. You don't know what to do.

1. What can you do? Alternatives must be stated.
2. How would the boy (girl) feel in each of the alternative situations?
3. How would you feel if you were the new child. Present the child in each alternative situation.

The child must not give one worded answers as happy, etc.
The child must be able to state:

She (he) would be ...
I would be ...

Mark plus if the child is able to answer all questions.
Mark minus if the child is able to do two of the three.
Mark zero if the child is able to do one or none.

GRID

Objectives / Content	A	B, C, F	D, E	Total
Art	0	0	7	7
Social Studies	7	7	7	21
Science	5	5	5	15
Stories	10	10	10	30
Music	0	2	3	5
Reading	5	5	5	15
Math	1	1	5	7
Totals	28	30	42	100

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Text Book Materials

We Read Pictures by Scott, Foresman and Company

Greater Cleveland Mathematics Program by Science Research Associates.

Films and filmstrips by Encyclopedia Britannica.

Record by the First Golden Record Library. Vol. 12

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Outline of Content

Many people must be involved to have a school wide approach to respect for property. In this outline of value education the elementary school principal must put forth an effort to involve everyone from staff member to student, but must also realize not everyone will take an active part.

1. Professional Staff

   A. Classroom teachers
   B. Special area teachers - art, music, gym, remedial
   C. School librarian
   D. The visiting social worker
   E. The visiting diagnostition

2. Non-Professional Staff

   A. Secretaries
   B. Custodians
   C. Kitchen personnel
   D. Lay supervisors
   E. Teacher aides

3. The Students

   A. Grades kindergarten through 5
   B. Special education
   C. Bus students
   D. Students within walking distance

Many opportunities should be provided for developing a school-wide approach to respect for property. Some appropriate times for value education are:

1. Fire Prevention Week - October
2. School Open House
3. American Education Week
4. Good Citizenship Day
5. Michigan Week
6. School Week
7. Anti-Litter Campaigns

Value education can be taught via various media:

1. Art
2. Music

A SCHOOL-WIDE APPROACH TO RESPECT FOR PROPERTY IN A NEW ELEMENTARY BUILDING

Abstract

I. Philosophical Statement. The public elementary school is the central agency for teaching value education. Eventhough learning situations for respect for property will often be of an incidental nature, the elementary school can foster value education on respect under structured conditions. All staff members can at sometime instruct students in value education by choosing one of several methods.

II. Statement of General Objectives. The new structure should be completed and all staff assignments made. Children should be assigned to classes. All these matters will put the school in a state of preparedness for the opening of the school. A general feeling toward respect for property should be noted.

III. Statement of Specific Objectives for Value Education. Students and staff members alike should take pride in themselves and show respect for their own materials. They should begin by being responsible for their own materials in their own desks and classrooms. From this point on students and adult staff members should build a unified effort to collectively maintain a beautiful school and grounds.

IV. Statement of Context. This unit of study is designed for a twenty-two room elementary school now under construction. It is to be open for the 1969-70 school year. This unit is intended for approximately six hundred students in grades kindergarten through five. Charlotte, Michigan is a small community about twenty miles southwest of Lansing.

V. Methods. The methods include many areas of the elementary curriculum including art, music, literature, language arts, and dramatics. These may be used in the daily program or on special days and weeks dedicated to certain values.

VI. Time Schedule. This unit includes the pre-planning stages and the opening of a new school in September 1969. It is to continue throughout the school year.

VII. Evaluation. The general appearance of the school as time goes by will reflect value education. A goal sheet pertaining to respect for property is also outlined.

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SHOULD HAVE A CLEARER UNDERSTANDING OF VALUES AND IMPLEMENTING A UNIT

Philosophical Statement

A value is defined as a normative, conceptual standard of the desirable that predispositionally influences an individual in choosing among personally perceived alternatives of behavior. The public elementary school is equipped to meet the pluralism of society through social experiences. Elementary school children have left the family phase of sanctions and prohibitions and have reached the peer phase in learning values from each other. Through carefully directed experiences the child may develop an awareness of certain desirable standards of behavior and cognitively use the desirable pattern in a given behavioral moment. The student must learn to evaluate various situations and choose between his value system, as learned from the family or his peer group, and the possible alternative behaviors.

As a child matures his value system is subject to change, but certainly some ideas learned at a young age do carry him through his adult life.

Statement of General Objectives

1. Preplan for the opening of the school year by becoming thoroughly familiar with the floor plan as shown on the blueprints.
2. Complete the building process as nearly as possible before the opening of the building for the first school year.
3. The new structure should be in a state of preparedness or readiness when the staff arrives prior to the arrival of the students.
4. The total staff should be selected and definite assignments made as to placement of teaching and non-teaching personnel.
5. Boundary lines and bus routes should be well defined.
6. Room assignments should be designated for all students.
7. Student records should be on file in the school office.
8. An effort should be made to remember family names and parents who visit the school prior to its opening day.
9. A general observation should be made of the total staff in regard to respect for property.
10. Observations of individual staff members should be made regarding respect for property.

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11. A general observation should be made of families and of classroom units of children in regard to respect for property.

12. Observations of individual children should be made in regard to respect for property.

Statement of Specific Objectives for Value Education

Because the value of respect for property should be learned or enhanced through social experiences in a peer group it seems important that the staff of this particular new school also place some emphasis on respect for property. It is hoped that the total staff:

1. view with pride and pleasure the beauty of the structure itself.

2. and feel inspired to keep it neat, clean, and beautiful.

If the staff does feel so inspired and is willing to accept the value of respect for property it is hoped that a majority of staff members:

1. set a good example in proper usage of the building and its materials.

2. set a good example regarding general cleanliness throughout the building.

3. begin a program for respect for property within their own classrooms, library, gym, kitchen or custodial quarters.

4. utilize every possible opportunity to promote respect for property via good example, incidental situations, or structured units.

5. use praise when good deeds are done relating to respect for property.

6. encourage students to see the worth of themselves and thereby stress self respect, respect for one's own materials, and finally respect for the property of others.

7. will observe the beauty of the structure and feel so moved to make every effort to keep it beautiful.

8. will join forces with their classmates to share in school unity to retain the new unmarred beauty of Charlotte's new elementary school.

With observable signs of respect for property from adults it is hoped that students:

1. will see themselves as having some worth to society.

2. will take care of themselves and their own personal property.

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3. will join with members of their class to keep an orderly, neat classroom with respect for the property of their classmates and the school room itself.

4. will use receptacals provided for waste materials.

5. will carry their own classroom respect for property attitudes throughout the building to include cafeteria, library, gym, halls, toilets, playground, and campus.

6. will refrain from defacing the school in any way.

7. will observe the beauty of the structure and feel so moved to make every effort to keep it beautiful.

8. will join forces with their classmates to share in school unity to retain the new unmarred beauty of Charlotte's new elementary school.

Statement of Context

Charlotte is a small town located approximately twenty miles southwest of Lansing, Michigan in a rural setting. The city is industrial in that it is the home of Owens - Illinois Glass Container Division, Aluminum Extrusions Inc., and Charlotte Chair Company. Many thriving businesses include clothing shops, cabinet companies, hardware stores, grocery stores, drug stores, bakeries, electrical companies, lumber yards, car dealerships, garden shops, beauty and barber shops. Hays-Green-Beach Hospital is located on the edge of town. Charlotte is the county seat for Eaton County.

The Charlotte Public Schools has an elementary building and an addition to the present junior high school under construction. The elementary building is to be completed before the 1969-70 school year. This unit in value education is prepared with this particular building in mind. The administration and board of education intend for this building to be truly modern in structure and up to date in every fasset of education.

This unit is prepared by the principal as an outline for students, teachers, and non teaching staff to assist in developing an awareness for the value of respect for property. In this case the property is a new school.

In 1968-69 Charlotte had 3612 students enrolled in the entire system. Of this number 1742 were in elementary schools. The yet - unnamed building will be a K through 5 school with two special education rooms, a library, a large gym which doubles as a cafeteria, with several rooms for supplies and equipment. The classrooms will be separated with movable partitions which makes the building conducive for team teaching. In the fall approximately six hundred students will be enrolled. A great number of these children will be bus students.

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Outline of Content

Many people must be involved to have a school wide approach to respect for property. In this outline of value education the elementary school principal must put forth an effort to involve everyone from staff member to student, but must also realize not everyone will take an active part.

1. Professional Staff

   A. Classroom teachers
   B. Special area teachers - art, music, gym, remedial
   C. School librarian
   D. The visiting social worker
   E. The visiting diagnostition

2. Non-Professional Staff

   A. Secretaries
   B. Custodians
   C. Kitchen personnel
   D. Lay supervisors
   E. Teacher aides

3. The Students

   A. Grades kindergarten through 5
   B. Special education
   C. Bus students
   D. Students within walking distance

Many opportunities should be provided for developing a school-wide approach to respect for property. Some appropriate times for value education are:

1. Fire Prevention Week - October
2. School Open House
3. American Education Week
4. Good Citizenship Day
5. Michigan Week
6. School Week
7. Anti-Litter Campaigns

Value education can be taught via various media:

1. Art
2. Music

3. Literature

4. Language - oral and written

5. Dramatics

6. Audio-visual materials

Methods

A value education project for school-wide usage includes many fassets. Many methods need to be employed to carry out these many fassets. The school-climate will play an important part in value education.

1. Staff Selection

Many topics are discussed when interviewing teacher applicants. It would be wise to discuss areas involving respect for property. During the interview the principal should try to get the applicant's general thinking on end of day cleanup, routine cleaning of children's desks, defacing of desks and walls, and use of waste receptacles.

The non-professional staff member will often be involved where respect for property is concerned. The school secretary will oversee the school office and carry out school policy. The custodians are responsible for the general maintenance of the building and much of their work will include good care of school property. Kitchen personnel have certain requirements to meet regarding health inspections. These requirements are indirectly related to respect for property. Lay playground supervisors and teacher aides will be working directly with the teachers, principal, secretary, and custodians.

Handbook policies regarding care of the building should be a joint responsibility of the teaching staff and the non-professional staff.

2. Student Behaviors

The principal, who is meeting these students for the very first time will be observing them in many ways and for many reasons. An observation that will be made is the over all feeling most students have for themselves and their very own property. Their attitudes toward each other and the property of others should be closely observed. This particular observation will give the principal a point from which to work.

It would be feasible for each classroom to function as a unit, with each member of that unit maintaining some respect for his own desk and his personal belongings. Not everyone will respect the property of his neighbor, but with good example and assistance, either prohibitive or commendatory, some children will have a value change.

From the classroom unit the students along with the staff should become one complete school unit and make every effort to carry out this program throughout the entire school.

3. Units of Study

The elementary curriculum has many opportunities for units of study. Listed are some unit topics that could specifically be used for value education in respect for property.

Fire Prevention Week

A. Use waste receptacles.

B. Put non burnable items in proper containers.

C. The school incinerator is to be used by trained personnel and not students.

D. Any matches, that are found or brought to school are to be given to the teacher.

School Open House

The Open House offers an open invitation to parents to meet the teachers, to visit classrooms and to tour the building. Usually children's work is posted, and desks are readied for parental viewing. It is also a time for parents to see the general condition of the school. The school should be neat, clean, and well cared for.

American Education Week

During this week students, teachers, and parents take stock of the school curriculum. Here is an excellent opportunity to consider the school building itself as a work area. Going to school can be made more pleasant and in attractive well kept surroundings.

Good Citizenship Day

Here is a good day for a teacher to use as she wishes. There are so many areas that could be stressed on this particular day. Good citizenship could include some common everyday manners and courtesies which indirectly have an impact on respect for property.

Michigan Week

Every year during the month of May one week is devoted to the study of our own state of Michigan. With small children an elementary teacher usually starts with the home - family unit, the school, the town, the county, and the state.

School Week

In many schools the student council asks that one week be devoted to school spirit. Many activities can be planned by the students themselves. These activities can include a day when school colors are worn, a sports day, a school clean-up day, and poster contests.

Anti-Litter Campaigns

Sometimes an organization or a business firm will promote a campaign to clean up the city. Here is a place where a school can go along with it on a school basis and yet be participating with the city-wide campaign.

4. Media

Value education can be taught in various subject matters in a kindergarten through grade five elementary school. Many techniques are listed below:

Art

A. Drawings to illustrate units, special weeks, and stories.

B. Posters to promote value education.

C. Drawings to illustrate creative writing lessons.

D. Pictures that show Do's and Don'ts.

E. Pictures that illustrate Before and After.

Teachers should be encouraged to display pictures properly. Pictures can very nicely be displayed by a means other than thumb tacks in new wooden panels.

Music

A. Songs from music books.

B. Songs that accompany prepared units.

C. New words can be set to old tunes.

D. Songs written by students.

E. Recordings.

Literature

A. Material provided in children's newspapers and magazines.

B. Material provided by special services.

C. Prepared units

D. Library books

E. Fables

F. Mythology

<u>Language</u>

A. Oral Language

1. Classroom Visits by Community Helpers

2. Reports on Community Helpers

3. Reports on the Value of "Respect for Property"

4. Interviews

5. Show and Tell

6. Discussions

7. Demonstration Speeches

B. Written Language

1. Reports

2. Student Newspaper Articles

3. Write a Fable

4. Make a List of all the Times You Showed Respect Yesterday

5. Creative Writing

a. A picture without a caption

b. I'm proud that I _____

c. I think before I _____

d. I keep my desk _____

e. I like our school because _____

f. It's great to live in Michigan because _____

g. I'm a piece of litter _____

h. I'm a trash can _____

i. Trees in front of the school are _____

j. Our playground is _____

k. Our school looks _____

Dramatics

A. Prepared plays

B. Plays prepared by students

C. Group skits

D. Role playing

1. community helpers

2. pretend you are a piece of litter

3. pretend you are a trash can

4. pretend you are a teacher, a principal, a custodian

Time Schedule

This unit will begin the day the school's offices are open prior to the start of the school year. Every effort will be made to have the school in working order before the teaching staff arrives. In turn the teachers will be entering a school prepared for them and their classes.

With a school in a state of readiness the children will be entering at a time when this unit has already begun. This unit will continue throughout the year and continue indefinitely. This country of ours would be far more beautiful if everyone practiced respect for others and the property of others.



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GOAL SHEET FOR KINDERGARTEN

Child_____ Teacher_____ Date_____

	Check
I put my rug away	_____
I put my milk carton in the basket	_____
I pick up papers from the floor	_____
I put my paint shirt away	_____
I hang my coat on the hook	_____
I put away my toys, blocks, and games	_____
I wait in line at the slide	_____
I share the swings	_____
I treat toys and games nicely (or respectfully)	_____
I wait until my friend is finished playing with a toy or game before I take it	_____
I pick up things that are on the floor, rather than stepping on them	_____
I pick up and put away my own supplies-pencils, crayons, scissors, and paper scraps	_____
I ask permission from my friend to use his personal toys brought from home	_____
I treat books nicely without tearing them or writing in them	_____
I am kind to classroom pets	_____
I respect others' things	_____

GOAL SHEET FOR STUDENTS IN GRADES ONE, TWO, THREE, FOUR, AND FIVE

Name_____ Grade_____ Teacher_____ Date_____

Check

Self Respect:

Has respect for himself.....
Expresses pride in himself.....
Expresses pride in his work.....
Is happy with himself.....
Dresses neatly.....

Respect for Personal Property:

Keeps his desk clean and orderly.....
Takes good care of his personal materials.....
Hangs up his own coat.....

Respect for Others:

Shows respect for others.....
Listens while others speak.....
Is polite to others.....
Recognizes the worth of others.....
Is tolerant of others.....
Recognizes others for a job well done.....
Expresses considerations for others feelings.....

Respect for Property of Others:

Takes good care of borrowed materials.....
Uses books carefully.....
Treats other teaching aids carefully.....
Uses school facilities respectfully.....
Uses playground equipment properly.....
Appreciates the beauty of nature.....
Appreciates and takes pride in the school building and facilities..
Is disappointed with persons who do not respect school property....

ANTI-LITTER

KEEPS AMERICA BEAUTIFUL

A poster contest sponsored by the local Owens-Illinois Glass Container Plant will be held in the Charlotte Public Schools. The theme of the contest is "Anti-Litter Keeps America Beautiful".

For the purpose of the contest, the students will be divided into the following divisions:

Division A - 1st thru 3rd grades
Awards: 1st thru 3rd place
A Story Record

Division B - 4th thru 6th grades
Awards: 1st place $ 25.00 bond
2nd place $ 15.00
3rd place $ 5.00

Division C - 7th thru 8th grades
Awards: 1st place $ 25.00 bond
2nd place $ 15.00
3rd place $ 5.00

Division D - 9th thru 12th grades
Awards: 1st place $ 25.00 bond
2nd place $ 15.00
3rd place $ 5.00

It is recommended that the contest be started March 10, 1969, and concluded April 4, 1969.

The school administrators should set up a judging committee to select the ten (10) best posters for each division. It would be advisable to include a mixture of faculty and students on the committee.

No names should be on the face of the poster. Attach the name of the artist on the rear of the poster on a separate piece of paper.

Following the initial judging, the ten (10) best posters from each division will be judged by a group of our community citizens on Saturday, April 12. The judges will select the three best posters for each division awarding a first, second and third place to a poster in each division. It has been suggested that a school auditorium be used for the judging.

After the judging, the award winning posters will be displayed in local businesses for public viewing on Monday, April 21. The name of the artist should be attached to the face of the poster when it is displayed.

Coinciding with the display of the posters will be the installation of the newly painted litter barrels in downtown Charlotte. The Chamber of Commerce will make arrangements to have other posters displayed in various merchants windows. Tentatively, the posters will be displayed for a period of one week.

When the award winning posters are removed from public display, they will be sent to the Keep America Beautiful, Inc., for possible further judging. One or more posters may be selected to be duplicated for public use.

To make this contest a success, the cooperation of all involved will be needed. Your help will be greatly appreciated. If anyone needs any assistance or has any further suggestions, please contact me at Owens-Illinois, Inc., P.O. Box 220, Charlotte or at 543-1400, Extension 206.

Sincerely,

Bill Burns

Bill Burns
Industrial Relations Dept.

mkb

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OZZIE THE OTTER SAYS

keep michigan beautiful inc.

PHONE: (313AC) 358 - 2440

28165 GREENFIELD RD., • SOUTHFIELD, MICHIGAN 48075

Dear Fellow Principal,

We are all concerned about the type of society in which our present generation of children will live and work. How do we, as educators, prepare them to successfully meet the demands of the future? This question is difficult to answer.

However, it is a fact that if the present lack of respect for natural beauty and conservation continues, we will see a depression and tension resulting from existance in a world which is increasingly less pleasing to the eye.

Mrs. Lyndon B. Johnson pointed out our responsibility so well in the N.E.A. Journal - November 1965 - when she said: "Understanding of nature should be a part of every child's education, for if our young people grow up with an awareness of the beauty around them they are much more likely to protect it."

Throughout the state of Michigan children are cleaning up and beautifying their schools, homes, and their communities. In many areas civic groups work cooperatively with the schools, which helps to promote beauty, conservation, and a sense of responsible citizenship.

Michigan's second largest income comes from the tourist who visit our vacationland throughout the entire year. If this attraction is to continue an all out effort must be made to maintain the natural beauty as well as man made areas in a way that is appealing to all visitors. Communities who have initiated an active program of beautification have been rewarded for their efforts by an increase in vacationers as well as increased community pride. Schools can be the driving factor behind these projects.

Vandalism is on the increase throughout the state. Our schools are often targets of this wanton destruction. Many schools that have participated in an active beautification conservation program find that destruction of school property decreases and money previously spent to repair damage may be available for building and site improvement.

Your district chairman of Keep Michigan Beautiful, the Board of Directors, and the Education Committee are just three of the many state people who would assist the schools in initiating a program.

It is true that the possibilities for beautification projects by school children are endless, and with educators support the boundless enthusiasm and energy of elementary school children can help to produce a more beautiful America.

Enclosed you will find a self addressed post card. If you are interested in more detailed information regarding a school program please fill out the card and your request will be handled immediately by this committee.

Sincerely,

Lincoln Avery
Chairman Education Committee

HONORARY CHAIRMAN
WILLIAM G. MILLIKEN
Governor

PRESIDENT
THOMAS H. JEAN
Flint Beautification Commission

VICE PRESIDENTS
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Flint Board of Education
NORMAN WING
Home and City Beautification Exec.
Mott Adult Education Program

AN APPROACH TO TEACHING THE VALUE OF AN ADEQUATE SELF-CONCEPT TO THE MENTALLY HANDICAPPED*

Specific Value: Adequate self-concept

Subject Area: Social Studies - Language Arts

Grade Level: Pre-Kindergarten and Kindergarten

Time: Nine Weeks

Project on Student Values
3860 Plainfield N.E.
Grand Rapids, Michigan 49505

*Materials prepared by Monta Rae Nelson

AN APPROACH TO TEACHING THE VALUE OF AN ADEQUATE SELF-CONCEPT TO THE MENTALLY HANDICAPPED

Abstract

I. Philosophy. Self-concept may aid or hinder learning, regardless of educational background or social status. The Mentally Handicapped child has several strikes against him, but a balanced and well developed self-concept can help him achieve to his highest potential. The people who will make significant impressions, parents, peers, teachers, are the people who will make or break self-concepts. The school environment offers opportunity for acceptance, achievement, and belonging. All of these build self-concepts.

II. General Objectives. To help the child gain a full adequate self-concept so he will be more equipped to face the realities of life in school, home, and hopefully on the job.

III. Specific Objectives.

1. To master the skills of self care.
2. To master the skills of large and small motor muscles.
3. Do his share when group is working together, assist others when needed, willing to put aside individual preference for good of group.
4. Try new things.
5. Keeps at work without constant stimulation.
6. Plays, talks, and works with other children.
7. Individual good humor contributes to cheer and happiness of group.
8. Sticks to tasks until finished.
9. Shares turns, games, and activities.
10. In play, work, general talking, acknowledges when he is wrong.

IV. Context. Pre-Kindergarten and Kindergarten.

V. Content. Skills of self care, skills of large and small motor muscles, cooperation, self confidence, dependability, friendship, and sociability, cheerfulness, perseverance, generosity and unselfishness, honesty and truthfulness.

VI. Methods. Pre-test, pictures, books, filmstrips, movies, drawings, songs, discussions, open-ended questions, open-ended stories, role-play, rank-order, post-test.

VII. Time Schedule. Nine Weeks.

AN APPROACH TO TEACHING THE VALUE OF AN ADEQUATE SELF-CONCEPT TO THE MENTALLY HANDICAPPED

Philosophy

Self-concept may aid or hinder learning, regardless of educational background or social status. The Mentally Handicapped child has several strikes against him, but a balanced and well developed self-concept can help him achieve to his highest potential. The people who will make significant impressions, parents, peers, teachers, are the people who will make or break self-concepts. The school environment offers opportunity for acceptance, achievement, and belonging. All of these build self-concepts.

General Objectives

To help the child gain a full adequate self-concept so he will be more equipped to face the realities of life in school, home, and hopefully on the job.

Specific Objectives

1. To master the skills of self care: button, snap, zip, and tie; remove clothing quickly and put it on quickly and in the proper order (coat before mittens and boots before mittens); wash face, arms, and hands; brush teeth and comb hair; use toilet correctly; blow nose and cover mouth when necessary; eat only edible things, sit down when eating, eat and drink without much spill or mess, keep mouth closed while chewing.

2. To master the skills of large and small motor muscles. To increase the pleasure and satisfaction derived from active work and play.

    * These children are often teased by regular school children. If they can master the above skills they might have a better chance to receive some of the opportunities of the so-called normal-child.

3. Cooperation: Do his share when group is working together, assist others when needed, willing to put aside individual preference for good of group.

4. Self-Confidence: Try new things, can explain what he's doing, shows accomplishments to others.

5. Dependability: Keeps at work without constant stimulation. Takes and returns notes to and from home, completes job undertaken, whether it be at play or work.

6. Friendship and Sociability: Plays, talks, and works with other children; tells others about his play and work; interest in both boys and girls.

7. Cheerfulness: Individual good humor contributes to cheer and happiness of group, good loser, does what is expected cheerfully, accepts a criticism cheerfully.

8. Perseverance: Sticks to tasks until finished, wants to complete tasks satisfactorily, tries again.

9. Generosity and Unselfishness: Shares turns, games, and activities, makes things for others, helps with jobs at school and home.

10. Honestly and Truthfulness: In play, work, general talking, acknowledges when he is wrong, returns and reports found articles, trusted with articles and money, not his.

Context

The children are approximately seven years old. Mentally they range from three to five and a-half. They come from lower to upper middle class, city wide.

Content

Skills of self care, skills of large and small motor muscles, cooperation, self confidence, dependability, friendship and sociability, cheerfulness, perseverance, generosity and unselfishness, honesty and truthfulness.

Methods

Pre-test, pictures, books, filmstrips, movies, drawings, songs, discussions, open-ended questions, open-ended stories, role-play, rank order, post-test.

Be sure that the child understands what he is striving for. He must understand that behavior is not made up of vague qualities suggested by the words "good," "bad," polite," but of habits that he is developing in terms of specific actions. "Self-control," and "courtesy" have no meaning for the child until he has associated numerous specific behavior habits with these terms.

Pre-Test

Each child would be tested individually on the specific objectives #1 and #2. The amount or degree of accuracy in the mastering of these skills would be recorded and dated for purposes of a post-test on increased ability. We will work on these specific objectives for the whole year. Specific units will be studied throughout the year, with a daily observance of growing habits. For the purpose of this specific unit (Adequate Self-Concept) the specific objectives #1 and #2 will be incorporated in the first week of the unit to be taught.

FIRST WEEK: Specific Objectives #1 and #2, mastery of self care and use of large and small muscles.

1. Use large pictures of children doing specific objectives #1 and #2. Discuss the pictures, demonstrate the activities, using children in room as models, have

a couple of the children to do some role-playing (one child cannot do a skill... the other child offers to help and show him how).

2. Story: All By Himself, author - Clark pub. - Plakie

"A cloth bound book that helps the child in handling the more difficult aspects of dressing himself and gives him a chance to try a real zipper, button, buckle, and shoe lace."

After the book has been gone through with the children you could use a series of open-ended questions that would seek the importance of learning the different tasks.

What would happend if the little girl did not zip up her coat before she went out to play in the snow.....
The boy's shoes came untied while he was playing but he did not know to tie. While continuing to play the boy.....(fell, tripped, broke the lace)

3. Music: Music plays a big part in helping these children learn wanted skills in self care and in muscle growth. "S" will indicate self care songs. "M" will indicate muscle development.

This is Music 1, Allyn and Bacon Inc., 1967, Boston.

S & M	"When We Go Out to Play"	pg. 18	climb, roll, run, skip, zip, buckle, button
M	"Pick A Bale of Cotton"	pg. 50	stoop down, stand up
S & M	"Adam's Sons"	pg. 53	any action

This is Music K, Allyn and Bacon Inc., 1967, Boston.

M	"I Act Monkey Motions"	pg. 77	any action
M	"Jumping and Flopping"	pg. 76	jumping
M	"Wiggle Song"	pg. 77	
M	"What Shall We Do Outdoors Today"	Pg. 31	

Music For Young Americans K, Amer. Book Co., 1959, New York.

S & M	"New Clothes"	pg. 6	
	"Oh Billy has a new shirt, a new shirt, a new shirt. Billy has a new shirt. He wore to school today"		
	Variations: "Oh, John has a red shirt..."		
	"Oh, Jane has a zip dress..."		
	"Oh, Joe has a new walk...."		
M	"Roll That Red Ball"	pg. 47	catch, bounce, throw
M	"Step and Clap"	pg. 48	bend, hands up stoop down, hop, leap, jump
S & M	"Simon Says"	pg. 51	

Singing Days of Childhood, Florance Ray, T.S. Denison Co., Minn. Songs, poems, finger plays, and rhythms for the young child, 1958.

S	"New Shoes"	pg. 12	
S & M	"My New Snowsuit"	pg. 63	zip, and snap
S & M	"Winder Walks"	pg. 67	buckle, zip, tie

4. Social Studies: Film strips and movies
Self Care: "Good Eating Habits" mp 11 minutes
Rank order: Which character would you like to be like? Which one would you not like to be like?

"How Billy Keeps Clean" mp 11 minutes

Role-play, using Billy and family as characters

"How Water Helps Us" mp 11 minutes

Open-ended question: What if we did not have water?

Muscle Development: "Clay Modeling" fs 20fr
Using hands and fingers to pinch, pull, and poke

"Cutting and Pasting" fs 23fr

5. Art: Crayon - use end of crayon, side of crayon to achieve different effects. Make pictures of clothing and how they fasten. Make pictures of getting clean. Make pictures of large muscle action (running, swinging, bar work, etc.) and small muscle action (writing, cutting, catching, etc.

Cut and Paste: Use magazines - cut out pictures that show self care. Make a large mural using these pictures. Make individual books, "Things I Can Do Myself" (zip, button, tie, comb my hair, wash my hands, skip, catch, etc.)

Clay: Work on squeezing, pinching, pulling, attaching two parts, smoothing out cracks. Make balls, apples, bananas, snow men, dish, etc..

6. Use the value line. Have the children rank themselves.

Clean Carol _____ Dirty Dan

Tied Up Tim _____ Floppy Fran

Button Betty _____ Sloppy Sue

Catchy Cindy _____ Droopy Dora

SECOND WEEK:

Cooperation - Does his share, assists others when they need help, puts aside individual preferences for good of group.

1. Story: How to Find a Friend. Asheron, Sara, Wonder Books, New York, 1964.

This story tells a youngster that other people have the same worries as he: "What will it be like to move?" "How will people like me in a new place?" It can also help him see that changes in life need not be threatening. A good jumping-off point for discussion by children of their own feelings or experiences.

Benny loses his dog the first day they are in the new house. While looking for the dog he meets a boy named Nick. Nick is playing but he asked Benny if he wanted him to help look for the dog. Soon they meet another boy and girl and they offer to help. They meet another girl. Finally this find the dog in his own back yard. All the new children did not have to help but they did; and as a group, with lots of ideas of where to look, they helped their new neighbor and friend.

Role-play and re-act the story with classroom children. Discuss how the boys and girls might have reacted when they saw Benny looking for his dog.
Open-ended statement: "I'm glad I have friends because...." "If I was having a good time playing with my ball and someone wanted me to help them, I...."

2. Music:

This Is Music 1, Allyn and Bacon, Inc., 1967, Boston.
"Time to Clean Up" pg. 20

"When it's clean up time - I keep playing, I stop my play and help, I tell my brother or sister to go help...

Miss Polly Had a Dolly" pg. 27

If you were a doctor and you received a call that someone was real sick would you... say you were too busy to help....say you would come but after you had lunch... say you would be right over (rank - order)

"Visiting Game" pg. 144

We go across the street, Our neighbors there to meet.
We who live just over the way, Have come to wish you a happy day.
How do you do?
"If new people moved in my neighborhood, I would...."

Music for Young Americans K, Amer. Book Co., 1959, New York.

"Helping Mother" pg. 21 set and clear table

Role play the actions in this song...as you would if you were cooperative...as if you did not cooperate.

Rank order: Help mom, when she needed me.
Play with my toys
Go for a walk in the snow

3. Social Studies: Movies

"How Quiet Helps at School" - A quiet atmosphere in the classroom promotes good work and reflects consideration of others. You may feel like screaming or running but you cooperate and help the room to function in an orderly fashion.

Role play the movie with children in the classroom. Show how one would and then would not be helping to maintain a quiet atmosphere.

"Little Red Hen" - A live chicken in a unique retelling of the famous fable. The animals did not cooperate with the red hen when she asked them for help...so she did not share her reward for her hard work.

Role play the movie, Discuss the movie, Make pictures of the different animals in the movie and tell what you would do had you been him.

"Boy of the Circus" - All of Dino's family are part of the circus, only Dion has no job for opening night. Children see how circus people cooperate and work together to produce the show. Dino finally gets a job.

Role play the different acts in the show. Show how if one member of an act does not cooperate that the act would not succeed.

Discuss the roles of the circus people. Make pictures of the different acts and performers.

4. Art: Group project - paper machi character (to be determined by the group, as a whole)

Group project - Paint a large mural, retelling the movie of the "Little Red Hen" or vote on the theme of the mural.

THIRD WEEK

Self-Confidence: Try new things, can explain what he is doing, shows accomplishments to others.

1. Story: "Will I Have a Friend?" Miriam Cohen, MacMillan Co., 1967.

It was Jim's first day to go to school and he wondered if he would have a friend. His father said "I think you will." After school Jim told his father that he had found a friend.

Discuss the first day of school and find out some of the fears, if any. What does it feel like to do something new? When we first learn a new game and you make a goof would you try again? Can you tell a friend how to play a game you like?

2. Show and discuss a picture of a boy standing to one side of the playground, watching some boys play a game. Open-ended statements: "If I were the boy, I would....." "If I was one of the boys playing the game and a boy asked if I could explain how the game was played...."

3. Music: Introduce rhythm instruments - names of different instruments, shape of instruments, sound of instruments, how to play each instrument. Learn simple 4/4 time. Play instruments while sitting and then while marching.

Let each child practice and play the instrument of his choice. When the group thinks that they have learned how to play the instruments and keep with the beat we would learn the song "When We March," Music For Young Americans, American Book Company, 1959, New York, pg. 54. The 4 primary rooms could be invited into our room for a musical treat. The children could tell the names of instruments they are playing, demonstrate the sounds, and play and sing the song they have learned, using the instruments.

4. Art: Make instruments - cardboard tubes, various sized boxes, tin can covers, small blocks and sticks of wood, small stones, oatmeal boxes. Make very simple combinations because of the childrens limited ability.

FOURTH WEEK

Dependability: Keeps at work without constant stimulation, takes and returns notes to and from school, completes job undertaken, whether it be at work or play.

1. Movie: Social Studies "Our Community"

How people depend on one another and on the community. Those who work while others sleep; police and fire protection; post office; transportation.

Open-ended question - Whose job is it to see that your clothes are clean for school? Whose job is it to see that you have your lunch for that day? Whose job is it to see that you have something for breakfast? Whose job is it to see that you get enough sleep? What ever the answer, if that person does not do his job then he is not being a very dependable person.
Whose job is it to put out fires?
Whose job is it to deliver the mail?
Whose job is it to protect us at school crossings?

2. Movie: "Very Special Day: An Adventure at Coney Island" A boy learns what riches there are in the proper exercises of responsibility and dependability.

Discuss the movie and have some of the children role-play.

3. Movie: "Fire Exit Drill at Our School"
A fireman explains his job to a class and the children practice individual responsibility and dependability in case of a fire.

Value continuum: Remember Robert _____ Forgetful Fran
On Time Tim _____ Late Larry

4. Music: This is Music 1
"The Farmer and His Animals" pg. 80
The farmer is a dependable person. He feeds his animals on time, everyday. He builds houses for them to live in.

Open-ended Statement: "If I were a farmer, and my cows did not have a house, I would...."

Unfinished Story: One day a farmer walked out into the field and he found a small calf who couldn't walk. The farmer..."

"Workers in Our Town" pg. 72
Disucss the different workers (paper boy, postman, and policeman) and what should they do if we are going to call them dependable.

5. Art: Make a book of pictures showing different community workers who we depend on, family members we depend on, school workers we depend on, and things we do that show that we are dependable.

6. Unfinished story: "The teacher pinned notes on all the boys and girls in the room, They were to return the notes the next day. On the way home Susie...."

FIFTH WEEK:

Friendship and Sociability: Plays, talks, and works with other children; tells others about his play and work; interest in both boys and girls.

1. Show pictures of children playing on a playground, in the classroom, at home. Discuss what the children are doing, what games they might be playing. What is the general atmosphere in each of the pictures (team work, individual play, just boys together, just girls together, boys and girls playing together)?

2. Movie: Social Studies - "Fun of Making Friends"
Discuss the movie and have some of the children role play the characters. Make-up different endings to the play scene.

"The Birthday Party" - Discuss the movie: what kinds of things did the children talk about; how did they act, in general, what did you like best of the party; what did you not like at the party; if you were going to have a party, what would you do?

"The Ugly Duckling" - Discuss the movie: Why didn't the mother and the other ducklings like the duckling that was different? How would you feel if you were the ugly duckling? How did the ugly duckling feel when he looked in the water the first time; the second time (year later)? How did the mother duck and her last years babies feel when they saw the beautiful swan the next spring?

3. Story "Friends! Friends! Friends!", Ruth Jaynes, Bowmar Pub. Co., California, 1967.
Discuss the story: I have big friends. I have little friends. Friends sometimes say, "I like you." Friends make me laugh. Friends let you hold and play with their toys. Friends work together. Teachers can be friends. The nurse and doctor are my friends. Animals make good friends.
"I like friends who..." "My friend lets me...." "Friends are...." "Friends do not...." "My friend and I...."

"Almost Big Enough," Jean Tamburine, Abingdon Press, New York, 1963.
Discuss the story: Susie was almost big enough to go to school. She tried to think what it would be like and then she and the animals would play school... One day her brother said she could come to school to visit for the day. Susie learned a lot that day.
What did Susie see when she first stepped into the classroom? Was she scared? Would you have been scared? How would you have felt? Did she like what she saw? How did the boys and girls react to Susie? What did the children do all day? How do you think Susie felt when the visit was over?

4. Music: <u>This is Music K</u>
"Hello, Ev'rybody" pg. 12
"Here We Are Together" pg. 13
"Greeting Song" pg. 15
"Good-bye, Ev'rybody" pg. 21
"Here Comes Mary" pg. 32

Music for Young Americans K
"Together" pg. 2

5. Art: Make a story of friends. Make it into a movie that can be shown in a big box, like a television. Paint pictures of big friends and little friends. Chalk - Make a picture of what you and your friends like to do on a cold day, a warm day, a hot day, when you are at school, or when you are at home.

SIXTH WEEK:

Cheerfulness - good humor, good loser, does what is expected of him cheerfully, accepts constructive criticism cheerfully.

1. Show pictures of play: boy striking out, girl missing her step while jumping rope, ball not going in basket, teacher talking to an individual child, child sweeping floor. Discuss the pictures and how would you feel if this picture were you?

2. Movie: "Fun on the Playground"
Discuss the movie: What games were the children playing? Did you see good losers? Did the children look happy, sad, grouchy, to you?

3. Music: Same songs as fifth week plus - This is Music K, pg. 16.
"If You're Happy" - action song, children can make up additional verses.

4. Art: Make pictures that make you feel cheerful, a picture that would make people laugh.

5. Have children make up stories and act them out. Have children place themselves on the following line: Cheery Chad _____ Grouchy George

SEVENTH WEEK:

Perseverance: Sticks to tasks until finished, wants to complete tasks satisfactorily, tries again.

1. Show and discuss pictures of different circus acts. Point out that the act would not be a success if the people did not practice over and over until their act was as good as they could make it.
Pictures of different sports.
Picture of a child trying to tie, button, zip, buckle, walk balance beam, get the ball in the basket, etc.

2. Story and Movie: "The Little Engine that Could"
Discuss....Did the little engine give up? What did he have to do? How do you think he felt when he tried so many times and didn't make it? How do you think he felt when he finally did make it?

"Little Toot" - Even though he was a very small tugboat he wanted to be like his father and grandfather. Discuss how Little Toot felt. What would you have done if you had been Little Toot?

"I'm proud when....."

3. Movies: "The Beaver"
Discuss the movie and the actions of the beaver.

"The Crow and the Pitcher"
Discuss and role-play

"The Little Red Hen"
Repeat of objective #3 cooperation

4. Value continuum:

I Can _____ I Can't

Try Again Alice _____ Keith the Quitter

EIGHT WEEK:

Generosity and Unselfishness: Shares turns, games, and activities. Makes things for others, helps with jobs at home and school.

1. Show pictures of children filling Thanksgiving baskets, Christmas boxes, making things for Red Cross, making cards and picture books for sick people. Children exchanging toys, books. Children waiting in line for swings. Boys and girls cleaning up after an art class.

2. Story: "It's Mine" Crosby Bonsall, Harper and Row, New York: 1964.
Best friends do many things together but when one wanted to play with the other's toy...

"The Smallest Boy in the Class," Jerrold Beim, William Morrow C., New York, 1949.
Discuss and role-play. Bring out fact that in the end Jim had the biggest heart in the class (because he shared and felt bad for the girl who did not have a lunch.

3. Movie: "Sharing with Others"
Joey finds out that the greatest satisfaction comes when he allows his friends to share his possessions.

Role-play the action in the movie...would you change any part of the action...what part did you like the best?

4. Value Continuum:

Selfish Sam _____ Sharing Sue

Giving Gay _____ Taking Tina

NINETH WEEK:

Honesty and Truthfulness: In play, work, general talking, acknowledges when he is wrong, returns and reports found articles, trusted with articles and money, not his.

1. Open-ended questions and statements:
"If I found a nickle on the playground, I would..."
"If I found a nickle on the way home, I would ..."

"If I found a nickle on the kitchen floor, I would ..."
"If I found a nickle on my friend's kitchen floor, I would..."

If you found a bracelet on the playground, and it was real pretty, and you had just been wishing you had a bracelet like this one, would you:
1. Keep it and not tell anyone.
2. Give it to your teacher when you went in.
3. Put it in your pocket and decide later what to do.

2. Unfinished story:
"It was Friday; the boys and girls had brought their milk and lunch money to school that morning. Jim's mother had sent a quarter too much. The teacher put the extra quarter in a sealed envelope and pinned it on Jim's shirt, when it was time to go home. On his way home Jim passes the gas station, the grocery store, and the dime store. He stopped a few seconds to look into the large dime store window. There in the center, was a shinny new ba!'. Jim had looked at it for several weeks. Then Jim looked at the envelope pinned to his shirt....."

3. Story: "The Boy Who Called Wolf"
Modernize the story to a situation of today. Crying for help just to get attention or to get out of doing your job might work for a few times but.....then people will catch on and if you really do need help they might not come.

Post test would consist of looking at each individual child and see how much visable growth has taken place. The task of daily looking would be a must. Throughout the coming weeks, as the opportunity rose, see if each of the children had picked up certain values.

GOAL SHEET

Behavioral Factors	Initial	Sustained	Quality
1. To master the skills of self care.	____	____	____
2. To master the skills of large and small motor muscles.	____	____	____
3. To do his share when group is working together, assist others when needed, willing to put aside individual preference for good of group.	____	____	____
4. Try new things.	____	____	____
5. Keeps at work without constant stimulation.	____	____	____
6. Plays, talks, and works with other children.	____	____	____
7. Individual good humor contributes to cheer and happiness of group.	____	____	____
8. Sticks to tasks until finished.	____	____	____
9. Shares turns, games, and activities.	____	____	____
10. In play, work, general talking, acknowledges when he is wrong.	____	____	____

GRID

Objectives / Content	1	2	3	4	5	6	7	8	9	10	Totals
A	1		1	1	2	2				2	
B	2			1							
C	3	2	3		2	3	1	5	1		
D	5	13	4		2	6	7				
E	2	2	2		2						
Totals											

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BILBIOGRAPHY OF CHILDRENS BOOKS

Asheron How to Find a Friend
Beim The Smallest Boy in the Class
Bonsall It's Mine
Clark All by Himself
Cohen Will I Have a Friend?
Jaynes Friends, Friends, Friends!
Tamburine Almost Big Enough

MOVIES

The Crow and The Pitcher
The Beaver
Good Eating Habits
How Billy Keeps Clean
How Walter Helps
Clay Modeling
Cutting and Pasting
Fire Exit Drill At Our School
Fun of Making Friends
Little Engine That Could
Sharing With Others
How Quiet Helps at School
Little Red Hen
Boy of the Circus
Our Community
Very Special Day: An Adventure at Coney Island
The Birthday Party
Ugly Duckling
Little Toot

MUSIC BOOKS

THIS IS MUSIC K
THIS IS MUSIC I
MUSIC FOR YOUNG AMERICANS K
SINGING DAYS OF CHILDHOOD

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AN APPROACH TO TEACHING THE VALUES OF RESPECT, COOPERATION, AND TOLERANCE*

Specific Values:	Respect, Cooperation, and Tolerance
Subject Areas:	Social Studies, Art, Music, and Handwriting
Grade Level:	Lower Elementary
Time:	Six Weeks

*Revised from initial materials prepared by Mildred A. Powell.

AN APPROACH TO TEACHING THE VALUES OF RESPECT, COOPERATION, AND TOLERANCE

Abstract

I. Philosophical statement. Democracy is one of the highest ideals of American living. It implies many things such as respect, understanding, tolerance, trust, and cooperation--all of which are values that help us to decide how to govern our lives.

II. General objectives. The general objective is to try to instill within each child those attitudes, values, and habits that will lead him to become a good citizen in a democracy.

III. Specific objectives. The specific objectives are as follows:
- A. to develop the concept of an awareness of what makes good citizens.
- B. to gain a better understanding of what is really meant by respect, cooperation, and tolerance.
  1. Respect -- To honor or to hold in high esteem one's peers and other persons.
  2. Cooperation--To develop the ability to work together in the classroom and on the playground.
  3. Tolerance--To be able to accept another's opinions despite one's feelings concerning the person.
- C. to develop an awareness of how to get along with others.

IV. Context. Lower elementary grades.

V. Content. Pre-test
Film: "Golden Rule--a Lesson for Beginners"
Film: "How We Cooperate"
Role-play situations
Story: "Away Went Wolfgang"
Books: Madeline, While Susie Sleeps, and The Country Bunny and the Little Gold Shoes

VI. Methods. Role-playing, value sheet, the contrived incident, and open-ended questions.

VII. Time schedule. This unit is designed to cover about six weeks.

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IV. Context. Designed for use in lower primary grades.

V. Outline of content.

Pre-test
Film: "Golden Rule-- a Lesson for Beginners"
Film: "How We Cooperate"
Role-play situations
Story: "Away Went Wolfgang"
Books: Madeline, While Susie Sleeps, and The Country Bunny and the Little Gold Shoes

VI. Methods.
- A. First Week
  1. Dictate pre-test for unit.
  2. Introduce the unit by showing the motion picture, "Golden Rule--a Lesson for Beginners." Following the motion picture ask the class open-ended questions such as :
     What is meant by the "Golden Rule?"
     Think of times when you could have practiced this rule, and tell the class how you think it would have worked.
  3. Have an outside person come in and talk to the children about tolerance.
  4. Let the class make up a poem or song illustrating the practice of tolerance. Write the composition on the board as it is

being formulated and allow children to copy the words in their very best handwriting. Sing the song each day for several days.

B. Second Week
   1. Make a bulletin board showing the qualities that characterize a good citizen--respect for others' property; cooperation with others, both adults and peers; and tolerance for persons who have different opinions.
   2. Show the motion picture "How We Cooperate." Discuss the film.
   3. Draw pictures demonstrating one thing a cooperative person might do.

C. Third Week
   1. Think of someone who gets along with others and discuss "Why we need friends."
   2. Role-play unhappy situations with classmates and try to find some solution to the problem.
   3. Relate respect, cooperation, and tolerance to maintaining lasting friendships.
   4. Make a list of qualities that you would like a friend to have, such as being faithful, cooperative, responsible, etc.

D. Fourth Week
   1. Read the story, "Away Went Wolfgang!" Discuss the story with the class.
   2. Let children draw pictures showing respect for each other in school; for example, waiting their turn at the drinking fountain, waiting for others to finish talking before interrupting, etc.
   3. Let a group make a small diorama using a shoe box. This diorama should show a group of people working together.
   4. Have books on reading table for children to read in their extra time. These should center around values and intergroup relationships. Some possible choices are: Madeline, While Susie Sleeps, and The Country Bunny and the Little Gold Shoes.

E. Fifth Week
   1. Play cooperative games each day, and discuss their implications. Some suggested questions are:
      a. In a relay game, a team has to work together in order to win. How many other kinds of games can you think of where the players have to help each other?
      b. Make a list of games that you can play by yourself.
      c. What are some problems that happen when people play and work together?
      d. List some reasons why you like to work and play with others.

F. Sixth Week

1. Dictate the same test again to the class that was given at the beginning of the unit.
2. After the test has been given, discuss it fully, teacher and children taking each situation and exploring each of its alternatives, but let the children decide which they feel should be the solution. Teacher observation at this time should be applied to see if there has been any significant changes in behavior or if the children have become aware of the values that were hoped to be achieved in this unit.

VII. Time schedule. This unit is designed for a six-week period, to be correlated with Social Studies, Art, Music, and Handwriting.

Grid

objectives* / content**	1	2	3	Total
A	4	25	6	35
B	3	20	9	32
C	12	15	6	33
Total	19	60	21	100

*Objectives-- 1. To develop the concept of an awareness of what makes good citizens.
2. To gain a better understanding of what is really meant by respect, cooperation, and tolerance.
3. To develop an awareness of how to get along with others.

**Content-- A. Respect: to honor or to hold in high esteem one's peers and other persons.
B. Cooperation: to develop the ability to work together in the classroom and on the playground.
C. Tolerance: to be able to accept another's opinions despite one's feelings concerning the person.

TEST

1. Mary is new in school. To make friends she should . . .
   (a) be friendly to everyone.
   (b) smile.
   (c) wait for others to speak.

2. When standing in line to get water you should . . .
   (a) wait your turn.
   (b) cut line so that you can be first.
   (c) push others so that they will hurry up.

3. While someone else is talking, you should . . .
   (a) listen politely.
   (b) start talking too.
   (c) start reading a book.

4. Ann's mother came to school to talk to the teacher. You should . . .
   (a) run around the room.
   (b) continue your work.
   (c) talk to someone.

5. All the children are working on an art unit. Do you feel it is best for you to . . .
   (a) fight and argue over paint.
   (b) try to cooperate with each other.
   (c) don't take part in art.

6. Jim was in a fight on the playground. You should . . .
   (a) help Jim beat the other fellow.
   (b) try to stop the fight.
   (c) report it to the teacher on recess duty.

7. My best friend can be counted on to . . .
   (a) help me when I need help.
   (b) wash my clothes.
   (c) loan me money when I ask for it.

8. When the safeties tell you something, you should . . .
   (a) stop and follow directions.
   (b) listen but do as you please.
   (c) pretend you didn't hear.

9. You hit Mary with an eraser in the room. You should . . .
   (a) say you did not do it.
   (b) beat Mary up.if she tells.
   (c) apologize.

10. Bill talks all the time and you don't like to hear him talk, so you should . . .
    (a) listen because he has some good ideas.
    (b) tell him to be quiet.
    (c) pretend not to hear.

11. When looking through your textbook, you found a page that was written all over with a pencil. You should . . .
    (a) show it to the teacher.
    (b) erase it the best that you can.
    (c) pretend it isn't there.

12. Mrs. Robertson, who is not your teacher, asked you to walk down the hall. What should you do?
    (a) Stop running and walk.
    (b) Pretend not to hear.
    (c) Laugh as loud as you could.

13. When Margaret's mother made some fudge for her, she should . . .
    (a) eat most of it herself.
    (b) share some with her friends.
    (c) cry for more.

14. Johnny couldn't come to school because he didn't have any shoes. Bobby know the reason why Johnny wasn't in school, so Bobby should . . .
    (a) take his tennis shoes over for him to wear.
    (b) laugh at him.
    (c) tell the teacher why Johnny was absent.

15. Jim's father was cutting the grass, so Jim should . . .
    (a) ask if he could help.
    (b) watch his father cut the grass.
    (c) play on the grass with his toys.

16. A girl fell off the swings and hurt her arm. It was best to . . .
    (a) do nothing.
    (b) look at her arm and report it to someone on duty.
    (c) stop the swing so it wouldn't hit anyone else.

17. The principal spoke in an assembly and you began to get tired, so you should . . .
    (a) begin to talk to the person seated next to you.
    (b) ask the teacher if you could go to the bathroom.
    (c) continue to listen.

18. During a fire drill it was cold outside. You should . . .
    (a) tell the teacher that you are cold.
    (b) stand quietly until the return bell sounds.
    (c) jump up and down to keep warm.

19. You are playing with a group on the playground. When you don't want to play any more you should . . .
    (a) tell the group you don't want to play any more.
    (b) try to stop the game.
    (c) run and hide.

20. When one member of the class has the job you want, you should . . .
    (a) begin to cry.
    (b) volunteer for the job the next time.
    (c) go home and say something bad about the class.

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SELF-ACCEPTANCE AND TOLERANCE OF OTHERS*

Specific Values: Self-acceptance and tolerance

Subject Area: Language Development

Grade Level: Kindergarten

Time: Five weeks

Project on Student Values
3860 Plainfield N. E.
Grand Rapids, Michigan 49508

*Materials prepared by Jackie Pugno

SELF-ACCEPTANCE AND TOLERANCE OF OTHERS

Abstract

I. Philosophical Statement. Kindergarten is primarily a socialization process: learning to get along with others. This is the ideal time for them to become aware of their own values and how they differ from others. It is essential that the children be exposed to a free and open school environment suitable for clarification of values and self-understanding.

II. General Objectives. The general objectives deal with the child's development in their use of language.

III. Specific Objectives. These are in two areas: self-acceptance and tolerance. Participation is very important. Acceptance of the child's own capabilities and weaknesses is stressed. Consideration for other's feelings is encouraged.

IV. Statement of Context. Kindergarten.

V. Content.

Materials:
- Books, Films, Poetry
- Experience Charts
- Pictures

Dramatic Play:
- Role-playing
- Puppets

Self-Expression:
- Drawings
- Art
- Physical Education
- Show and tell

VI. Methods. Role-playing, puppets, stories, experience charts, films, pictures, poetry, drawings, open-ended questions, art, show and tell, physical education, value clarifying responses.

VII. Time Schedule. Five weeks

SELF-ACCEPTANCE AND TOLERANCE OF OTHERS

Philosophy

Kindergarten children are nearing the end of the adoptive phase of their growth in acquiring values. Up to now the child's main concern was for himself. He was self-centered. This is his first continued contact with peers and perhaps the first time the values of his parents have come into conflict. This is the ideal time for him to become aware of his own values and how they differ from others. Now the peer group becomes the dominating factor in his behavior.

Kindergarten is primarily a socialization process: learning to get along with others. It is essential that a child gain self-assurance through clarification of his own values before he can accept other people whose values and behavior vary from his own.

It is hoped that the teacher would create a desirable climate in the classroom that would be conducive to value clarification. The teacher should be free from the authoritarian role so as not to stifle the free-expression of the students. Children come to the school situation with the ability to verbalize what they think adults want to hear. They have a strong sense of right and wrong, but their actions sometimes betray them. It is hoped that these adult imposed values can come under scrutiny in an open, free environment and that this is turn will create a feeling of responsibility in the child for his own actions.

The kindergarten program is also a readiness process for academic learning. Thus, one of it's main objectives is language development. This unit integrates the clarification of values related to self-acceptance and tolerance with the language development program.

General Objectives

1. To speak in complete sentences.
2. To incorporate new words in his vocabulary.
3. To use proper sequence in story telling.
4. To infer and anticipate action.
5. To use appropriate descriptive words when describing emotional behavior and facial expressions.
6. To speak and respond to one another.

Specific Objectives

Self-Acceptance

1. Expresses pride in his work.
2. Accepts own mistakes without frustration.
3. Participates in value analysis experiences.
4. Reveals his feelings to the group and teacher.
5. Commits himself publically to value alternatives.
6. Participates in role-playing.
7. Expresses his capabilities and his weaknesses.

Tolerance

1. (Does not denounce) Allows others to have opinions differing from his own.
2. Listens while others are talking.
3. Expresses consideration for other person's feelings. (Does not mock or ignore.)

Context

Grade: Kindergarten
Ability: Varying abilities and readiness
Community Type: Suburban; range from upper-middle class families to upper-lower class families; primarily white and a few black, oriental and Spanish families.
Subject Area: Language Development
Classroom Conditions: Large room, just adequate equipment, self-contained classroom, fairly modern building.
Class size: Approximately 30 children.

Content

Materials

Books were selected on the basis of their relation to the self-concept and tolerance values. Many can be used for the unfinished value story.

Films and poetry dealing with the same area were chosen.

Pictures are chosen which have obvious value problems to be discussed.

Experience Charts will be used frequently as a readiness for reading and language development. Value problems which arise in class or are expressed by a child will be the topics for the experience charts.

Dramatic Play

Role Playing will be used frequently as children take to imitating and pretending so easily.

Puppets will be used for same purpose.

Self-Expression

Physical Education and art sessions, painting and clay in particular, will be used to encourage freedom of expression. They will draw pictures on various value related topics. Drawings are used where written work would be used in other grades to express preferences, feelings, problems, interests (value indicators).

Show and Tell will encourage participation and expression of pride in their abilities and promote confidence in speaking before a group.

Methods

1. Role-playing

Role-playing is used to help develop a clear self-concept, change the peer group's concept of a child, problem-solve, encourage understanding for another

child (be in the other person's shoes). It may help to overcome shyness if some props are used (hats, clothing, furniture, toys). Make it a game time. Put children in roles which are different from the roles they have in the classroom. This is a very natural part of a childhood, however, when they know they are being observed, they lose their spontaneity at first.

Example situations: Many situations will arise during class sessions.

a. Child who is left-out, rejected, ignored by peer group.
b. Child who has a low self-concept and feels he can't do anything well, gets frustrated easily and gives up.
c. Child who hits, bites, pushes, etc. to get attention.
d. Child who never gets chosen to be on a team, play game
e. Child who is different racially (be careful not to unintentionally ostracize one person of that race in the class).
f. A person who has been called a name (hurt words).
g. Physical disability: (accepting a weakness in self or someone else) birth mark, deformed hand or foot, glasses

2. Puppets

This is closely related to role-playing only the children manipulate the puppets to behave a certain way.

3. Stories to read to class. Many can be used for the unfinished value story strategy.

The Little Engine That Could
Smallest Boy in the Class---Beim
Plump Pig (fatness)---Evers
Big Lonely Dog (size)---Harris
Little Lost Cat (loneliness)---Garner
Dumblebum (loneliness)---Glenn
Timid Timothey---Williams
Sandy and Mr. Jalopy (migrant worker's family)---Agnew
With Dad Alone (divorce)---Beim
The Little Red Drum (self-concept, pride)---E.Y. Smith
How to Find a Friend---Sam Asheron
Who's a Pest---Crosby Newell Bonsall
No Fighting, No Biting---Else Minarik
Ugly Duckling---Hans Christian Anderson
A Friend is Someone Who Likes You---Joan Walsh Anglund
Two is a Team (Negro-white relationship)---Lorraine & Jerrold Beim
Who will be my Friends?---Syd Hoff
Play with Me---Marie Hall Ets
Rosa-Too-Little---Sue Felt
Wait for William---Majorie Flack
Copy Kitten---Helen and Al Evers
Nothing at All---Wanda Ga(
Ask Mr. Bear---Majorie Flack

4. Experience Charts

   Use Value problems. The child dictates to teacher who writes in very simplified form using pictures, and words. It could be an experience in class or a personal problem. Also use a special interest of child.

5. Films

   What to Do About Upset Feelings
   Golden Rule
   Doing Things for Ourselves in School.
   Growing up Day by Day

6. Pictures (without Captions)

   Showing various problems in relationships between children. Discuss.

7. Poetry.

I Woke Up This Morning (Self-concept)

I woke up this morning
At quarter past seven
I kicked up the covers
And stuck out my toe.
And ever since then
(That's quarter past seven)
They haven't said anything
Other than "no."

They haven't said anything
Other than "Please, dear,
Don't do what you're doing,"
Or "Lower your voice."
Whatever I've done
And however I've chosen
I've done the wrong thing
And I've made the wrong choice.

I didn't wash well
And I didn't say thank you.
I didn't say please.
I didn't say sorry
When passing the candy,
I banged the box into
Miss Witelson's knees.
I didn't say sorry.
I didn't stand straighter.
I didn't speak louder
When asked what I'd said.
Well, I said
That tomorrow
At quarter past seven,
They can
come in and get me
I'M STAYING IN BED.

Karla Kuskin

Every Time I Climb a Tree

Every time I climb a tree
Every time I climb a tree
Every time I climb a tree
I scrape a leg
or skin a knee
And every time I climb a tree
I find some ants
Or dodge a bee
And get the ants
All over me.

And every time I climb a tree
Where have you been?
They say to me
But don't they know that I am free
Every time I climb a tree?
I like it best
To spot a nest
That has an egg
Or maybe three.

And then I skin
The other leg
But every time I climb a tree
I see a lot of things to see
Swallows rooftops and TV
And all the Fields and farms there be
Every time I climb a tree
Though climbing may be good for ants
It isn't awfully good for pants
But still it's pretty good for me
Every time I climb a tree.

David McCord

Other good poems for discussion of the self-concept are:

Enumeration (finger play)--Mabelle B. McGuird
What I Can Do (finger play)-- "
The Little Whistler--Frances M. Frost
My Shadow--Robert Louis Stevenson
I Keep Three Wishes Ready--Annette Wynne

Hiding

I'm hiding, I'm hiding,
And no one knows where;
For all they can see is my
Toes and my hair.

And I just heard my father
Say to my mother---
"But, darling, he must be
Somewhere or other;

"Have you looked in the ink well?"
And Mother said, "Where?"
"In the INK WELL," said Father. But
I was not there.

Then "Wait!" cried my mother---
"I think that I see
Him under the carpet." But
It was not me.

"Inside the mirror's
A pretty good place,"
Said Father and looked, but saw
Only his face.

"We've hunted," sighed Mother,
"As hard as we could
And I AM so afraid that we've
Lost him for good."

Then I laughed out loud
And I wiggled my toes
And Father said---"Look, dear,
I wonder if those

Toes could be Benny's.
There are ten of them. See?"
And they WERE so surprised to find
Out it was me!

Dorothy Aldis

8. Children's Drawings
   Some suggested topics for pictures;
   something you would like to have
   something you like to do
   what you don't like to do

what can you do well
what are you still learning how to do
what makes you happy
where you like to be

These can be framed and put up in the room with their name

9. Open-ended Questions
   I am unhappy when.....
   If I had $100 I would....
   I am happiest when....
   I can hardly wait for....
   My feelings are hurt when ....
   If I had my wish I would....
   I learned how to....
   I have trouble with....
   I like....(Person)...because...
   When someone does something I don't like I....
   When I see someone different from me I....

10. Art
    Painting
    Clay
    These are two areas in which small children can easily manipulate the materials to suit their desires. They can express themselves freely and easily. Children often like to use these for "show and tell."

11. Show and Tell
    Children sit in circle on floor and share something to show or something to tell.
    a. Exhibit or tell about a capability
    b. Bring something to school of special interest and explain it to the class.
    c. Subjects unlimited---encourage all to participate

12. Physical Education
    Encourage pairing off of a child with an ability and a child without the ability of a certain skill.
    Provide a time when each can perform a skill of their choice.
    jump rope
    balance beam
    ball skills---roll, throw, catch
    ball games
    running games
    rhythms

13. Value Clarifying Responses
    These can be used in a separate discussion session or concurrently with any of these other methods or with an individual child whenever needed.

Are you proud of that?
Are you glad about it?
How did you feel when it happened?
Is there another way to do it?
Is this very important to you?
Do you do this often?
Do you have a reason for saying that?
How do you know it's right?
Do you think that all people believe that?

Time Schedule

Total unit should not exceed five weeks. Kindergarten units need to be changed very frequently. This excludes planning time. Pre-evaluation and post-evaluation would be included in this time limit.

Daily time: Approximately 20 to 30 minutes each day. This must be flexible enough to allow for unexpected classroom situations.

GRID

Objectives / Methods	Language Development	Acceptance	Tolerance	Total
Material Content	15	15	15	45
Dramatic Play	7	7	7	21
Self-Expression Methods	12	11	11	34
Total	34	33	33	100%

Objectives show only major points. Detailed objectives have been written under previous section.

Each objective area receives equal attention.

More time is spent on use of materials as basis of discussion. Self-expression methods receives 1/3 of unit time.

GOAL SHEET

Behavioral Objectives	Initial	Sustained	Quality
Language Development:			
1. Speaks in complete sentences. (not phrases)	____	____	____
2. Incorporates new words in his vocabulary.	____	____	____
3. Puts familiar story in proper sequence.	____	____	____
4. Infers or anticipates action in a story.	____	____	____
5. Uses appropriate words to describe emotions, actions, facial expressions in a story or picture or roleplaying.	____	____	____
6. Speaks and responds to another child.	____	____	____
Value Behaviors:			
1. Allows others to have opinions differing from his own.	____	____	____
2. Accepts own mistakes without frustration.	____	____	____
3. Listens to others.	____	____	____
4. Expresses consideration for other person's feelings.	____	____	____
5. Expresses pride in his work.	____	____	____
6. Commits himself publically to his value choices.	____	____	____
7. Participates in value analysis experiences.	____	____	____
8. Reveals his feelings to the group and teacher.	____	____	____
9. Expresses his capabilities and his weaknesses.	____	____	____

SOCIOGRAM

"A sociogram is a method for discovering, describing, and evaluating social status, structure, and development through measuring the extent of acceptance or rejection between individuals in groups." Manual of Sociometry for Teachers by Walter D. Smith

Student's Name _____

Name one or two people from this class with whom you would most like to play.

_____

_____

Name one or two people from this class with whom you would least like to play.

_____

_____

This could also be done by asking about work instead of play.

These two examples would be two separate sociograms; one on the basis of friends and the other on the basis of enemies.

Do this at the beginning of the unit and at the end of the unit.

Compile all the answers and make the resulting sociogram.
Those with the most points would be in the innermost circle.
Those with the least points would be in the outermost circle.

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RESPONSIBILITY AND SELF-DIRECTION THROUGH THE LANGUAGE ARTS*

Specific Value: Responsibility

Subject Area: Language Arts

Grade Level: Third

Time: Ten Weeks

Project on Student Values
3860 Plainfield Ave., N.E.
Grand Rapids, Michigan 49505

*Materials prepared by Shirley Stanage

RESPONSIBILITY AND SELF-DIRECTION THROUGH THE LANGUAGE ARTS

Abstract

I. Philosophical Statement. Ours has become an interrelated and interdependent world. There are many problems of group cooperation that won't be solved until those involved learn to work and plan together and to share the responsibilities of their decisions.

II. General Objectives.
- A. Create situations in which children have opportunity to be responsible.
- B. Enrich and broaden the children's experiences in value alternatives.
- C. Develop the individuals ability to become more self-directed and responsible for his choices.
- D. Foster the desire for independent thinking.
- E. Promote a willingness to share in activities which are of concern to them.
- F. Encourage children to take action on the values they hold.
- G. Develop a respect for the rights and worth of others.
- H. Promote the understanding that personal satisfaction comes from carrying out responsibilities well.
- I. Foster an appreciation of the contributions that the language arts can make in helping us to communicate more effectively with each other.

III. Specific Objectives.
- A. Help plan group responsibilities so everyone may have a turn.
- B. Share related personal experiences with the group.
- C. Assist some member of the class who needs help.
- D. Allow others to have ideas differing from his own.
- E. Give recognition and praise for a job well done.
- F. Help decide standards of behavior in the classroom and on the playground.
- G. Make wise choices in delegating responsibility in the classroom.
- H. Listen patiently when others are talking.
- I. Take care of things borrowed from others.
- J. Cooperate in worthwhile group activities.

IV. Context. Third grade.

V. Content. Book, Open Roads, library books, newspapers, magazines, pictures, slides, filmstrips, movies.

VI. Methods. Group discussions, role playing, viewing filmstrips, listening, puppetry, creative writing.

VI. Time Schedule. Ten Weeks.

RESPONSIBILITY AND SELF-DIRECTION THROUGH THE LANGUAGE ARTS

Philosophical Statement

Ours has become an interrelated and interdependent world. There are many problems of group cooperation that won't be solved until those involved learn to work and plan together and to share the responsibilities of their decisions.

We must help the child to become a fully integrated and creative human being who can function as a responsible citizen in a democratic society.

The school must promote the democratic ideal and those responsibilities essential to its perpetuation and help the student recognize that society improves most rapidly when everyone assumes his share of the responsibility.

The communication or language arts areas can make significant contributions in developing a sense of responsibility. Through good listening, careful reading, skillful writing and realistic dramatization the students can gain insights to better equip them to meet the challenges of being a responsible human being and developing its related value systems.

General Objectives

A. Create situations in which children have an opportunity to be responsible.
B. Enrich and broaden the children's experiences in value alternatives.
C. Develop the individuals ability to become more self-directed and responsible for his choices.
D. Foster the desire for independent thinking.
E. Promote a willingness to share in activities which are of concern to them.
F. Encourage children to take action on the values they hold.
G. Develop a respect for the rights of others and an understanding of the worth and uniqueness of each one and his contributions to the group.
H. Promote the understanding that personal satisfaction comes from carrying out responsibilities well.
I. Foster an appreciation of the contributions that the language arts can make in helping us to communicate more effectively with each other.

Specific Objectives

Value Education related objectives are:

A. Help plan group responsibilities so everyone may have a turn.
B. Share related personal experiences with the group.
C. Assist some member of the class who needs help.
D. Allow others to have ideas differing from his own.
E. Give recognition and praise for a job well done.
F. Help decide standards of behavior in the classroom and on the playground.

G. Make wise choices in delegating responsibility in the classroom.
H. Listen patiently when others are talking.
I. Takes care of things borrowed from others.
J. Reads for personal pleasure.
K. Cooperates in worthwhile group activities.

Language arts related objectives are:

A. Completes assigned tasks on time.
B. Composes whole sentences orally and in writing.
C. Recognizes and uses nouns, pronouns, verbs, and adjectives correctly.
D. Seeks to improve his own oral and written vocabulary.
E. Uses appropriate punctuation at the end of a sentence---period, question mark and exclamation point.
F. Writes interesting titles for his own stories.
G. Narrates events in chronological order.
H. Recognizes the beginning, middle, and end of a story.
I. Reads and enjoys poetry.
J. Recognizes the beginning of a paragraph.
K. Writes unified paragraphs of his own.
L. Can eliminate the irrelevant sentences in a paragraph.
M. Finds story ideas in his own experiences and environment.
N. Demonstrates a desire to write and speak well.
O. Shows an increasing interest in accurate spelling and an improved skill in using the dictionary as an aid.
P. Shows interest in using library facilities and for taking care of books borrowed.
Q. Appreciates the need for developing many levels of listening skills. (appreciative to critical)
R. Becomes more poised and at ease when talking with others.

Context

The children involved in this project will be third grade children of varying academic abilities, most of whom have been together since they first started school. They come mainly from middle-class homes but there are also some from the lower and upper income homes as well. Approximately thirty children will be participating. This years group is almost evenly divided between the sexes. The language or communication areas will be used to develop the value-oriented lessons with the greatest emphasis on the use of bibliotherapy, dramatics and creative writing.

Time Schedule

The overall time estimate for the unit is ten weeks with a schedule of three lessons a week. This time might easily be longer, depending on the on-going activities that may develop with the children's interest.

The lessons are meant to coordinate with and supplement other regularly scheduled activities in the formal language arts program. Thus time is not allowed for teaching skills but more to provide an additional opportunity for children to make use of learned skills in a more relaxed and "let's enjoy outselves" setting. No direct test of comprehension or skills is provided for in the time schedule either. Any test given will be for value clarification mainly so as not to hamper or dampen the possible outcomes by "red-penciling."

Content and Methods

Overview:

The main material for the unit will be centered on the stories that can be found in the book Open Roads published by the American Book Company. They call it the Golden Rule Series or the Modern McGuffy Readers. The third reader is given a readability level of 2. Most third grade children of low average to above average ability in reading should be comfortable in reading this book. A teacher's guide is available. Questions are given with each story and at the end of each unit of stories that could be used to guide discussion.

Library books will be used to supplement the Open Roads book. The teacher will read to the students and students will take turns reading to the group.

Opportunities will be provided for the following: group discussion, role playing, viewing filmstrips, listening, puppetry, creative writing.

Some of the materials used include: library materials, newspapers and magazines, pictures, slides, filmstrips, movies.

Resource persons will be used for areas to show how we depend upon people and what their responsibilities are to others.

Lesson 1

Introduction

Show the children a toy rat and a pipe and ask them to tell a noun word that identifies each of them. Ask if they know anything about rats and how they feel about them. Tell them that the story they are about to hear and see has something to do with rats and music. Inquire if any of the children are familiar with the story as they may well be.

Show the filmstrip and play the companion record of The Pied Piper of Hamlin. (Use the manual side of the record and tell the story personally as the recorded story tells that the people blame the mayor and then realize that they too were to blame.)

Time: About 20 minutes.

Group discussion:

1. Who do you think was responsible for the children being taken away?
2. Do you think that the piper did the only thing he could do?
3. Could the parents have done anything to stop the piper?
4. Do you think anything like this could really occur?

Ask for some children to volunteer to prepare to dramatize the story for the next lesson.

1. Who are the characters? What kind of people are they?
2. When will you practice? Who will be responsible for having this ready for the next lesson?

Lesson 2

Dramatize the story of the Pied Piper as prepared by students. Allow time for comments on the presentation after its production.

Did each person do his job in this group?
Did they work well together?
Did you enjoy this presentation?

Duplicate the following questions and hand out to students.

1. What would you choose as the best reason for the Piper taking the children?

   a. The town was too crowded and there would be more room with the children gone.
   b. The people promised to pay him and they didn't keep their promise so there was nothing else to do.
   c. The parents didn't really love their children and wouldn't miss them anyway.
   d. He was lonely and wanted some company.
   e. Maybe the people would want their children back bad enough that they would remember to do something about their promise.

If you don't think any of these are good reasons and you have a good reason in mind, write your reason below.

2. If you had been the Piper, what would you have done?

   a. I would have taken the children too.
   b. I would have left town without the children.
   c. I would call a meeting of all the people and tell them that if they didn't pay me I would get even with them.
   d. I don't know what I would do.
   e. I would have---

3. If the people thought the mayor was to blame for what happened to the children they should --

    a. Tell all their friends that he was not a good mayor.
    b. Try to get a new mayor.
    c. Just mind their own business and not do anything at all.
    d. Sit down and write a letter to the newspaper and tell how angry they are with the mayor.
    e. Make the mayor give them some money for each child of theirs that the Piper took.
    f. (Your ideas)

Lesson 3

Creative Writing

Being unit with Value Voting strategy.

Tell children you are going to ask them some questions and that they are to answer by signals not with their voice. If they want to answer yes they are to put their right hand on their right ear, this means I hear you and I agree. To say no, put one finger over the lips in the "shh" signal. If they don't want to answer the question in front of the group they are to fold their arms in front of them to signal that they pass. Practice together on one or two to clarify how to signal. Then have voting without comment.

1. Do you think all boys and girls should have a bicycle?
2. Are you pleased with the work you did in Spelling yesterday?
3. Have you ever made a promise that you couldn't keep?
4. Would you ever break a school rule on purpose?
5. Do you think you would ever want to be mayor of a city?

Let's see what we can do with our writing skills. Choose one of the things listed on the board to write about.

1. Write a different ending to the Pied Piper story.
2. Write a paragraph that tells why you should keep a promise.
3. Write as if you were a newspaper man who was in Hamlin and you are reporting on what happened there.
4. Write as if you were a mother or father of one of the children and tell how you feel and what you did.

If you have time and are interested you might make a picture of the Pied Piper, check in the library to see if the story is in one of the books, check in the encyclopedia and see if Hamlin or the Pied Piper are writen up in it..

Finished papers would be put in the teacher's basket. A folder will be made for each child so that this paper and all future stories can be saved. The teacher will raise questions or make thought-provoking questions on the papers but not grade them.

Lesson 4

Picture will be shown using the opaque projector, showing someone who is doing some job with responsibility---a fireman, a doctor, a child helping with a household task, a lady cooking, a bus driver.

Discuss the importance of each of these jobs and what might happen if these persons did not carry out their jobs well. Use the I Want to Be books and and the All About books. Choose one occupation to find out about. Work as teams and prepare to report on these occupations to the whole group.

After a work period ask if everyone in the group was cooperative. How did they choose their leader? How did they decide what jobs needed to be done?

Circulate among the groups as they are working and help the children to keep on the topic.

Lesson 5

Poem: "Which Loved Best"

(Play the Devil's Advocate) Tell the children that you are going to say some things about children that may or may not be true. Ask them to listen carefully (critically) so that they can point out those things that they think are untrue.

> "I am very upset with the children in this room. No one in this room ever shuts a locker door. I just don't have time to do everything. I have asked children to help with some of the work around here and I can not find anyone who will help me. This room is so junky and dirty we can not find any place to put this box."

Pause for a moment and give children time to think and time for them to make an adjustment from the teacher's role as "devil."

> Did I say anything that you do not think is true?
> Can you prove in some way that what I said is not so?
> Do you do anything about making this room a more pleasant place in which to work and play?
> How did you feel when I was saying all those things about you?

Listen to the poem that I am going to read to you now. It is a poem about children. You may have some feelings about the children in the poem.

Recite poem.

Which child would you most like to be? Can you tell why?
Do you help at home or at school? How do you help? How can the members of your family, your classmates or your teachers tell if they can depend on you?

What are some words that we use to describe someone who is helpful? Someone you would want for a friend? Someone you would choose to be a game leader? Someone you would want to help you in one of your lessons?

Lesson 6.

Read "The Fight-Saver" Open Roads, pp. 33-38.

Theme: Responsibility of each member of a working group to do his share.

Set a can of furniture polish, a dust cloth, a chalkboard eraser, a watering can, a broom and other such items as can be assembled on a table in the room. Have the children identify each item and write its name on the board. Then ask if anyone knows what they are for and how they know. Call on some people to tell what work they do at home.

How do you feel about doing that job?
Do you really want to do it or do you do it because you have to?
Are there some good things about doing that job?
Does everyone in your family have special jobs to do?
Do you ever grumble about doing the job or are you very good about doing it without complaining?
Have you ever thought about trying to get out of the job?
Who does it if you forget, or just don't do it?

The story tells about Tommy and his family and how he and his sisters quarrel about who is to do the dishes. Grandfather suggests that they find a way to work together. A fight-saver is a schedule.

The children will read the story silently. Then they will be asked to relate the story to what we were talking about before we read. If the children accept the idea of scheduling as a fight-saver or a fair way of sharing responsibilities have them make a list of things that could be done by taking turns and let them volunteer to sign up for different jobs. Plan for how long each person is to do a particular job.

Lesson 7

Read "Danny the Doer" Open Roads, pp. 40-47.

Responsibility, in this case, is to assume leadership.

This is the story of Danny and Dick, twins who were different in a very important way. The children want a playground. They live in the city and often play in the streets. Danny assumes the leadership in obtaining a playground. He is able to get the group to see the mayor. (Recall the mayor of Pied Piper at an appropriate time). The story does not tell if they ever get the playground.

Show colored slides of Bennett Park, Oak Park and the various school playgrounds in Charlotte. See if the children recognize any of the places and ask them to tell what they enjoy about them. Space slides of broken swings, teeter, slides in with the other pictures.

Before much discussion is held ask children to read the story and after they have read think of some reason why these slides were used to introduce the story.

Elicit from the children answers to the following questions.

What is something you would like to have for your school or city?
Can you do anything about getting it? What?
What would you be willing to do to get it?
Where would you start?

The hoped for outcome would be an action project with children taking some initiative in doing something about improving the school playground.

Lesson 8

Listening experience

Ask one of the mothers who play a guitar to come in and play for the class the day this story is to be read.

or

Talk about the Hum and Strum program and Miss Powell's guitar.

or

See if one of the children has a guitar they can bring to school for the day.

Read to the children Jaspter Makes Music by Betty Horvath, Franklin Watts, Inc., New York, N.Y., 1967.

Jasper sees a guitar in the store and decides he must have it. It costs $29.95 and he has no money. He tells his parents that he needs it. They say he doesn't need it, he only wants it. Jasper makes a guitar but it just didn't sound right. Grandpa has an idea about a magic shovel. Jasper finds out that the magic is earning money by shoveling snow to be able to buy the guitar.

The story ends with Jasper working but we never know if he does get the guitar, much like the story of Danny the Doer.

Do you want Jasper to get the guitar?
What are some things that might happen to keep him from getting what he wants?
If you really wanted something how would you go about getting it?
Is there someone who might help you? Who?

Discuss the meanings of the words want and need.

Write three sentences that tell something you want.
Write three sentences that tell something you need.
(Add these to the individual students folder)

Lesson 9

Creative Writing

Recall Danny and Jasper and how we were uncertain as to what ever happened. Ask children to select one boy to write about. Divide room into two groups according to the story selection and have them talk over the story under the leadership of one student. Allow 5 minutes for sharing ideas. Then direct the children to write giving them a 15 minutes limit. At the end of the time ask if anyone has a ending to share.

Place individual folders in a special place and ask children to put their paper in the folder when they are finished.

Lesson 10

Choosing Appropriate Words

Review words want and need and read some of the sentences the children wrote in the previous lesson (#8) without telling who wrote it.

Using the overhead projector, show the following sentences. Instruct the children to number their paper from 1 to 10. Then write only the word that they think is best. Tell them that not everyone will choose the same word.

1. I could-should get my work done on time.
2. I can-will play marbles today.
3. I could-would tell a lie to my parents.
4. I want-need a new bicycle.
5. I could not-would not break a window on purpose.
6. I need-want to go to Florida some day.

7. to 10. will be taken from those written by the children.

Ask children to work on finding other words that are related but not exactly the same.

dislike---hate---loathe
walk---strut---meander
talk---yell---holler
like---admire---love
work---labor---toil

Lesson 11

Read "Six Dancing Bears," Open Roads, pp. 50-57.

Theme: A responsible person is someone you can trust.

Introduction: Have some name brands of food products out on a table before the lesson. Tell the children they are free to eat some if they would like to do so. Just before the lesson ask how many children did actually help themselves. To highlight the idea of trust place the product in a dish so that the children must rely on knowledge of the product when determining if they want it. Elicit the idea that they ate the food because they trusted the teacher not to put out something not meant for human use and they knew what it was.

Read the story and relate Nils experience with the lady to their own.

Value Sheet for Lesson 11

Grandfather told Nils not to sell the smallest bear because it was not finished. He sold it anyway. Before it was too late he told the lady he could not see her the bear after all. She trusted him and gave him the money anyway. That seemed to make everything all right with Nils because now there was enough money to go to the city.

Think about each of the sentences below. Answer them the way you feel you need to. There are no wrong or right answers.

Would you -------?

	Yes	No	It depends
1. Say you would do something and not do it?			
2. Say you would not do something and then go ahead and do it anyway?			
3. Tell someone they did a good job if you didn't really think it was a good job?			
4. Do a job that someone was supposed to do?			
5. Take a library book home and never bring it back?			
6. Stay in at recess time or after school to get a job finished that you were suppose to do without the teacher telling you to stay in?			
7. Be unfair when checking your own paper if you knew that no one else was going to see that paper?			
8. Say that a job was done if it really was not?			

How many yes answers do you have?_____
How many no answers do you have?_____

Lesson 12

Creative writing

Theme: Problem-solving and being able to see alternatives to a problem.

Place some wood out on the table. (We have a bird house kit that could be put out to be assembled). Announce that you are going to make a birdhouse that afternoon. There will be no tools to use, nails, glue or other needed materials. Ask one of the boys to start the birdhouse for the class. If he is alert and says he has no tools or that he can't go on from there. If not, continue asking for someone to do the job until the children get the point that we are not prepared to do this job.

Ask them if they ever were unprepared for class and in what way. (No paper, pencils, work unfinished, books at home instead of at school).

Then list the following things on the board and have the children list all the problems they might have in trying to do the thing they choose. If someone has a suggestion to add to the list, accept it.

Problem areas:
- Taking a bath
- Making a sandwich
- Painting a picture
- Making cookies
- Building a birdhouse
- Bringing a guitar to school

Share ideas. The teacher could then compile the list for future use in creative writing situations. Place the list where children can get to them. Check one week later and see if anyone has taken the initiative to write a story for one of the situations.

Lesson 13

Read "Pablo and the Spotted Pony," Open Roads, pp. 58-64.

Working for something you really want and taking action so that you can make it happen.

Recall how Jasper worked for something all winter long. Danny wanted a playground and did something about getting it. Nils knew Grandfather trusted him and had to tell the lady the truth.

Pablo wants a pony very much. He had a way to earn money to get the pony but something went wrong. Find out how Pablo was able to solve his problem. (Pablo works so hard that Mr. Armas lets him have the pony in return for working and helping him with his horses).

Voting (related to home and school responsibilities)

Show of hands

How many of you are getting an allowance for the work you do at home?
How many of you would do the work even if you didn't get paid?
Is anyone doing a job at home or at school now who did not have a special job before when we discussed ways we help? (Lessons 5 and 6)

Ask children to provide some questions regarding work at home and school to use for Voting.

Lesson 14

Listening development

Poem "Be Yourself" by Margaret Hillert

Be Yourself

If you can't play a fiddle
You can sing a tune,
If you can't sing a tune
You can whistle,
Like a toy balloon
Or rocket around
Like a missle.

If you can't have a dragon
Keep a cat instead
Or a hamster, a fish,
Or canary.
You can have a good time
If you use your head.
So just be yourself
And be merry.

List three things you can do well.

List three things you would like to do better.

If you were to help someone in your room do something better, what would you be able to help with the best?

Value Sheet related to Lesson 14.

Are any of these you? Write your name beside any of these paragraphs that might be about you. If you don't belong to one of these paragraphs but some one else in the room does, put their name after the paragraph.

1. I am very quiet. I like to work by myself. I am usually alone on the playground. I don't talk much in the room.

2. I am interested in lots of things, but only for a little while, then I get interested in something else. I can start things but I don't seem to finish them. I don't stick to any job very long.

3. It's hard for me to make up my mind. I take a long time to decide what to do or what to say. I am not very sure of myself. I don't want to make a mistake in front of the other children because they might laugh at me.

4. I like to do what the other kids do. I like to have someone to follow and do what that person tells me to do. I don't like to have to do things by myself.

5. I like to quarrel. I seem to do just the opposite of what other people want to do. If everyone wanted to play Seven-Up, I wouldn't. I like to have people do things my way. If they don't then I find some way of making their game go wrong.

6. I like everybody and I'm very happy. I'm kind and friendly to others and they seem to like me. Children often choose me to be a leader. The teacher asks me to do jobs because she knows that I will do my best to do a good job.

Lesson 15

Filmstrip "Taking Care of Your Things," Encyclopedia Britannica series.

Content and value related questions are incorporated into the filmstrip.

Start by asking if anyone has something new on that day. Just in case no one has---have a new book or something new to share with the class.

Using a child projectionist show the filmstrip about Beth and her new coat. She promises to take care of it and does not.

Upon completion of the filmstrip and discussion related to its content have children orally or in writing complete the following open-ended sentence.

You should keep a promise because -------.

Lesson 16 Read "Read Sail," Open Roads, pp. 65-72.

Have a loaf of bread and ask the children if they can tell the story of a loaf of bread. (Steps). How do we use bread? Then tell them that the story for this lesson has something to do with bread. Instruct them to read and find out what. Discuss the story.

Nicola's father is to take brush to the baker but due to a storm at sea can not get back in time. Nicola does the job so as to keep his father's word. His friend decides to help him. No one told Nicola to do it but he felt a responsibility to his father.

Theme: A responsible person keeps his promise.

(Relate to Beth)

Satisfaction comes from voluntarily doing a good turn.

(A good deed is its own reward)

Who depends on you?

Who do you depend on?

Ask if anyone remembers the story of Little Red Hen or Belling the Cat. See if someone will volunteer to prepare one of the stories for the class.

Lesson 17 Read "Pillow Fight," Open Roads, pp. 108-115.

Theme: A responsible person takes care of property of others.

Ask children to get out any library books they have at their desk. Introduce the story by finding out where they got the books and who they "belong" to. See who remembers the library rule regarding books lost or damaged (pay for replacing). List on the board other things that we use that belong to others.

Read the story silently then have discussion.

What were some alternatives for the girls?

Is there anything we can do if we see people misusing school property or materials, such as library books?

Value Sheet

Read each of the situations below. Think about how you would act or what you would do in each situation.

M---means that you would mind your own business, not do anything at all or just go away.

D---means you would do something about it on your own.

T---means you would tell someone what was going on so they could help you or do something themselves.

1. You are with a group of children that you want for friends. They begin to tease another child about being "stupid." Some of the children start the teasing. Others join in. What do you do? _____

2. You notice that some of the swings are broken on the school playground. What do you do? _____

3. The school rule says that children are not to play on the front lawn. Two children in your room are on the lawn. What do you do? _____

4. Your teacher is called out of the room while the class is doing a page in Math. Two children begin to tell the answers to each other. What do you do? _____

Lessons 18-19-20 Listening Experience

Read to the children Honey Boat by Polly Burroughs, Little, Brown, and Co., Boston, 1968, 43 pages.

Due to the length of the story it will be divided into three days story hour. It is a very good book to stress the importance of each person doing his share.

Ellie is a lady garbage collector in the harbor. When she gets hurt and can not do the job, no one else does it either. Soon the harbor is full of litter and garbage. People become very irresponsible. Some have the idea that if one person throws garbage in the water they can too. Soon the town has an epedemic illness. Finally the people realize what mess things are in and under doctor's orders begin the week long job of cleaning up the harbor.

Related Activities

The children will be asked to work on before and after pictures of the harbor.

The following questions will guide the discussions:

Who is responsible for keeping our school clean? Our city?
What is done to make the job easier for us?
Get children to tell ways in which they can assume some responsibility in the following areas:

room	city
school	state
neighborhood	nation

Work toward a student action program where they will actually undertake a clean up project.

Have students make posters and distribute them around the building.

Guide them into volunteering to serve as a clean-up committee for our school property. Scheduling days and who would sign up to be responsible for that day.

Invite the principal in to hear the students plans or have them arrange to send a committee to see him.

Check on the availability of the movie "Keep America Beautiful" which can be obtained from the Owens Illinois Plant in Charlotte.

See if a group of children would be interested in producing a play or puppet show for the other children in the school.

Ask them for other suggestions of things they themselves can do about litter.

Prepare the following value sheet to be handed out after the story is completed and discussion is held on their ideas of what they can do.

1. What do you do when you see a piece of paper on the school lawn?
2. If you bought a candy bar down town and ate it there, what would you do with the wrapper?
3. When you have lots of school paper to take home, do they all get home safely?
4. When we have a popcorn sale at school and you eat the popcorn on the way home, what happens to the empty sack?
5. When you are walking down the street and see someone ahead of you drop a paper, what do you do?
6. When you are eating an apple outside, what do you do with the core?
7. When you are in a car traveling down the highway, what do you do with a gum wrapper?
8. If you go to McDonalds Drive In, what do you do with the papers your hamburger comes in?
9. When you are in the classroom and have gum in your mouth, what do you do when you want to get rid of the gum?
10. When you go on a picnic with your family, what do you do with the paper plates, cups, napkins, and tin cans you might have used?

Value Line

Garbage Gary & Litter Linda	———	Tidy Tom & Clean Clara

Tell the children about Garbage Gary and Litter Linda. They never pick up things they see about. They think nothing of throwing papers or anything else on the ground.

On the other hand: Tidy Tom and Clean Clara are forever picking things up. They would run down the street after someone and tell them that they had dropped a gum wrapper on the ground.

Ask the children to place themselves on the value line as to how they see themselves and how they feel about litter.

Lesson 21 Read "Leave it to Lydia" Open Roads, p. 150-156.

Theme: A responsible person is sensitive to the feelings of others and encourages others too.

Lydia and Horace have plan for the money they will earn by braiding straw for the hat maker. The hat maker buys only Lydia's because hers are made so well. Horace gets upset and when Lydia offers to give him her money, he only becomes angry with her. She has Horace teach her more about Spelling but only after she has given him lessons on braiding straw. She was kind and gave him a chance to be kind as well.

Guiding questions: Why was Horace hurt?
What did Lydia do about it?

Listening activity

Listen and choose the correct spelling for the word used in the sentence. (All these homonymns are in the story).

flower-flour	made-maid	for-four
wait-weight	need-knead	to-too-two
right-write	their-there	week-weak
buy-by	see-sea	I-eye

Just suppose there was no school in this town. How could you learn and get an education?

Value Sheet for Lesson 21

Horace was only a boy when he helped his sister Lydia to become a better speller. She asked for help because she knew that she needed some help. Think about each of the following things and then check if you could best be a teacher or a pupil. If you feel you are good enough to help someone else then check teacher. If you feel that you would want someone to help you do a better job, check pupil. There is no right or wrong answer. You must think about yourself and answer as you see yourself. (Next page).

1. Read and write numerals to 20. _____ _____
2. Know addition combinations with a sum of 10 or less. _____ _____
3. Tell time by the hour, half-hour and quarter-hour. _____ _____
4. Write Roman numerals to XX. _____ _____
5. Use addition facts in two-place and three-place problems. _____ _____
6. Read well orally. _____ _____
7. Know how to spell words in the weekly word list. _____ _____
8. Recognize homonymns and be able to use them correctly. _____ _____
9. Find paragraphs in a story. _____ _____
10. Find the verb in a sentence. _____ _____
11. Know what a noun is and be able to find nouns in a sentence. _____ _____
12. Draw a bird. _____ _____
13. Make ar ..y a kite. _____ _____
14. Braid straw. _____ _____
15. Know the five parts of a letter. _____ _____

Go back over your paper. If you checked pupil after a phrase, and can think of someone you would like for your teacher, put that person's name on the second line. The person whose name you write may be in this room but you could put someone not in this room if you like.

Lesson 22

Dramatization.

How much do you remember about each story character we have read about so far? Some children have been given a slip of paper. On that paper if the name of a character appears, they will act out something that the character did. We shall try to guess who it is.

1. The mayor from the story of the Pied Piper.
2. Fran, the child from the poem,"Which Loved Best."
3. Grandfather from the story of the Fight-Saver.
4. Danny, the boy who wanted a playground.
5. Jasper, the boy who wanted a guitar.
6. Nils, the boy who sold the baby dancing bear.
7. Pablo, the boy who wanted the Spotted Pony.
8. Nicola, the boy who kept his father's promise.
9. Kim, the boy who didn't know what catch meant and some of our customs.
10. Mary Ann, the girl who wanted to make the pillow as good as new.
11. Lydia, the girl who was kind to her brother.
12. Cindy, the little girl who helped on the garbage boat.

If you were to become one of these characters, which one would you choose to be? Tell why, if you can.

If you were to choose one of these characters as a friend, who would you choose? Tell why if you can.

If there is someone in our room who is really like one of these characters tell who it is and which character they make you think of.

Lesson 23 Listening Experience

Read Jay's Big Job by Jerrold Beim, Wm. Morrow and Co., New York, New York, 1957, 48 pages.

(The story is 48 pages long but it is done in large type and includes many illustrations so it could be used in one story period without asking the children to sit for a long period of time).

> The main part of the story deals with Jay attempting to paint his own room while mother and father are gone because he knows they plan to do it. He means well but finds out the hard way that sometimes a job is too big to do by yourself or that sometimes we assume a responsibility we should not and must try to do something about the difficulties this may have caused.

Read to page 34 and stop. This is where mother and father come home. Ask children to suggest some of the things that might happen. Had Jay acted wisely? Was this a job that he could do by himself?

Have you ever tried to do a job that was too big for you to do alone? Can you remember how things turned out and how you felt? What did you do about it? What might Jay do now?

Finish reading the story. Check the children's reactions again after they know how things ended for Jay.

Value Lesson to follow up lesson 23

Below are a list of things people can do. Read the list over carefully. Some of the things you might feel you could do by yourself. Some are things that you might need help in doing.

> A---means you could do it alone.
> B---means you would want someone to help you to do it. If you know who you would want as a helper, put their name on the line.

1. Move a piano. _____
2. Study spelling words. _____
3. Bake a cake. _____
4. Mow the grass. _____
5. Read a book. _____
6. Clean your bedroom. _____
7. Take a message to the school office. _____
8. Lead a song for the class. _____

9. Buy a gift for a friend. _____
10. Shovel the snow off the sidewalk. _____
11. Find a book about the moon in the library. _____
12. Build a birdhouse. _____
13. Ride a horse. _____
14. Work a crossword puzzle. _____
15. Pick up sticks that have fallen in the yard. _____
16. Play a guitar. _____
17. Give a talk about litter on the radio. _____
18. Plan a puppet show for the first grade. _____

Lesson 24

Read "It's Hard to Tell," Open Roads, pp. 166-172.

Take some "dress-up" clothes to school and have some children do some role-playing after they get all dressed up.

The theme of the story is responsibility for the property of others. (See Lesson 17).

What are our obligations when we borrow something from others? Should you use things belonging to others without their permission?

Ask some children to be the characters in the story and prepare a presentation for the next lesson.

Lesson 25 Prepared presentation for the previous story.

Do children do a good job? How do the others show that they know this?

Proud Whip

I'm proud of the time I _____

Mother was very proud of Joy for being truthful about what happened to the necklace.

Ask children to think about the unfinished sentence given above. Call on seven or eight people to tell how they would finish it.

Lesson 25 Art---communicating by pictures

Ask the children to draw a picture that would send a message about ways people can act responsibly or to show something that they think they could assume leadership in doing. (Post pictures on the bulletin board and encourage children to write a caption for their picture.)

Lesson 26. Read Little Two and the Peach Tree, by Patricia Miles Marth, Atheneum, New York, 1963.

Theme: Everyone can make a contribution to the group.

Peach Blossom is shy with people but by using her ability to draw she is able to do a job the others could not do.

Relate the story to lesson 25. Some of the children might like to do another picture on their own.

Lesson 27 Read "Kim," Open Roads, pp. 80-86.

Kim is a boy from Korea who does not understand American ways. At first the children laugh at him. When he makes a worthwhile contribution to the group, their ideas change. He does some changing too.

Kim did not know any American words. Give the children some unusual words that they would not know unless they looked it up in the dictionary.

Lesson 28 Creative Writing

Write some new and strange words on the board. Ask the children to think about the word and then write all about it. Tell what it is, bird, animal, kind of car, people of outer space, anything they can think of. Once they decide what kind of a thing they want it to be and have written all they can about it, have them make an illustration of it.

Did anyone think of using the dictionary to locate the meaning?
What part of speech did they use it to be noun, verb, adjective?
Does the drawing agree with the writing?
How different are the ideas in the group?
If our ideas of the words meaning are different, who's right and who is wrong?
How do the children express these differences?

Class Goal Sheet for Unit

The class minimum level is considered to be at the 1.2 level on the Taxonomy scale. Maximum class level at the conclusion of the unit shall be considered to be at the 2.3 level on the Taxonomy scale. The goal sheet will be checked prior to the unit and at the conclusion of the unit. Both value-related and subject-related behavior is included. Although teaching the skills of the language arts will not be the main concern of the unit, the use of related skills and transfer from formal lessons shall be looked for and part of the desired outcomes.

1. Shares personal experiences with the group that are related to the topic of discussion.
2. Volunteers for housekeeping duties and carries them out.
3. Uses work-study periods in worthwhile games and activities.
4. Recognizes when someone has made a good contribution to the group and mentions it.
5. Can listen to a story attentively and recall events in the story.
6. Shows an interest in stories by reading himself.
7. Tries to convey feeling of the characters when reading orally by using appropriate expression in the voice.
8. Can compose a meaningful oral or written sentence.
9. Shows an interest in writing stories.
10. Can write a story with an interesting beginning, middle and end.
11. Can recognize noun and verb words.
12. Can use noun and verb words correctly in sentences.
13. Shows an increase in use of library facilities.
14. Can retell a story in chronological order.
15. Speaks with ease before the group.
16. Abides by group decision with good sportsmanlike behavior.
17. Comes to class prepared.
18. Tries to complete assignments on time.
19. Inquires as to what work needs to be done when an absence has occurred.
20. Keeps track of own personal belongings.
21. Returns school materials to proper storage places.
22. Handles the property of others with respect and care.
23. Shows an interest in taking care of school property, including wise use of playground equipment.
24. Volunteers to help classmates in areas in which he shows some degree of mastery.
25. Ask for help in those areas in which he shows a lack of mastery.
26. Takes part in group planning by making suggestions.
27. Cooperates when working in small or large groups.
28. Shows a willingness to take turns.
29. Shows an interest in classmates and a sensitivity to their feelings.
30. Asks for help in spelling unknown words or attempts to make use of the dictionary.
31. Can write legibly.
32. Brings in materials that relate to story areas of concern.
33. Shows a individuality in creative writing.
34. Recognizes the main idea of a paragraph or story.
35. Speaks clearly and politely in group discussions.
36. Volunteers to make special reports.

Related Readings

From Treat Shop, Charles E. Merril Books, Inc., Columbus, Ohio.

Reading level---3

Little Boy With a Big Horn, p. 12
Valiant's Lamb, p. 45
The Little Cook's Reward, p. 198
Come Along, Daniel, p. 262

From Happiness Hill

Reading level---2

The Barnyard, p. 46
A Cowboy's Day, p. 64
Fifteen Bathtubs, p. 126
The White Goose, p. 168

From Magic Carpet

Reading level---4

Donkey Fever, p. 12
Serapina Takes Charge, p. 85
A Trip to Lancaster Market, p. 114
Judy Grows Up, p. 134
The Mayflower Spaniel, p. 353
A good Traveller, p. 361

Being a Friend, Mountain, Lee Harrison and Mason, Walter, Level 1, McCormick-Mather, Challenge Readers, 1965. McCormick-Mathers Publishing Co., Inc. Witichita, Kansas.

Winning Friends, Level 2
Keeping Friends, Level 3

Both positive and negative traits are given in the stories with emphasis on the positive, friendly traits.

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EXPRESSING APPRECIATION IN LOVING RESPONSE TO GOD'S LOVE*

Specific Values: Moral Development and Social Responsibility

Subject Area: Religious Education

Grade Level: Third

Time: One year

Project on Student Values
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*Materials prepared by Lena Szymas

ABSTRACT

I. Philosophical Statement. Religion is part of human life and therefore is always present in his life. To adopt a religious attitude, not in order to respond to the divine summons, but so as to make religion the final justification of oneself, as part of his full humanity is the aim of religious education. A person must provide opportunities for facing some of life's most basic realities. Let God be God, and let the child be led, to find Him in the things which interest and intrigue the child.

II. General Objectives: Experience the fullness of Christian life in miniature. (a) Listening (b) Speaking (telling experiences) (c) Doing (d) Spontaneous prayer to meet todays needs (e) Having values in feelings and own ideas (f) Respecting oneself as a unique individual.

III. Specific Objectives. Leading a child toward seeing deeply into the life he is living can help him to discover the real God and a real hope in life.

> Engage cooperatively in activities with other children. Experience conflict between Jesus' demands and the demands of the people he has contact with (home, school, playground. Explore the Gospel's teaching about how to share in God's kingdom of brotherhood, by opening doors of friendship, respect, understanding, good will, giving and reconciliation. Develop an attitude of respectful wonder, curiosity and questioning toward all experiences.

IV. Context. Third Grade Religion Class

V. Content. On Our Way Series (Vatican II Edition).

VI. Methods. Reading from book, choosing activities, celebrations (para-liturgies) stories, pictures, dramatize (amplifications), Bible themes, questions (factual or objective) (open-ended question) (Thought or subjective)

VII. Time Schedule. September to June

Philosophical Statement

Childrens responses to events and relationships which bring them to deeper understanding and insure their growth as persons is what stimulates religious development. Children learn from experiences rather than from what they are told. Religious living is much broader than the information necessary to understand religious concepts. It is very important for the child to experience Christian community at home, in school and in the neighborhood. Children create themselves through freedom, independence, relationships, communication, creativity, openness to change and awareness of others with sensitivity to their own growth patterns. Listen to the message the children speak whether in words or reactions and lead them to responsible freedom and fulfillment by stimulating their search for identity.

Statement of General Objectives

These areas of experiences will be used in this unit.

1. Deepen the awareness of belonging.
2. Open the child to revelation as he experiences it in his own life, in the lives of others, and in the Bible.
3. Provide kind of experiences that release creativity.
4. Develop attitude of wonder, curiosity and questioning.
5. Develop awareness of growth patterns.
6. Reflect on listening experiences.
7. Sharing and communication lead to belief, hope and love.
8. Sense of achievement through group play.
9. Ability to celebrate helps appreciate the goodness of life.

Statement of Specific Objectives

1. Accept responsibility of sharing in a group. Talk about likes, dislikes, and reactions and be free to ask questions of others without fear.
2. Take pride in his family, school, community and show respect to family and friends. Important to be a friend.
3. Take responsibility for your own conduct, practice self-control.
4. Make pictures, poems, stories and songs to feel how each person has the power to create his world, himself and others. Belief in one another deepens faith in God.
5. Listen to his own senses and things outside him to find out the why of things. Search for answers for himself.

6. Engage thinking through creative dramatics or role playing problem solving situations real or pretend.
7. Improve courtesy toward other people.
8. Improve ability to get along with others foster sportsmanship and friendliness at play.
9. Prepare and wait for celebrations with natural spontaneity and eagerness so as to enter into worship experiences.

Statement of Context

This is a unit that will take place in six third grade classes at a religious center. Our regular Catholic School closed last June. The children are released from public schools and bussed to the center for one class each week. Twelve schools are involved, city, neighborhood and one rural.

Outline of Content

Textbook. On Our Way Series - Jesus. Vatican II Edition.

The world of third graders is interested in other people and ask many questions about their way of living and thinking. In presenting the life of Jesus the sequence of events is not so important as the presentation of the personality of Jesus, the God-man, as revealed in the Gospels.

Living experiences in text provide opportunities to satisfy interests and find answers to their questions.

God made us to live together.
We are made to be free; we suffer when freedom is taken away.
Learn to know each other better.
Shared experiences especially endurance of hardships can weld individuals and groups into oneness.
Jesus tells us how we are to keep our covenant with God.
Experience the sad reults of our refusal.
Wait for promise, we share the experience of waiting and the joy in receiving what we wait for.
We know someone loves us by the way he is interested in what we do.
Experience unhappiness when we hurt those we love.
Experience the excitement of welcoming a hero.
Experience how we celebrate and remember important events.
It takes courage to tell the truth when we have to suffer for it.
When someone suffers in order to help us, we know his life is real
Prayer - special - spontaneous.
When we hurt someone we love, we feel sad and uneasy. If we are forgiven, we are happy again and in peace.

Joy Magazines - each week - stories and activities in each.
Bible Stories
Music
Art
Class Activities
Film Strips

The Methods

A religious experience apprcach is based on the child's nature the possibility of the fullness of an experience is limited by the understanding and age level of the child. A minimum of knowledge is necessary but attitudes developed last a life time. The child is essentially a maker. He loves to draw and do a variety of things that are creative. Play is integral to a child. By personally touching the child's life in play, music, film, creativeness, Scripture, liturge and whatever other avenues are available we hope to help the child have a living experience of the reality of the risen Christ.

Dramatics:

Play is the most complete of all the educational processes, it influences the intellect, the emotions and the body of the child.

A. Plays and skits
B. Puppet shows (Who am I? Characters)
C. Pantomine the narrative of the Gospel passages
D. Dramatize the different "encounters" of Jesus with people who do not believe in Him. Let the children do and say what they would have liked to do and say had they been there.
E. Role playing
   1. Families
   2. Community helpers
   3. Parable similiar to the Good Samaritan that could have happened to them (a bike rider hit by car, boy hurt in fight, etc.)

Art:

Drawings or art work has the value of an experience of faith.

Mural
Posters
Collage (Magazine pictures of people whom you depend upon or who depend on you.)
Collage of love (Magazine pictures showing love)
Banners (Community, religious)
Drawings to illustrate stories, holidays.
Mobiles
After story - draw the part you liked best

Music:

Music imparts to all a deeper sense of world brotherhood.

Songs from text
Songs from Joy Magazine
Songs from Church Missal
Records on liturgy

Stories and activities:

Read Joan Walsh Anglund's, Love Is a Special Way of Feeling. Make list of Love is _____ sentences. Example (Love is taking care of a puppy.)

Unfinished story about something free that is about to be caught. Have children finish story by describing how it was caught and what it felt like to be captured.

Read excerpts from "A Cup of Sun" by Joan Walsh Anglund. talk about how the author "sees" God in the things of nature.

Bible Stories

Celebration:

Celebration part of cultural pattern and an outpouring of human spirit.

Plan for children's party (need for one another)
Volunteer to assist in arranging (friendship and enjoyment of being with others.)
Matthew 18:20 John 14, 18:20 John 13:34

Folk celebrations
Holidays (Thanksgiving Mass, children bring gift of fruit for Nursing homes)
(Christmas celebration for parents, group singing-gifts for needy)
Seasons
Feast Days of Church

Time Schedule

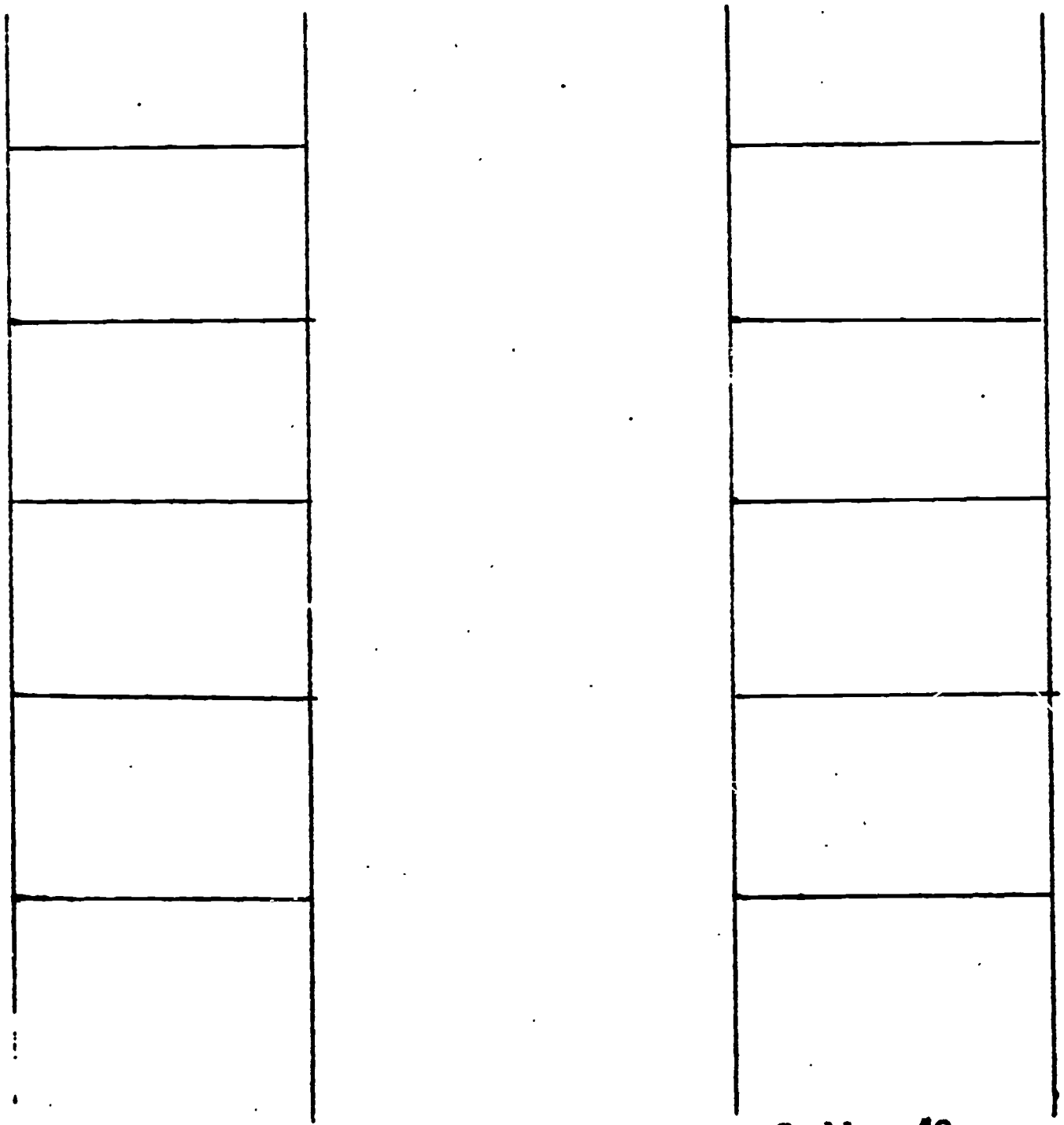
This unit is not complete as this new program is very flexible. This contains a section of the work for approximately thirteen weeks.

GRID

Objectives / Content And Methods	Acceptance of respect, courtesy & questioning toward all experiences	Responsibility for own conduct	Ability to get along with others Sportsmanship	Achievement through group experience	Total
Textbook and Discussions	8	8	6	8	30
Joy Class Activities	6	5	3	7	21
Reading Stories	3	2	4	2	11
Dramatics	2	5	4	6	17
Music	1	1	3	3	8
Art	3	1	2	4	10
Celebration	1	1		1	3
Total	24	23	22	31	100

Some traits for getting along with others at home, at school and in the neighborhood.

List traits decided upon on both ladders.



Ladder #1

Ladder #2

Rate yourself on ladder #1

Blue - good
Yellow - fair
Red - poor

One week later rate yourself again on ladder #2

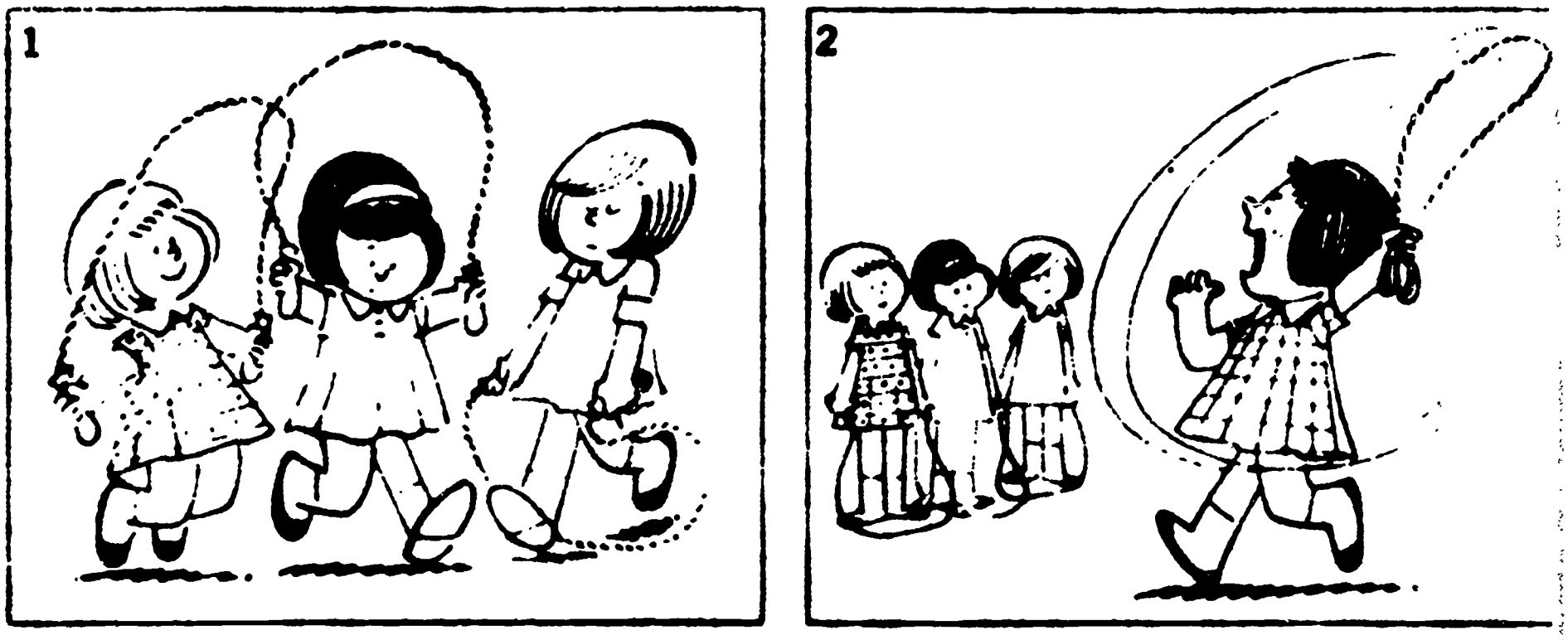
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Discussion on Freedom

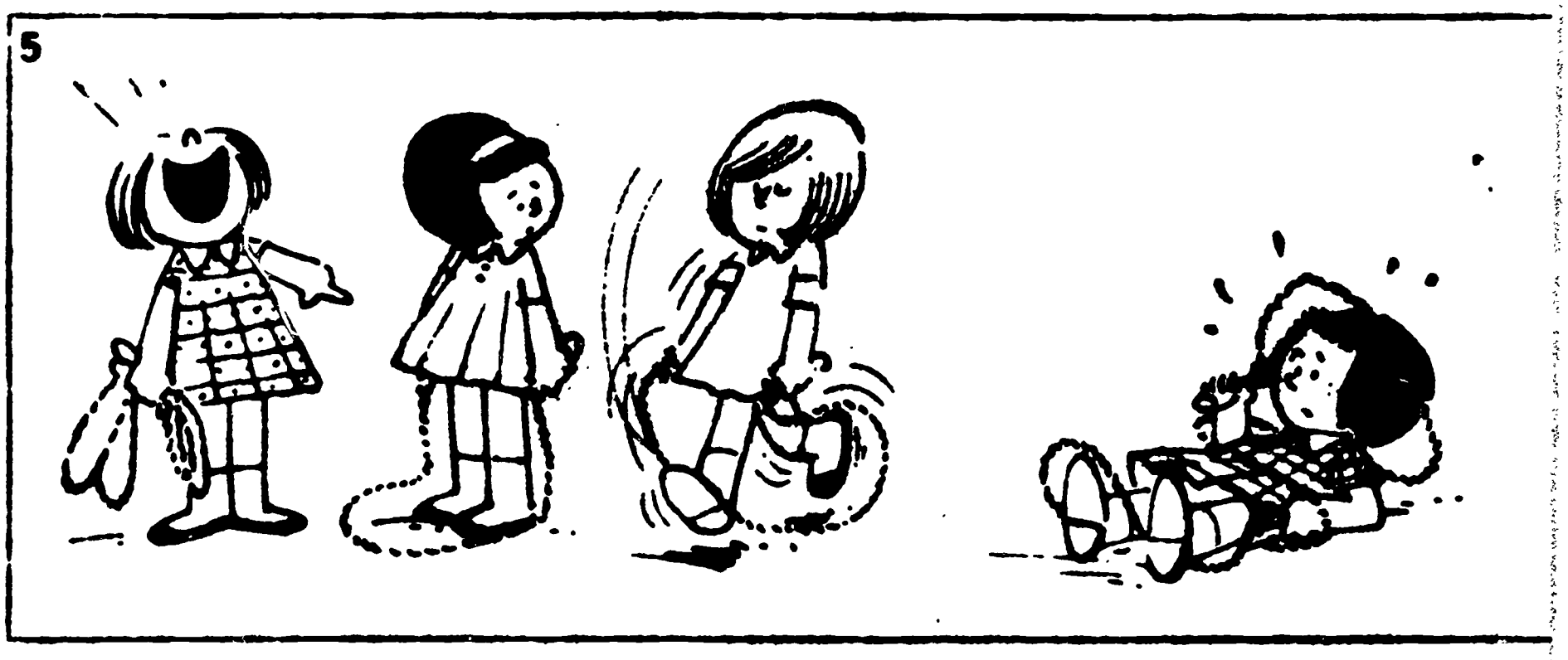
- When we say something is free, what do we mean?
- Can you think of some things that are very free?
- Can you think of some things that are not free at all?
- What does it feel like to be free?
- Can you think of a thing that makes you feel free?
- Can you think of a place that makes you feel free?
- Can you think of any person that makes you feel free?
- Do you think your parents are free? What things are they free to do? What things can't they do?
- Are you free? What things are you free to do? What things can't you do?
- Did you ever feel like you had a wall around you? When?
- Did you ever feel like there was a wall between you and another person? When?
- How do you think God feels when He sees there are walls around people or between people? Why do you think he feels this way?

Open-ended sentences on Growth and Change.

The people I like are _____
Someday I want to see these places _____
I would like to know the answers to these questions _____
These things make me laugh _____
These things make me cry _____
The hardest thing to do that I know is _____
I am very good when _____
I am frightened of _____
The thing I wish for most is _____
Most people think I am _____
I am sad when _____
I am happy when _____



Those lines are for your story.



Here is a parable told in pictures
What do you see
when you look at the picture
What do you think happened next
Draw a picture to finish th

3



4



6

This space is for your picture

parable and write your story.
Show your parable to other children
in your class and look at theirs.
How are they alike?
How are they different?

Joy Teacher Guide

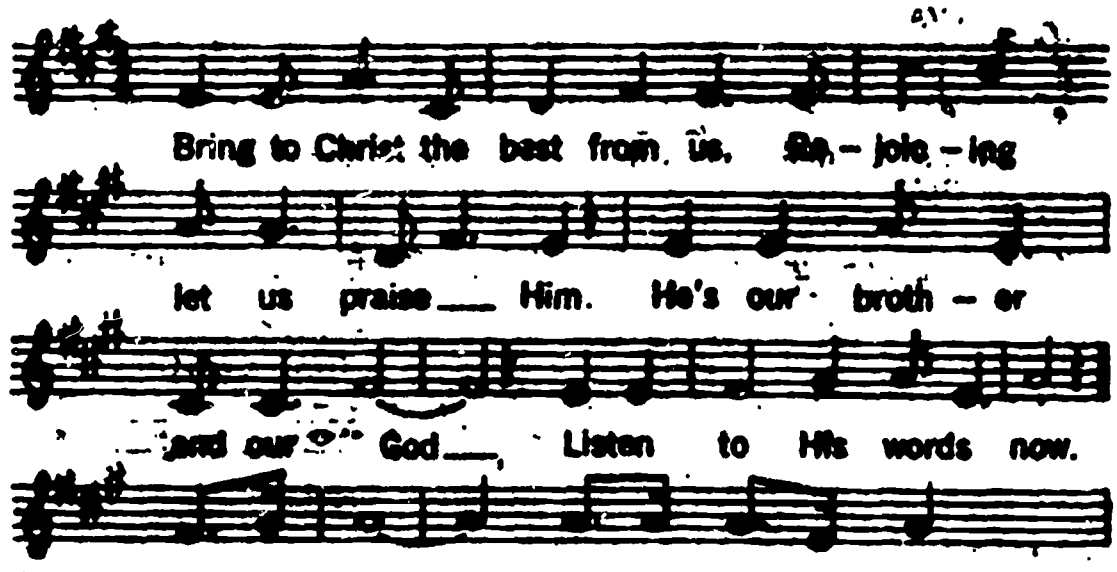
RESPONSE IN SONG

(Words and music to accompany the record, "Response in Song")

LOVE

If Christ and His message could be summarized simply, it would be in the phrase, "Love one another." (See John 15:17)

LOVE ONE ANOTHER, LOVE*



For peace we pray You, brother Christ
Rejoicing let us praise Him
For brotherhood throughout the world
Listen to His words now.

Repeat "Chorus"

Bring Him winter bring Him spring
Rejoicing let us praise Him
Let all our gifts be songs to sing
Listen to His words now.
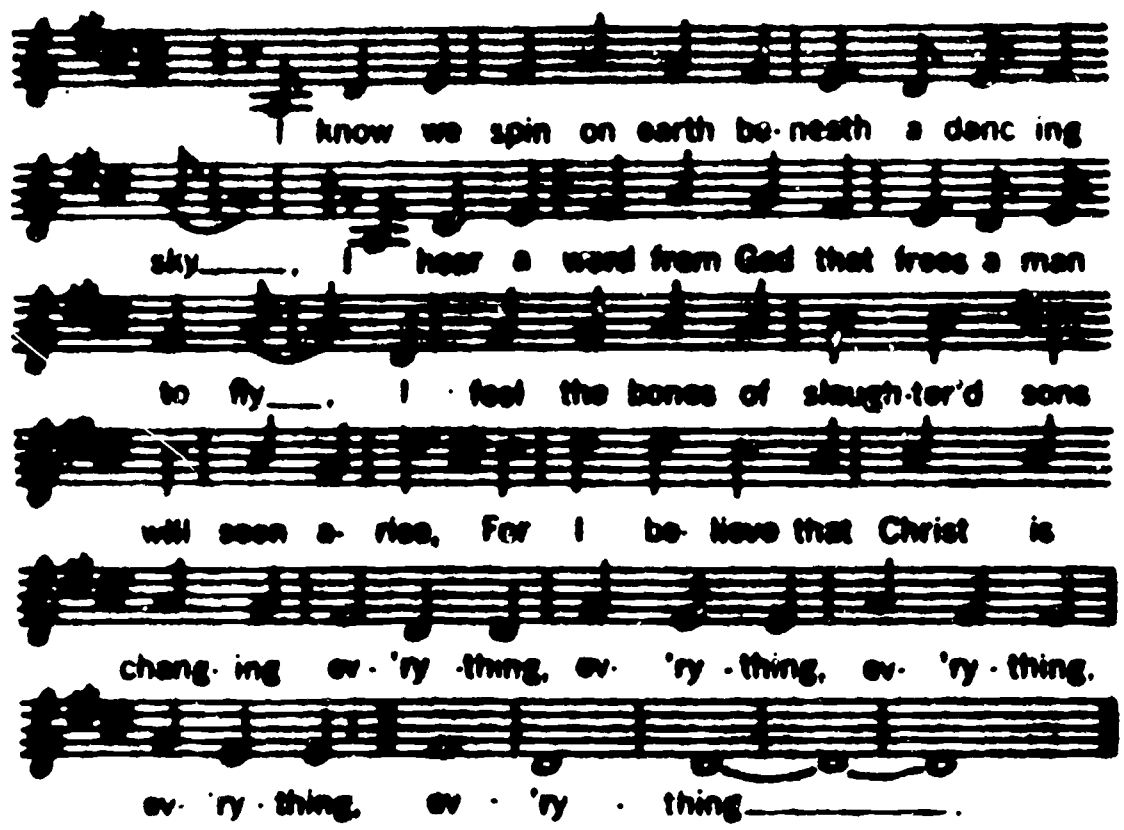
Repeat "Chorus" three times

*Words and music by Larry [illegible]. Copyrighted © 1969 by Larry [illegible]. All rights reserved. Used by permission.

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GROWTH AND CHANGE
A Christian's life must involve growing and changing if we are "to reach mature manhood, and that full development found in Christ (See Ephesians 4:13)

CHRIST IS CHANGING EVERYTHING
(Mike's song)*



I hear the tulips laugh beneath the winter snow,
I've seen how little children make their parents grow,
I'm sure that miracles can set the heavens aglow,
For I believe that Christ is changing
Everything! Everything! Everything! Everything!

I sense an unseen world beyond the swirling cur.
I look for mysteries that haven't yet begun,
I trust in hands of love to heal the wrongs we've done,
For I believe that Christ is changing
Everything! Everything! Everything! Everything!

I know men give their eyes to those who lose their sight,
I've seen men take His holy meal and dance all night,
I want to celebrate my death with all my might,
For I believe that Christ is changing
Everything! Everything! Everything! Everything!
Everything!
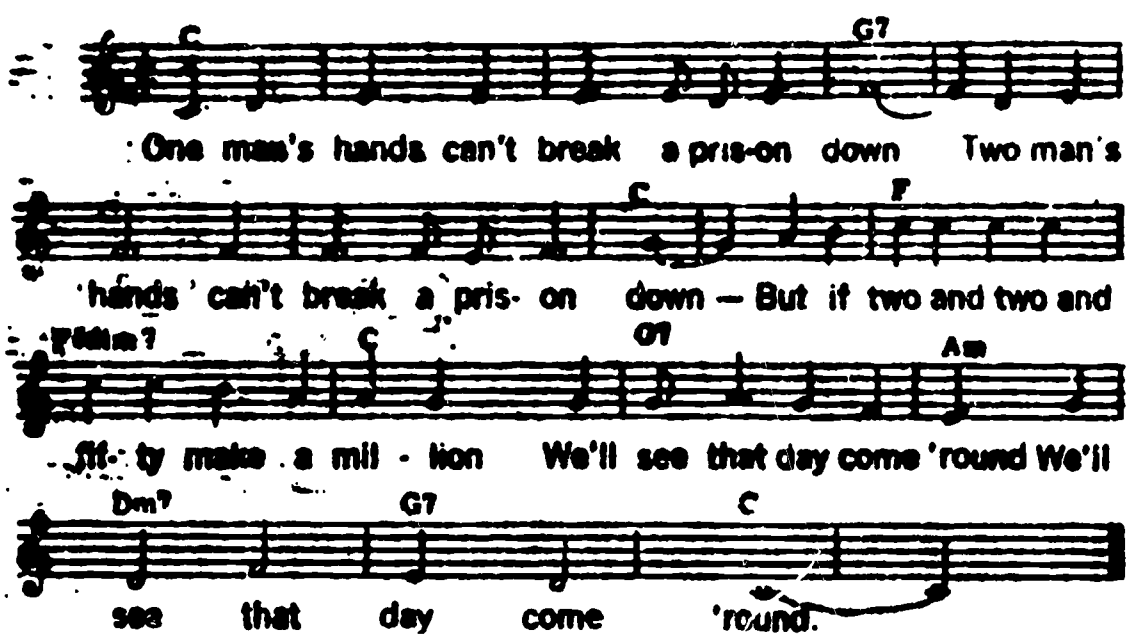
*From For Mature Adults Only, by [illegible] C. Hahn. Music by Richard Hauhorst. Fortress Press, Philadelphia. Copyright © 1969 by Norman C. Habel. Reprinted with permission of publisher.

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FREEDOM

Freedom is a popular theme in many songs today. Freedom is "due" everyone because freedom was and is a gift from God. "If you abide by what I teach, you are really disciples of mine, and you will know the truth and the truth will make you free." (See John 8:32)

ONE MAN'S HANDS*



One man's voice can't shout to make them hear,
Two man's voices can't shout to make them hear,
But if two and two and fifty make a million
We'll see that day come 'round
We'll see that day come 'round.

One man's strength can't break the color bar . . .

One man's eyes can't see the way ahead . . .

*"One Man's Hands." Words: Mr. Alex Comfort. Music: Pete Seeger. Copyright © 1962 by FALL RIVER MUSIC INC. All Rights Reserved. Used by permission.
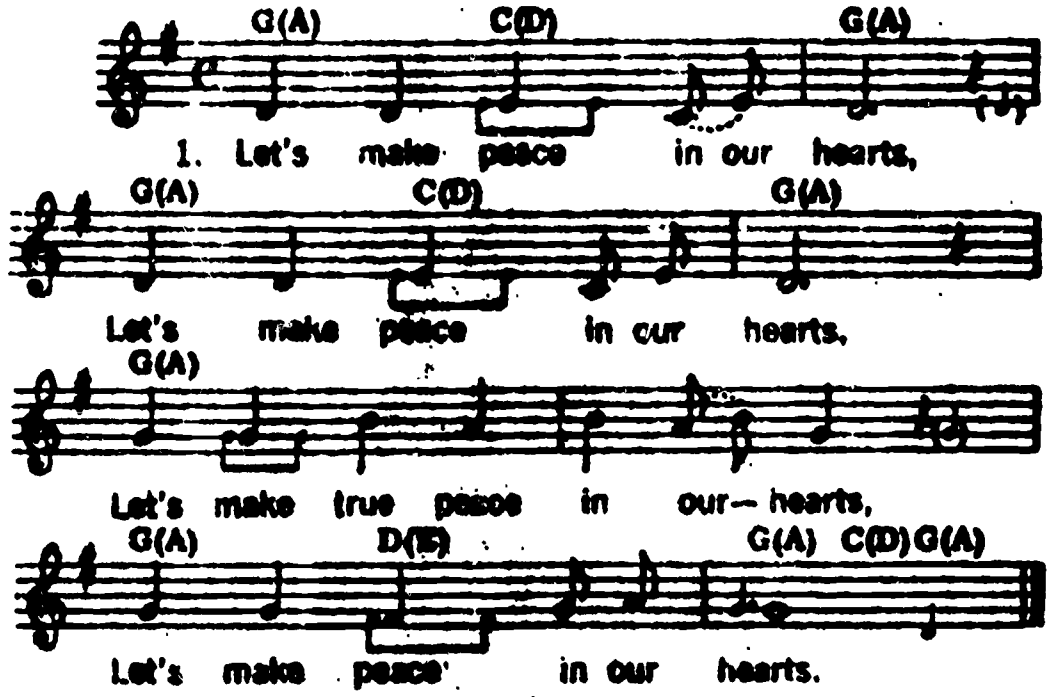
The five separate levels of JOY are prepared for children from the age of 4 thru 12 and the religious educated responsible for their Christian training. JOY can be used in individual or group situations. Material in JOY is reviewed by teachers, pastors, parents. Scriptural references are drawn from THE JERUSALEM BIBLE and are sometimes adapted for comprehension by very young children. Such adaptations are indicated within the periodicals. Questions regarding the content and use of JOY, class planning, involvement of parents, special education classes etc., are welcome. For prompt response, address letters to: Mr. Ronald Del Bene, National Religious Education Consultant; JOY; 25 Groveland Terrace; Minneapolis, MN 55403.

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PEACE
When Christ appeared to His apostles after His resurrection, John tells us, His first words to these men who had abandoned Him were: "Peace be with you." (John 20:27) Forgiveness and being forgiven bring feelings of peace.

LET'S MAKE PEACE*



2. Let's take peace into the world,
   Let's take peace into the world,
   Let's take true peace into the world,
   Let's take peace into the world.

3. Let's share peace with everyone,
   Let's share peace with everyone,
   Let's share true peace with everyone,
   Let's share peace with everyone.

*"Let's Make Peace" by Sebastian Temple. From Happy the Man by Sebastian Temple. Copyright © 1967, ST. FRANCIS PRODUCTIONS. All rights reserved. Used by permission.

The four songs on this record communicate four basic themes that are part of a Christian's response to life. These themes are: love, growth and change, freedom, peace.

Recording artists:
Janet and Charles Williams
Larry Dittberner
Carol Cannon
Michael Wagner
Meg Read
Claudia Swingley

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FILM STRIPS

Exploring Moral Values: Wasp

Sharing: Encyclopedia Britannica Films, Inc.

Helpfulness: Encyclopedia Britannica Films, Inc.

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A CURRICULUM UNIT IN VALUE EDUCATION

Improving Citizenship in Terms of Four Values

by

Nancy Taleen
(classroom teacher)

Specific Values:	Truthfulness, responsibility cooperation, self-expression
Subject Area:	Communication Arts
Grade Level:	Second
School:	Westwood Hills
District:	Grand Rapids Public Schools
Time:	Six Weeks
Directed by:	Walter L. Thomas, Project Director
Sponsored by:	Project on Student Values 3860 Plainfield, N.E. Grand Rapids, Michigan 49505

IMPROVING CITIZENSHIP IN TERMS OF FOUR VALUES

In this day and age when our culture is undergoing so many changes, I believe that young children should have great exposure to some of our traditional values. This is important so that as they develop they will be capable of making judgments, which will help them in knowing themselves as worthwhile individuals.

The objectives of this unit are to have the children develop a respect for the truth, to develop an awareness of the need to plan ahead, to develop an awareness of the interdependence of man, and an awareness of the satisfaction in self-expression.

Some of the more specific outcomes will be for the children to be able to tell the truth, to be able to take more responsibility for their actions and for the planning of their time, to be able to work and play cooperatively with other members of the group, and to improve the child's self-concept.

This unit of study was introduced to a second grade group of children living in an outlying area, in the city of Grand Rapids, Michigan. I would say the average child in the group might be said to be "middle class."

The values are presented mainly by using Aesop's Fables as a teaching tool. Of great importance to the success of the unit are the film strips and accompanying records on Aesop's Fables published by WASP Filmstrips (Pleasantville, New York: 1963). Once the children are interested in the fables, much can be done to connect the fables to the second grade curriculum. Language, arts, social studies, and citizenship are the main areas of the curriculum covered in this unit.

After the fables are introduced by means of the film strips and records, much can be done in helping to develop values in young children. This can be done through discussions and the many planned activities resulting from the discussions. The unit created a great interest in independent reading.

This unit of study will be about six weeks in duration. About 50% of the school day will be spent on some phase of this unit, with the subjects correlated. After the formal study is completed this unit can be used as a point of reference as long as you have the same group of children; therefore it is of great advantage to teach the unit in the fall.

The written evaluation of this unit will consist of situation type questions to be given to the children before the unit and after its completion. Much evaluation also takes place during oral discussions and every-day living in the classroom. Role-playing with the questions on the evaluation instrument gives an even more accurate evaluation than the written evaluation.

IMPROVING CITIZENSHIP IN TERMS OF FOUR VALUES

Philosophical Statement

In this day and age when our culture is undergoing so many changes, I believe that young children should have great exposure to some of our traditional values. This is important so that as they develop they will be capable of making judgments, which will help them in knowing themselves as worthwhile individuals. I feel that an understanding of some of the traditional values can pi vide a common ground on which to relate the school and the home, as well as the younger generation with the older generations. Aesop's Fables presented in an interesting manner, could help to accomplish this goal.

The child learns about himself from others. High on the list of significant others is the teacher (second only to the parents).[1] The teacher, therefore, will have a great positive or negative effect on the results of this unit, simply by being in the classroom, and exhibiting her feelings and actions.

I feel that for this unit to be effective there should be an atmosphere created in which freedom of thought and movement are possible. It is equally important, however, for the child to develop an awareness of the need to adjust to the structure of the school society.

Objectives: General and Specific

1. To develop a respect for the value of truth.
   to be able to tell the truth, not lie.
2. To develop an awareness of the need for distant goals.
   to learn to plan time.
   to understand the value of money and the need and pleasure of saving.
3. To develop an awareness of the interdependence of man and the need to use human reasoning, warmth, and kindness in this co-existence, rather than force.
   to cut down on fighting in the classroom and on the playground.
   to be able to play a team game in the gym.
   to respect the feelings of others, and not to laugh and their mistakes.
   to learn to take care of ourselves when no one is watching.
4. To develop an awareness of the satisfaction in self-expression as well as an appreciation of the self-expression of others.
   to improve the child's self-concept.

Statement of Context

The above unit of study will be introduced to a second grade group of children, living in an outlying area, within the city of Grand Rapids. Within this area there is a wide variety of socio-economic groupings, also a very wide varience of scholastic ability. I would say the average child might be said to be "middle class." There will be about thirty-two children in the group.

Outline of Content

A. Being exposed to Aesop's Fables by means of hearing them being told on recordings, hearing them being read to them, reading the fables themselves, reading experience charts written about the fables, seeing the fables dramatized on film strips.[2] The unit will be limited to the following six fables: "The Lion and the Mouse," "The Grasshopper and the Ant," "The Boy who Cried Wolf," "The Rabbit and the Turtle," "The Crow and the Pitcher," and "The Wind and the Sun."
B. Developing an awareness that Aesop's Fables are a cultural heritage.
C. Developing different meanings in Aesop's Fables, through discussion and creative writing.
D. Group work in art and dramatization. The children will portray the meanings that they derive from Aesop's Fables, or in some cases illustrate the meanings of their own original fables.

Methods

A. First Week
   1. Give pre-test for the unit.
   2. Introduce unit by presenting the film strip and accompanying record of "The Grasshopper and the Ant."
   3. Follow up record by discussion of what different ways people and animals prepare for the winter.
   4. Art work showing preparation for winter.
   5. Discussion: "When are some other times we have to plan for something ahead of time?"
      a. Getting work done so we can play.
      b. Need for saving money for Christmas, parties, birthdays, etc.
      c. Buying savings stamps.
      d. Listening to the weather report in the morning so that we can bring suitable clothes to school. (example: boots, umbrella.)
   6. Make a chart for the room, titled Plan Ahead.
   7. Explanation of what a fable is. Explanation of what a moral is, in connection with a fable. Read the children three or four different fables that are not studied in depth in this unit.
   8. Have the children tell original fables. Here the moral would be the accepted behavior, but the story would contain an alternative.
   9. Have one child prepare "The Ant and the Grasshopper" ahead of time and read it to the class.[3]

B. Second Week

At the beginning of the second week I showed several children how to operate the film strip projector. After this the projector was set up in the room so that the children could use it in free time activity. I made the film strips available to them after they had been introduced in class. This

helped them to become thoroughly familiar with the content. It also helped them in making individual interpretations of the content. It helped them in learning to read.

There were many different editions of Aesop's Fables[4] available on the library table. This gave the more able student a chance to compare different accounts of the fables. It also gave the more able student a chance to read other fables that are not introduced in this unit.

1. Introduce "The Wind and the Sun,"[2] by means of film strip and record.
2. Discuss the story. Who won in the story? What kind of things could the wind do? What kind of things could the sun do? Which do you think are more important? Does this have anything to do with people?
3. Have all reading groups read "Mr Wind and Mr. Sun."[5] This story is presented as a play. After they are familiar with the words, divide into groups of about six. Each group prepares a play to be presented to the rest of the class.
4. Presentation of plays.
5. Read to the children brief accounts of Aesop. These accounts are to be found in the books on the library table.[4]
6. Locate Greece on the map.
7. Discuss the meaning of B. C. and A. D. Try to get a relative idea of how old the fables are.
8. Reading about Aesop will quite naturally bring up the question of slavery. We did quite briefly, in this unit, bring up reasons for and against slavery.
9. Have the children inquire at home if their parents have ever heard of Aesop's Fables. Which ones do the parents remember?

C. Third Week

1. Introduce "The Boy Who Cried Wolf," by means of film strip and record.[2]
2. Discuss the story. What are some times when it is very difficult to tell the truth? Do you tell the truth when you know you will be punished? Sometimes we don;t tell the truth when we are ashamed. Have the children tell about different times when people have not told the truth.
3. Make simple puppets (cardboard heads on rulers) and dramatize the story. Also dramatize some of the situations that were told in the discussion.
4. Have one reading group read "The Boy Who Cried Wolf."[6]
5. Teacher reads to the children "The Boy Who Cried Wolf."[7]
6. Introduce "The Rabbit and the Turtle"[2] by means of film strip and record.
7. Discuss story. Who was really faster? How come the rabbit didn't win? Can you name some times when we let other things keep us from doing what we started out to do?
8. Make a list on the board of all the things we can find to do instead of getting our work done. The children tell what to put on this list. Copy list on tag board.

9. Make a list of all the different things we can do in the room when our work is finished and we have free time. Copy list on tag board. Put both lists on display in the room.
10. Refer to the discussion on the value of money. Point out how money can be saved, little by little.
11. Discuss how everyone should do his best.
12. Have one reading group read "The Rabbit and the Turtle"[8] to the rest of the class.
13. Have a very able reader prepare and read "The Turtle's Race."[9]
14. Have the children draw pictures showing some situation in which he acted like a "rabbit" or a "turtle." Have the child dictate a story about the picture to the teacher. The teacher types the stories for the children and the children paste the story on the picture.

D. Fourth Week

1. Choose from the four fables that they have been introduced to, the one they like best. Paint a picture about this fable. They will write a story about the picture when it is finished.
2. Introduce "The Lion and the Mouse" by means of film strip and record.[2]
3. Discuss the fable. What does it mean to be kind? Does it mean just being polite and using good manners?
4. Have children draw a picture of someone who has been king to them. Have the children show these pictures and tell about them.
5. Sociogram--Write on a piece of paper, the name of the person in the room who you think of as being most kind.
6. Have all reading groups read "The Lion and the Mouse."[8]
7. Read to the children three different accounts of "The Lion and the Mouse."[4]
8. Introduce "The Crow and the Pitcher" by means of film strip and record.[2]
9. Discuss fable. How many have ever tried to do some work that seemed very difficult to you? Instead of trying to figure it out, or asking someone to help, have you torn up your paper and put it in the basket?
10. Role-play with the different situations the children suggest.
11. Read to them three different accounts of the fable.[4]

E. Fifth Week

Divide the children in groups of about five children each. Have them plan a diorama (a scene displayed in a cardboard box) about one of the fables they have studied. This will involve each group in decision-making.

1. Which fable shall we choose?
2. What materials will we need?
3. Where shall be get the materials?
4. Who will work on what part of the diorama?

When the dioramas are completed, and the children have had an opportunity to tell about them in the room, they might be displayed somewhere in the school. The library is an excellent place. The children will derive great satisfaction from seeing their work on display for the rest of the school.

F. Sixth Week (Evaluation)

1. Introduce a team game (kick ball). Many games in the second grade are planned to give personal satisfaction. It is often very difficult for them to do their best for the team.
2. Dictate evaluation instrument that was given at the beginning of this unit.
3. After the test has been given and each child has handed in his paper, we dramatized some of the situations on this test. By this time they were familiar with the situations. as well as having an understanding of how to role-play. This was an accurate evaluation by observation.

Time Schedule

This unit of study was of six weeks duration, starting September 18, 1967. The main emphasis, as far as content was on language, arts, social studies, and citizenship. About 50% of our school day was spent on some phase of this unit. with the subjects correlated.

A part of each day was spent on planning and evaluation, as well as a more extensive means of evaluation at the conclusion of the unit.

GRID

Objectives / Content	1	2	3	4	total
A	3	3	20	3	29
B	1	1	1	1	4
C	3	12	20	3	38
D	3	3	20	3	29
Total	10	19	61	10	100

Objectives:

1. To develop a respect for the value of truth.
2. To develop an awareness of the need for distant goals.
3. To develop an awareness of the interdependence of man.
4. To develop an awareness of the satisfaction in self-expression

Content:

A. Being exposed to Aesop's Fables
B. Developing and awareness that Aesop's Fables are a cultural heritage.
C. Developing different meanings in Aesop's Fables, through discussion and creative writing
D. Group work in art and dramatization.

Evaluation Data

The written evaluation for this unit was in the form of ten situation type questions. The evaluation instrument was given before and after the teaching of the unit. The questions and findings are as follows:

1. I would like my best friend to be
   A. Smart
   B. Strong
   C. Kind

	Before	After	Value given
A.	3	3	
B.	2	2	
C.	23	23	

This question should be separated from the remainder of the test. It is not the same situation type question, and could not be marked with the same value system. It does, however, give an insight into the character of the group.

2. Your aunt came to visit you. Before she left she gave you a dollar bill. Do you think it would made you happier to
   A. Go to the store and spend it the next day.
   B. Save it in case there was something you wanted to buy later.
   C. I don't know what I would do with it.

	Before	After	Value given
A.	7	3	-1
B.	9	22	+1
C.	12	3	0

3. There is only one empty swing left when your class gets out on the playground. You and another child are both running to get to the empty swing first. You reach the swing before the other child.
   A. Would you stay on the swing as long as you wanted to?
   B. Would you ask the other child if he would like a turn after you swing for a little while?
   C. I don't know what I would do.

	Before	After	Value given
A.	2	3	-1
B.	24	22	+1
C.	2	3	0

4. A man, your father's age, is standing in line to get a ticket for the ball game. A teen-ager cuts in front of him. Do you think the man should--
   A. Explain to the teen-ager that he should go to the end of the line, like everyone else did?
   B. Push the teen-ager out of line?
   C. Say nothing and let the teen-ager stay in line?

	Before	After	Value given
A.	18	19	+1
B.	1	2	-1
C.	9	7	0

5. When my teacher hands back work that I have done in school, I usually
   A. Take it home and show my family.
   B. Put it in the basket before I go home.
   C. Start home with it, but throw it away on the way home.

	Before	After	Value given
A.	26	27	+1
B.	1	1	-1
C.	1	0	0

6. You are in your bathroom and by mistake you drop the toothpaste in the toilet, while it is flushing. The toothpaste is gone, but it was an accident. If your mother asks you what happened to the toothpaste, will you--
   A. Tell her.
   B. Pretend you don't know?
   C. I don't know what I would do.

	Before	After	Value given
A.	20	21	+1
B.	5	4	-1
C.	3	3	0

7. I try to be quiet when other children are in a reading group, because--
   A. The rules of our room say to be quiet, and I think it is important to follow the rules.
   B. The children in the reading group can do a better job when the room is quiet.
   C. I am not very quiet when other children are reading.

	Before	After	Value given
A.	15	16	0
B.	10	10	+1
C.	3	2	-1

8. Johnny ripped a page in his reading book, by mistake. He took the book to the teacher so that she could repair it. Why do you suppose Johnny took the book to the teacher?

A. He was afraid someone had seen him rip the page.
B. He knew that other children would have to use that same book and he didn't want it ruined.
C. I don't know. I think he was silly.

	Before	After	Value given
A.	10	1	0
B.	15	25	+1
C.	3	2	-1

9. You are playing in the sandbox on the playground. You and your friend are building a race track for your toy cars. A first grader comes by and runs right over your race track and ruins it. Would you--

A. Run after the child and hit him, or at least give him a push, so that he would know you were not happy about him spoiling your race track.
B. Think--That little child doesn't know any better.
C. Tell the teacher on recess duty.

	Before	After	Value given
A.	5	5	-1
B.	8	13	+1
C.	15	10	0

This question should perhaps be qualified by stating that the first grader did not do this type of thing continually.

10. A parent comes to the door of the room. The teacher goes out in the hall to talk to the parent. I would--

A. Go right on doing the work I was doing when the teacher left.
B. Decide it was time to have a little break. I would go and visit with one of my friends.
C. Sometimes I would do (A) and sometimes I would do (B).

	Before	After	Value given
A.	19	23	+1
B.	6	3	-1
C.	3	2	0

Individual Test Scores

Boys

	Before	After	Gain or loss
1.	-2	7	9
2.	-3	5	8
3.	2	7	5
4.	4	6	2
5.	2	1	-1
6.	8	8	0
7.	5	7	2
8.	3	6	3
9.	7	5	-2
10.	7	3	-4
11.	7	5	-2
12.	5	4	-1

Girls

	Before	After	Gain or loss
1.	0	6	6
2.	5	8	3
3.	-1	5	6
4.	6	6	0
5.	-2	-1	1
6.	6	8	2
7.	6	9	3
8.	3	7	4
9.	6	1	-5
10.	7	6	-1
11.	5	7	2
12.	0	7	7
13.	8	7	-1
14.	7	9	2
15.	5	9	4
16.	5	2	-3

The children are listed above according to their general maturity. Maturity, in this case, meaning mature in years and months, or emotionally and academically mature. In many cases the two coincide. Boys (numbers 1-6) are the more immature boys. Boys (numbers 7-12) are the more mature boys. Girls (numbers 1-8) are the more immature girls, while girls (numbers 9-16) are the more mature girls.

Total Number of Positive, Negative, and Non-Committal Responses on Pre and Post Tests:

	Before	After
Positive	149	182
Negative	33	25
Non-Committal	70	45

From studying the individual scores on the test I found that the younger and more immature second graders usually scored lower on the first test, but made more gain between the first and second test, than the older and more mature second grader. Some of the most mature students tested higher on the first test than the immature students, but several of the mature students showed a loss on the second test. Some of this loss was due to the more mature child choosing a negative answer just to see what reaction it would get from the teacher and the other children. This became clear when the children discussed their answers among themselves after the test, and when they did role-playing with these questions later.

Evaluation and Interpretation

Aesop's Fables are not too common in children's literature today. When the children brought in books from home with fables in them, they were more often than not, older books that their parents had owned as children. Some books that the children brought in belonged to grandparents. I found that they were very interested in the fables. They loved the stories and the interest in the stories created a great interest in reading.

I found that one of the greatest assets of this unit was that the children and the teacher were all drawing upon a common background. Many times during the unit and after the formal study had been completed, the fables were a good point of reference.

I was rather disappointed that there was not more gain in the testing. I would like to see one of the two following plans for evaluation tried.

1. Do not give the pre-test. The children get too familiar with the questions, and don't think as much about them.
2. Have two different tests that are checking the same values. One would be given before the unit, and the other after the unit.

There was great gain on question number two of the evaluation instrument. I believe this is because the idea of planning ahead had not been introduced to the children at any depth in the home. The results of them understanding this concept has led to the children accepting more responsibility in the classroom.

NOTES

[1]Robert J. Havinghurst, Human Development and Education, (New York: David McKay Company Inc., 1953), p. 151.

[2]G. Warren Schloat Jr. WaSP Filmstrips, Pleasantville, New York, 1963.

[3]Aesop's Fables, (Chicago: Rand McNally & Co., 1952).

[4]Aesop's Fables, (Kingsport, Tenn.: Grosset and Dunlap, 1947).

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[5]Paul A. Witty and Mildred Hoyt Bebell (eds.), Sky Blue, (Boston: D. C. Heath and Company, 1964).

[6]Harold G. Shane and Kathleen B. Hester (eds.), Stories to Remember, (River Forest, Illinois: Laidlaw Brothers, 1961).

[7]Katherine Evans (ed.), The Boy Who Cried Wolf, (Chicago: Albert Whitman and Company, 1960).

[8]Harold G. Shane and Kathleen B. Hester (eds.), Storyland Favorites, (River Forest, Illinois: Laidlaw Brothers, 1961).

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A FOCUS ON RESPECT FOR ALL INDIVIDUALS IN THE ELEMENTARY SCHOOL*

Specific Value:	Respect
Subject Area:	Student Council
Grade Level:	Elementary (1-6)
Time:	Twelve Weeks

Project on Student Values
3860 Plainfield, N.E.
Grand Rapids, Michigan

*Materials prepared by Leola Trommater

... Respect for and Individuals in the Elementary School

Abstract

I. Rationale and Statement. In a democratic school situation, children, the ... respect for each other as students of different ages, ... with them each day. Growth in respect and understanding in ... group of children can influence and change the attitude of the whole school population.

II. Statement of General Objectives. To have a representative group of students respond to vicarious and school experiences; to examine the alternate behavior possible in each situation and defend their choice of acceptable behavior.

III. Specific Objectives. Students will display observable behavior change in showing respect for each other and the adults working with them in the following four areas of the Elementary Schools

1. In the halls and on the sidewalks
2. On the playground
3. In the cafeteria
4. While loading and unloading school busses

IV. Statement of Context. This values project on Respect will be taught through the formation and use of a Student Council in two Elementary School buildings. Greenwood Elementary is a town school of 450 K-6th grade students in the small city of Grand Ledge, Michigan. Wacousta Elementary is an area school of the same school district that is made up of part rural and part suburban population of 370 K-6th grade students. Councils will meet once a week in each building.

V. Methods. A variety of values confrontations will be used to simulate situations familiar to the students, to stimulate thinking and discussion. This will include role playing, value sheets, viewing filmstrips, voting, observing and ordering the observations and other strategies suggested in Values and Teaching by Raths, Harmin, and Simon.

VI. Time Schedule: This project will take twelve weeks. The months of March, April and May will be used.

VII. Evaluations will be made on three consecutive days of each of the three months. These will be done with a goal sheet worked out by the Student Council and will be observations of the student behavior in the four areas listed in the specific objectives.

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A Focus On Respect For All Individuals In The Elementary School

Philosophical Statement

The world of the elementary school child is one of conformity. In general, rules are set and administered by adults and children are expected to behave like "little adults". Occasionally certain segments of this school population rebel, and on many occasions fatigue, boredom, or excitement cause these and all children to react in unacceptable ways. Peer conflict and competition is a "fact of life", but many children have had no experience in handling this. Social growth is evaluated on the report card but social growth is seldom taught.

Confusion exists in the value structure of many families in this school district. For this reason I choose to work with the value--Respect for the Individual--feeling that if this value can become a part of the thinking-living process of elementary children, the expected conformity of their lives may take on some meaning. To see themselves as individuals of worth--they must see others as individuals worthy of respect.

I will work on the assumption that children learn from each other and if I can expose a small group of children to a value confrontation it will influence other children with whom they associate.

Statement of General Objectives

1. Select a representative group of students from grades one through six.

2. Plan group activities and experiences that will stimulate value recognition for these children.

3. Encourage student projects that will require decisions and involvement of this selected group.

4. Plan activities that will require discussion and decision from all students in the building.

5. Help these selected students become aware of the supervising adults as individuals who have something to offer them.

6. Instill an awareness of social growth by planning special service projects with this group for both Kindergarten sections.

7. Stimulate self-government in the selected group.

8. Establish an atmosphere of communication and acceptance of difference in opinion.

9. Develop a method of decision making with alternate solutions and their consequences being considered.

10. Indirectly expose the teaching staff and all supervisory adults to the capacity of children to understand their own world.

11. Develop a desire in these students that non-professional staff members should see them as cooperative, helpful and respectful.

Specific Objectives

Students will display observable behavior change in showing respect for each other and the adults working with them in the following areas of the elementary school:

I. While loading and unloading busses.

A. Most students in grades K-6 will line up for bus loading without pushing and shoving whether or not an adult is is supervising.

B. Some students in Grades 2-6 will allow Kgn. and 1st grade students to step ahead of them in line if they express anxiety about finding their bus.

C. Some students in Grades 2 - 6 will assist Kgn. and 1st grade students to find their bus if a substitute bus causes anxiety for one of these students.

D. Children will unload from the bus without pushing and shoving.

II. In the Cafeteria.

A. All students will respond to an audible request for quiet from the cafeteria supervisor.

B. Most students will stand in line in a quiet relaxed manner while waiting to be served.

C. All students will allow a teacher to pass through their line if the teacher makes this request.

D. All students will take care of their own waste paper, dishes, milk containers etc. without being requested to do so by the custodian.

III. On the Playground.

A. Some students will observe children using playground equipment in an unsafe manner and remind them of the school safety rule.

B. Some students will excuse themselves if they run through another group's game on the playground.

C. Some students will offer an opportunity to a "loner" or a shy child to join their game when the opportunity presents itself.

D. Most students will cooperate with the playground supervison by giving immediate attention to her directions.

E. A few children will offer friendship and support to another child who is being teased by other children.

IV. In the Halls and on the Sidewalks.

A. All students will respect the role of the safety patrol member when the patrol member is performing his duty in a proper manner.

B. Most students will take directions from the hall monitors without talking back.

C. Some students will remind others of the danger of running or crowding on the steps when they see the reason for control in this area.

V. In general—

A. Some students will state some alternate solutions to school problems when given an opportunity for discussion.

B. A few students will ask for an opportunity for a discussion with a supervising adult when they feel an unfair decision has been made.

C. Students will demonstrate by their behavior that they have an understanding of the school rules and the students and adults who help to inforce them.

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Statement of Context

This values project will be taught simultaneously in two different elementary buildings. Both buildings are a part of the Grand Ledge Public Schools. This project will be directed by the Principal of these two schools. Greenwood is located in town and has 450 students K-6th grade who attend there. The predominant socio-economic group in this building is low middle class with enough low income children in attendance to warrent a small Title I tutorial program. Wacousta is a rural-suburban combination with 375 students K-6th grade in attendance. Neither school has had a student council or a full time principal. Greenwood has 13 teachers, Wacousta has 12. This is the fifth year I have served both of these buildings so the students are as aware of my position as principal as my half-day in each building allows.

My project will begin with the formation of a Student Council in each building. Each room first through six will be asked to send 2 epresentatives to the council. I will also ask for 2 members from the Safety Patrol.

Since I desire to involve as many students as possible I will organize a "fluid" group of students. Starting with 2 representatives from each group, at the end of each month 1 member will retire and another will be chosen as his replacement. At the end of the second month the council member who served two months will be replaced. This process will continue for the three months of this project and will give me a group with ½ experienced members and ½ new members at the beginning of each new month.

It is my desire that these groups will have experience in student government. I will help them select a project each month. They will elect a chairman for this project and appoint the necessary committees for its fulfillment.

It has been my experience that students in elementary school willingly accept supervision and regulation from the professional staff in the building. When our teachers were replaced by mother-supervisors on the playground and in the cafeteria students were and are reluctant to accept the same supervision from them. They do not have the professional understanding in handling groups of children and it is understandable that students resent them and the way they speak to them at times. They are "mom" images, not teacher. I would hope that the Councils thus formed can help children understand their feelings about these non-professional people (which includes cooks, bus-drivers, and custodians as well as cafeteria and playground supervisors) and that an understanding of their feelings might also lead to an acceptance of the alternatives which they themselves will look at and evaluate.

Methods

Four areas of student life-space in the school day will be examined. Students on the Council will be asked to observe, to evaluate, to suggest solutions and to cooperate in the completion of a project during their time on the Council.

This project is outlined for twelve weeks. It could be extended for a longer period of time. In my case it cannot because of the close of the school year.

Session I

The first meeting of the Council wil be an organizational meeting.

1. Who is a member?

   Two students elected from each room--one boy and one girl. Also two students from the safety patrol squad.

2. How long will each member serve?

   Names will be drawn out of a hat at the end of the first month sending back one member from each room.

3. How will members be replaced?

   By a classroom vote--one each month.

4. Goals for the Council

   A. To be a means of communication on school problems.

   B. To evaluate any visible problems in four areas:

      a. Loading and unloading busses.

      b. On the playground.

      c. In the halls and on the sidewalks.

      d. In the cafeteria.

   C. To discuss and evaluate some possible solutions for school problems.

5. What projects will the Council undertake?

   Guidebook for students, Writing and producing skits or puppet shows, Inviting Kgn. students to eat lunch in the cafeteria with Council members as their hosts or hostesses.

6. How will the monthly project be organized?

   Each month the Council will elect a chairman for the adopted project. The chairman will in turn select a committee from the Council to help plan the project and involve the total Council in its completion.

7. Will the Council representative have any assignments for his classroom?
Each week the Council member will carry an assignment back to his room. He may choose to complete it by himself or he may choose to enlist the help of his classmates in the completion of the assignment. The only requirement is that when he turns it back to the Council he report which way it was done.

Assignment for Session One

Each Student Council member is to be an observer this week. He is to observe children in four areas of the school day.

While loading and unloading busses.
In the Cafeteria.
On the walks and in the halls.
On the playground.

The Student Council member may ask his class to help him in this observation. He is to bring to the next Council meeting a list of concerns that he thinks may be problems that students can do something about. Teachers may feel free to discuss this in your classroom and send a class list.

Values Confrontation for Session One

Before the Council was dismissed from its 40 minute meeting each member was asked to name one thing that they liked about their school.

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Session Two

The first order of business will be to discuss the project for the month. If the Council members favor the idea of making their own Guide Book for school behavior, then we will immediately elect a chairman of the project and give him some time to lead a discussion about the format and content of the book. He will select a committee to help him plan the project and have certain assignments ready for the other council members. (Cartoon form, minimum of words, student pictures, student duplication and student assembly of this book are in my plans. I will work with the committee when they set an appointment with me.)

Assignment for Session Two.

The lists that the Council Members brought to the meeting will be recorded on the blackboard in front of the council. Student observations in the four areas should produce about twelve problems or concerns of the students that are appropriate for them to work on. Students will notice that many of the members observed the same problem—it will be listed only once. The listing will be done at random. After the meeting is over I will duplicate the list and give each Council member the list with the following assignment.

Your Student Council Member has the assignment to discuss with his classmates the following list of school problems and place them in order of inportance.

____ Students crowding off of the busses.
____ Children pulling hats off of each other.
____ Students running when the safety tells them to walk.
____ Students sassing each other.
____ Too much noise in the cafeteria.
____ Children running through some other group's game.
____ Children standing up on the merry-go-round.
____ Students throwing stones at the school busses.

Whatever the list provided by the council members [illegible] sent back to the classroom for evaluation. This will be the basis of discussion for Session II.

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Session Three

Chairman of the Guide book Project will make assignments to special classrooms to make pictures, charts, or lists for the guide book. These assignments will be filled by the choice of the Council members. They may chose to make the page for the book themselves, have all their classmates submit a possible page and choose the best one or ask someone in their room with special talent to prepare this for them.

Tabulating the ordering of the school problems will take the rest of this session. I will take the time to record the number of students(or classrooms) that ordered the problems. As each student reports their ordering I will place this on a composite. If 4 rooms place an item no. 1, 3 give it no. 2, 5 give it no. 4, a formula of(4x1) +(3x2) +(5x4) gave it a number value of 29.

Each item will be worked out and a school composite will be ordered. The Chairman of the Guidebook may or may not think that this ordering is important enough to place in the guidebook. In discussing the reasons for students seeing these problems in different importance, it is my desire that sixth grade students may observe that they are concerned about different kinds of problems than the first grade. Teasing may be very important to the younger members while swearing, sassing and bus safety may be of more concern to the older student. It is my intention that the time spent in recording each age groups responses will instill some thoughtful reflection upon why they ordered it in that way.

Values Confrontation

Before closing this meeting each of the Council Members from grades one through three will tell something they are proud that they did on the playground this week.

Session Four

Each member will bring his completed picture to be put on a ditto master for duplication. Chairman and his committee members will pass out the ditto masters. Arrange to have them delivered to to him for duplication and complete the plans for putting the book together. This may require a special meeting but it can be arranged for.

Values Confrontation

Each member of the Council was asked to vote on a Cafeteria ballot. Hand signals were used. Hands in the air if they agreed, thumbs down if they disagreed, arms folded if they had no opinion. After voting in the Council meeting, each member was given a copy of the ballot to take back to their classroom with instructions for the teacher that if their class would like to vote on this ballot the Council member could present it for them. Any discussion that might produce some solutions for some obvious problems in the cafeteria could be sent with the Council members to the next meeting.

Our Cafeteria:

Our cafeteria is too crowded.
We have to sit too long after we eat our lunch.
We should be allowed to sit where we please.
Our cafeteria is too noisy.
The cafeteria supervisor should treat us with respect no matter how we treat her.
We don't have long enough to eat our lunch.
Most students follow the rules about staying seated while they are in the cafeteria.
Our cafeteria is clean and neat when we come in to eat.
The cafeteria supervisor asks us to be too quiet.

Whatever the problem—it can be listed on the ballot so that the students will be confronted with a decision on their feeling about these statements.

Session Five

New Council members will be selected and will attend this meeting. The drawing that will identify the group that retires will take place immediately. The rooms will be represented by three members today. The materials for the guide books will be put together and quickly stapled. The Council members will each put their name on one of the books. Discussion about the content of the book will introduce the new members to some of the passed discussion and concern. The retiring member will have his copy of the book to keep. It will also be the duty of the retiring members to take a copy to the teacher, to the classroom and place it on the bulletin board for use of his classmates. Extra copies will be left with me for new members yet to come to the Council.

Values Confrontation

Before this session closes, one member who has served on the Council for the previous month will be selected for a Public Interview. Questions such as the following will be asked:

Name?
Grade?
Are you on the Safety Patrol?
If yes, do you enjoy it? If no, why not?
How many busses serve the school?
Do you ride the bus?
How many children ride busses?
Do you think you would like to be a bus driver?
Why or why not?
Where do you wait for the bus in the morning?
Do you enjoy waiting? Are there other children at this same stop?
How many children wait to load on the bus at school?
Have you ever seenchildren who seem afraid they will miss their bus?
Have you ever felt thet way? When?
Can you suggest a better way for us to load our busses?

This list of questions can cover any aspect of the bus problem that is relevant. It should cause the listening students to do some thinking.

Session Six

This session will introduce the Council to Dr. Louis Raths' record and filmstrip series Exploring Moral Values. It is my intention to select four of these filmstrips for use this month. I will have prepared a simple notebook for each council member to write his response in during the film-strip presentation.

Values Confrontation

Filmstrip #3 part B and partD. from Louis Raths Exploring Moral Value. Part B-The Election confronts the students with whoshould be chosen for leadership--the smart, the dumb, the attention getter, or who? Students will listen to the record and then view this brief strip. They will be given an opportunity to write their decision. (First grade members may need a helper close by to spell words for them.) Free discussion will follow this first film and will be followed by the second one, part D.-Picking a Team. We will follow the same procedure except that after the student has written his reaction in his book, we will be dismissed without further discussion.

Session Seven

A new project must be selected. I hope to interest this Council in writing a skit and presenting it for both Kgn. sections. The choice of the topic for this little play will make it necessary to discuss the feelings of the kindergarten child and how he my see himself in the elementary school. After some general evaluation about a topic that would be appropriate and appreciated by the Kindergarten children, a chairman will be elected for this new project. He or she will select the committee that will continue planning.

Values confrontation

Today I will use all of Filmstrip # 8. Part A "Mind Your Older Sister" should follow easily after the children have been trying to think like a Kindergarten child. "Crossing the Street"and"You're Out"are both appropriate to school problems. After children have written down their decisions in their notebooks, they will be given a chance to discuss any one of the three that they choose. Feelings should near the surface and any expression will be accepted and encouraged.

Session Eight

Before this session takes place I will have met with the committee selected for the new Drama project and the chairman will have three situations that we selected as a committee for "role playing". The chairman will explain each situation and I will select a small group to work together and act out the roles given them. This will absorb most of this session because the whole Council group will watch each group play their roles. A brief discussion will follow. I will attempt to stimulate children to ask each other such questions as how did you feel playing the part of the bus driver? Or is that the way the teacher makes you feel? Do those sixth grade kids look that big to you? We also will discuss the acting ability of some of the members and find out which students are interested in taking part in acting out the skit.

Possible situations for Role Playing

A Kindergarten child has just gotten on his bus and discovered that it is not his driver.

A Kindergarten child watches a sixth grade boy tease and torment a third grade boy--taking his hat, his book etc.

The teacher has asked a Kindergarten child to stand up in front of the class and share his birthday party for "show and tell".

Four Kindergarten children are early arrivals at school. They get into the classroom but their teacher is not there.

This session will close with a Proud Whip about I have done for a younger child that I am proud of: Grades 4, 5, and 6 Council Members will be asked to participate in this.

Assignment for Session Nine

Any member interested in writing a skit for the Project should submit it to the Chairman this week. She will select the members who will plan to present three best choices at the next Council meeting.

Session Nine

This meeting will again have three representatives from each room as new members take their place on the council and the retiring members attend their last meeting.

The Drama Committee will present the three selected skits for evaluation of the Council. The best one will be selected and arrangements will be made for presentation to the Kindergarten classes during the coming week.

Values Confrontation

Since this will be a large group of students and the last session for part of the group I will ask a student to explain the process of using Dr. Raths filmstrips and what we have been trying to do with them.
I will present each of the new members with a new notebook for their reactions.

We will then view Filmstrip #9

Part A "The Meeting" is a confrontation with fairness.

Part B. "The paper Plane" is a confrontation with classroom authority and student attitude toward it.

Part C. "Fooling Around" Presents the student who thinks its funny to trip another in the halls. Being caught in the act he is taken to the Principal. How does this student react?

After members have viewed the brief strips, written their solutions and discussed the alternatives they will be given a copy of the following Value Sheet:

How do you feel when you see someone deliberately misbehave as the boy did when he threw the airplane?

Do you think the girl who had her hand up first was in the right to feel she should have been called on first?

What do you think the teacher should have done to the boy who threw the airplane?

If there was not a rule about throwing planes in the room, do you think the boy was wrong?
What's wrong about tripping somebody? He was just another kid.

(Values sheet for session Nine continued)

Do kids listen to each other when they work together on a project?
Should one student have the right to be in charge of a meeting?
How would you feel if the paper plane had hit the teacher?
Do you think the teacher who saw the tripping incident in the hall formed some opinion about that student?
Would you like to borrow any of the filmstrips that we have viewed this month for a showing in your classroom? If so which ones.
Have any of these filmstrips helped you to think about your values?
If this is your last day on the Council will you name the most important idea you have had since you started Council meetings.

Session Ten

This session will be spent in discussing a new project for May. I want this to be a choice of the council. I will suggest it be a service project of some kind. Most First grade children have a fearful first week in the cafeteria at the beginning of the school year. If the council wishes to use the month of May and arrange for Kindergarten students to stay for lunch in groups of four or five, introducing them to the process of getting their lunch and eating with them, I will help them plan and arrange this. If they choose some other kind of project of their own choosing, I will be quite happy with the success of my project.

Values Confrontation

I will introduce The Scholastic Curriculum Unit "Everone Is Special" This unit contains nine books with reading levels from 4.1 to 5.5. I will give the brief discriptions given on the covers of the books and suggest that anyone who wants to take and read any of these books may do so. We will take some time in the Council meetings this month to share any thoughts or feelings that these books may arouse. Since the younger children will not be able to read most of these books I will read Remarkable Ramsey, the Talking Dog to the group. It contains seven chapters and can be easily read in the remaining three sessions. In this funny story a talking dog helps Charlie overcome his shyness. Behind the fun of the story if the heart-warming picture of a boy learning to stand on his own two feet and work things out for himself.

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Session Eleven

Project decision will take priority and a chairman for the project will be elected. A committee will be appointed and planning meetings set up. Whatever this proves to be, I will help where asked to do so by the students.

Discussion time will be allowed for any reports of any of the Council members on any of the books they may have been reading. Since there are at least three copies available of every book several children may be reading the same one. (See appendix for a complete list of the books in the Curriculum Unit.

Values Confrontation and Assignment

Where would you place yourself on this Continuum?

I follow all the playground safety rules.	I only follow those rules that I think are right.	I think all playground rules are silly.

Student Council members may take this back to their classrooms if they think it might stimulate conversation and discussion about some playground problems.

Session Eleven will close with a couple chapters of Ramsey.

Session Twelve

This will be the last planned session of the Council. They may decide to have some kind of an activity in which all students who have been a part of the council may participate--such as eating together in the cafeteria or out doors with special permission. Perhaps they will want to share something with the whole school--planning an assembly with a resource person. Again I will work with the group on any of these plans if they ask me to as students.

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Each [illegible] should finish reading Rumsey in time to discuss it in class. Other students may want to share some of their books.

I completion of the Goal Sheet that I have been keeping during the twelve weeks of this project. I will give each Council member a copy for him to use in evaluation during the coming week. I will explain how I made my observations and ask the Council members to see if their observations agree with mine. If they do not, can they explain, why not?

My final assignment for the Council members is for them to write a short paragraph for me telling me what they liked best about their experience on the Council and if they think that the experience will make any difference in their life in the future.

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GOAL SHEET FOR FOCUS ON RESPECT FOR ALL INDIVIDUALS IN THE ELEMENTARY SCHOOL

Grand Ledge Public Schools

Building_____ Date of Observation _____

Objectives Area---Bus	Initial	Sustained	Quality
The student will line up for bus loading without pushing or shoving with or without an adult supervising			
The student will allow Kgn. and 1st grade students to step ahead of him in line if he notices concern			
The student will assist Kgn. and 1st grade students to locate their bus when a substitute driver or bus is used.			
The student will unload from bus without pushing or shoving.			
Area---Cafeteria			
The student will respond to an audible request for quiet from the cafeteria supervisor.			
The student will stand in line in a quiet relaxed manner while waiting to be served.			
The student will allow a teacher to pass through his line if the teacher makes this request.			
The student will take care of his own waste paper, dishes, milk containers, etc., without being requested to do so by the custodian.			

Evaluation of Observations:

Area---Playground	Initial	Sustained	Quality
The student will observe children playing in an unsafe manner and remind them of the school safety rule.			
The student will offer an opportunity to a "loner" or a shy child to join their game when the opportunity presents itself.			
The student will excuse himself when he runs through another group's game on the playground			
The student will cooperate with the playground supervisor by giving immediate attention to her directions			
The student will offer friendship and support to another child who is being teased by other children			
Area---Halls, Walks, & General			
The student will respect the role of the safety patrol member when he is performing his duty in a proper manner			
The student will take directions from the hall monitors without talking back			
The student will remind others of the danger of running or crowding on the steps when he sees reason for control in this area			
The student will state some alternate solutions to school problems when given an opportunity for discussion			
The student will ask for an opportunity to discuss a problem with an adult supervisor			
Student will demonstrate by his behavior that he has understanding of the school rules.			

Evaluation of Observations:

A Focus on Respect for All Individuals In the Elementary School

Objectives → / Value Considerations ↓	Bus Behavior change	Cafeteria Behavior change	Playground Behavior change	Halls & Walks.	Total
Session I Organization & Discussion	2	2	2	2	8
Session II Observation & Ordering	3	3	3	3	12
Session III Proud Whip			10		10
Session IV Voting		10			10
Session V Public Interview	10	1	1	1	13
Session VI Filmstrip & reaction			2		2
Session VII Filmstrip			1	1	2
Session VIII Role Playing	1	1	1	1	4
Session IX Values Sheet				8	8
Session X Personal Reading	2	2	2	2	8
Session XI Continuum			3		3
Session XII Evaluation	5	5	5	5	20
Totals	23	24	30	23	100

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"EveryOne Is Special," Scholastic Curriculum Unit contains the following stories:

Remarkable Ramsey, the Talking Dog by Barbara Rinkoff

Why on earth did Charlie want to stay after class on his birthday? Why didn't he want to go home to his own birthday party--to the cake and ice cream and the presents that were waiting for him? All the boys in his class would be there. But Charlie didn't even want a party. That is, until he got a most remarkable gift. It walked right up to him and said, "Hi, Charlie!"

Follow My Leader by James B. Garfield

The firecracker sizzles and sputters. "Don't throw it"! Jimmy yells. He covers his face. Too late! The firecracker explodes in a great white flash. It is the last light Jimmy will ever see. Blind! Jimmy feels that his life is over. No more swimming. No more Scout hikes. How can he ever have any fun again? Then Jimmy meets Leader, the wonderful German Shepherd who becomes his "four-legged eyes".

Problem Father by Lou and Zeva Shamsky

"Why can't Dad understand?" Jim asks bitterly. After all, he's not fooling around with toys. These are real model planeshe's designing and building. Jim knows that his father is worried about business. But why does he always have to take the fun out of everything?

Just Plain Maggie by Lorraine Beim

"I'll go home when Mother and Dad come!" Maggie whispers to herself. She hopes no one sees her red eyes and the tears rolling down her cheeks. It is twelve-year-old Maggie's first summer at camp. Everything is so new and strange! She has never met girls like her bunk mates, Val and Carol and Veth and Julie. Never has she been so lonely and so homesick.

Carol by Frieda Friedman

The day Carol moves to the city with her family is the unhappiest day of her life. The small hot apartment in the noisy street seems more than she can bear. Carol is so busy feeling sorry for herself that she can't see the fun and excitement of living in the city. Rudely, she turns away from the boys and girls in the neighborhood. "You have no talent for friends," her mother says sadly, and Carol is frightened.

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The Secret Language by Ursula Nordstrom

"I hate this old school," Martha said. "Oh, so do I!" Victoria said. "It's worse than it was last year." Martha went on. "Really soon I'm going to live home and go to day school. Are you going home for Thanksgiving?" Victoria shook her head. "I guess not," she said.

Ginnie and the New Girl by Catherine Woolley

"What does Marcia think she's doing!" Ginnie fumed aloud. "Geneva's my best friend, not hers!" It was true. Ginnie and Geneva had been "best friends" for a long time. Then Ginnie saw Geneva walk home from school with Marcia. All of a sudden Ginnie felt like an outsider.

Patricia's Secret by Ruth Daggett Leinhauser

Patricia's father is an Air Force Major. Pat hasn't seen him for seven years. Ever since her mother died, she has been living happily with her aunts in Middleport. Now her father has come back to the United States and Pat must go live with him at an Air Base in faraway California.

Trouble After School by Jerrold Beim

Lee Emerson, eight-grader, is really in trouble. Now it is more than those C's on his report card. How he must decide: Will he go along with the plan to wreck the high-school canteen? If he doesn't the gang will call him yellow, a quitter. If he does--why, there might even be trouble with the police.

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THE FAMILY: CONSIDERATION AND RESPONSIBILITY *

Specific Values:	Responsibility and consideration of others
Subject Area:	Social Studies, Art, Music, Communication Skills
Grade Level:	First Grade
Time:	Eight Weeks

Project on Student Values
3860 Plainfield Ave.
Grand Rapids, Michigan 49505

*Materials prepared by Mary VanderJagt

THE FAMILY: CONSIDERATION AND RESPONSIBILITY

Abstract

I. Philosophical Statement. The home has long been recognized as the basic unit of our American democracy. One of the functions of education is to educate children to make the best contributions possible to successful home living. If standards of home and family living are to be raised the school must work with the home and community in preparing American youth for happy successful home membership.

II. General Objectives. The general objective is to try to instill within each child the responsibilities and attitudes that lead to appreciation and consideration in family living.

III. Specific Objectives.

- A. Accepts responsibilities
- B. Shares things with others
- C. Values other peoples belongings
- D. Expresses consideration for other persons feelings
- E. Takes good care of things borrowed from others
- F. Plays well with others and is a good sport
- G. Listens patiently while others are speaking

IV. Context. First Grade

V. Content. Art, Music, Social Studies, Literature, Communication Skills

VI. Methods. Role playing, books, movies, film strips, discussions, open-ended stories, experience stories, flannelboard, bulletin boards.

VII. Time Schedule. Eight Weeks.

THE FAMILY: CONSIDERATION AND RESPONSIBILITY

Philosophical Statement

The home has long been recognized as the basic unit of our American democracy. One of the functions of education is to educate children to make the best contributions possible to successful home living. If standards of home and family living are to be raised the school must work with the home and community in preparing American youth for happy successful home membership.

General Objectives

The general objective is to try to instill within each child the responsibilities and attitudes that lead to appreciation and consideration in family living. The place for this development to begin is within the home. The value of the home can be taught in the school.

Specific Objectives

A. Accepts Responsibilities
B. Shares things with others
C. Values other peoples belongings
D. Expresses consideration for other peoples feelings
E. Takes good care of things borrowed from others
F. Plays well with others and is a good sport
G. Listens patiently while others are speaking

Context

First grade.

Content and Methods

First Week

Begin talking about the different members of the family. Discuss questions, "What is a Family," "Who is in my family". Read the story My Family. Have each child paint a picture of his family for room display. Have children learn to recognize the family names such as mother, father, boy, girl, and baby. Discuss the question "Why do we live in families?" Have each child tell the class about the members of his family. Discuss what all families have in common. Discuss how families differ. Have child complete statement: "I like my family because ---" and "I wish my family was ---"

Second Week

Dictate and illustrate experience charts to describe the various roles of family members. Talk about the individual roles of different members of the family. Role play to depict the responsibilities of different family members.

a. Father earns a living
b. Mother cares for the home
c. Brother has a paper route
d. Sister helps with the dishes

Share housekeeping duties in the classroom. Show the film Appreciating Our Parents. Read the story Family Helpers. Learn the song "Schoolroom Helpers."

Third Week

Discuss how the family works together. Talk about the importance of sharing things with others. Read the book Family Helpers. Read the book Working and Playing. Discuss how each family member must be considerate of others in the family. Read the book It's Mine. Discuss the importance of waiting your turn.

Fourth Week

Fathers

Discuss the types of work fathers do.
Strive to instill in the children an appreciation for the work their father does.
Ask the question "Why do fathers work?"
Talk about the fact that father is responsible to do work for others also.
Show film What Do Fathers Do
Read the story A Day with Daddy
Read the story The Day Daddy Stayed Home
Have children paint a picture of their father.
If possible have a father come to the classroom to discuss his occupation.
Have each child make a picture of the kind of work his father does.
Rank Order -- Jobs that father does.
Answer the question "How can I help my father?"
Discuss how their fathers job is important to other people.

Fifth Week

Mothers

Discuss what mother contributes to the family.
Have children discuss ways in which they can help mother.
Try to instill in children an appreciation for what mothers do.
Learn the song "My Mother"
Learn the song "Where Are the Mothers"
Read book A Little Girl and Her Mother
Learn song "Helping Mother"
Have children paint a picture of their Mother.
Rank order -- Jobs mother does.
Have children discuss "How can I help my mother?"
Role play jobs mothers do.

Sixth Week

Brothers and Sisters

Discuss the value of having brothers and sisters.
Discuss ways in which our brothers and sisters help us.

Discuss the importance of sharing with brothers and sisters.
Talk about taking turns.
Read book Me First, and The New Sister , and Big Brother.
Show film Brothers and Sisters.

Seventh Week

You and Your Family
Show the film Family Team Work
Encourage children to relate experiences such as good times with families, visits of relatives, etc.
Dramatize stories centering around family life.
Encourage children to dramatize home experiences in the playhouse.
Discuss with children the things that parents do for them.
Make booklets of his own home and family with emphasis on his place in his family's life.
Read books, Peter's Family , My Family.
Show film Your Family
Learn song Our Family
Discuss the responsibilities of family members toward each other.
Everyone must do his part to contribute to a happy family.
Discuss how each family member is different and each is important in his own way.

Eighth Week

Conclusion and Review
Discuss the importance of doing the job assigned to us.
Remember of consider other peoples feelings.
Have the knowledge that everyone's jobs are important.

GRID

Objectives / Methods	A	B	C	D	E	F	G	Totals
Discussions	5	5	5	5	5	5	5	35
Reading and Stories	5	5		5	5	10		30
Music	15			5	5	5		30
Art	5							5
Totals	30	10	5	15	15	20	5	100%

Vocabulary to be Developed

mother	relatives	neighbor
father	aunt	friend
brother	uncle	consider
sister	cousin	appreciate
babies	grandparents	respect
family	parents	cooperate
children	house	work
share	home	play
apartment	contribute	

GOAL SHEET

Behavioral Objectives	Initial	Sustained	Quality
1. Assumes responsibility for his own actions.	____	____	____
2. Gets along well with others.	____	____	____
3. Is considerate of others.	____	____	____
4. Values another's property.	____	____	____
5. Plays well with others.	____	____	____
6. Waits his turn.	____	____	____
7. Finishes a task assigned to him.	____	____	____
8. Listens and understands what is said to him.	____	____	____

Books

Abel, Ruth. The New Sister.
Backley, Helen E. Grandfather and I
Backley, Helen E. Grandmother and I
Bonsall, Crosby. It's Mine
Candill, Becky. Happy Little Family
Duncan, Lois. Silly Mother
Hanna, Anderson, Gray. Peters Family
Hoffman, Elaine. Family Helpers
Judson. People Who Come to Our House
Kessler, Ethel. The Day Daddy Stayed Home
Lippincott, Marino. Where Are the Mothers?
Moore. Working and Playing
Schlein. My Family
Shane, Ruth. The New Baby
Tresselt, Alvin. A Day with Daddy
Zolotow, Charlotte. Big Brother
Zolotow, Charlotte. Me First

Poems From: Poems for the Young Child \ Whitman and Company.
"Messy Dishes" "Come Play House"
"Dinner Time" "Daily Duties"
"House Cleaning"

Films

1. "Appreciating Our Parents" Coronet
2. "Our Family Works Together" Coronet
3. "Family Team Work"
4. "Your Family" Coronet
5. "What Do Fathers Do?"
6. "Brothers and Sisters" EBC
7. "Family at Home"
8. "Helping Mother" EBC
9. "Sharing" EBC
10. "Working Together in the Family"

Songs

1. "I Walk and Talk with Father" Our Songs
2. "My Grandma" Picture Book of Songs
3. "Our Family" American Singer
4. "When Mother Sews" Our First Music
5. "My Mother" American Singer
6. "A Happy Day" Sing A Song
7. "Housework" Sing A Song
8. "Helping Mother" Picture Book of Songs
9. "Setting the Table" Listen and Sing
10. "Schoolroom Helpers" American Singer

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THE DIGNITY OF MAN--DEVELOPED THROUGH A STUDY OF HUMAN NEEDS*

Specific Value:	Dignity of Man
Subject Area:	Social Studies
Grade Level:	Third Year out of Kindergarten
Time:	Thirteen Weeks

*Materials prepared by Pauline Vanderleest

THE DIGNITY OF MAN--DEVELOPED THROUGH A STUDY OF HUMAN NEEDS

Abstract

I. Philosophical Statement. There always has been and always will be change. Because of the perplexity of our society and the diversity of man, more than ever before, comes the need to instill in our children an awareness of the dignity of man.

II. General Objectives. The objectives of this unit are to have children become aware of man' needs, yesterday and today, and develop a respect for all people in their efforts to satisfy these needs. They should be able to recognize their own role in satisfying needs and to be able to accept conflicts in their endeavors.

III. Specific Objectives. Some of the more specific values are to have the children:

A. appreciate the contributions and ideas of others;
B. be generous in helping the less fortunate;
C. accept others regardless of race;
D. have a better self concept.

IV. Context. Third year out of kindergarten.

V. Content. The values are presented through the use of a Social Studies unit "How Can a Family Meet the Immediate Needs of its Members" IXb. Content includes contrasting past and present day cultures as to how families solve their needs.

VI. Methods. The unit includes a pretest, followed by a variety of methods in conveying the ideas of the unit; such as individual reading, class discussions, and activities, committee work, creative writing, audio visual aids, music, handwriting, dancing and a number of value strategies. The pretest is again given at the end of the unit.

VII. Time Schedule. Thirteen weeks.

THE DIGNITY OF MAN--DEVELOPED THROUGH A STUDY OF HUMAN NEEDS

Philosophical Statement

There always has been and always will be change. The most rapid transition ever experienced by man is evident in American society today. Each man in our society plays his own individual role according to his values. Because of the perplexity of our society and the diversity in man, more than ever before, comes the need to instill in our children an awareness of the dignity of man.

Statement of General Objectives

The general objectives for Problem I

1. To call attention to the basic family needs.
2. To have children investigate other present day cultures and make comparisons.
3. To have children investigate Grand Rapids Indian cultures of the past and make comparisons.

The general objectives for Problem II

1. To call the youngsters attention to the dignity of each member in helping the family meet its needs.
2. To lead children to understand and appreciate the contributions of non-employed family members.

The general objectives for Problem III

1. To make the students aware of the problems a family faces when needs are greater than income.
2. To investigate the wisdom of budgeting and relate it to their own life.
3. To stimulate an interest in starting a savings account.
4. To make children aware of differences in incomes as they relate to our culture and other cultures.

The general objectives for Problem IV

1. To develop an awareness of the importance of working with and understanding others to fulfill needs.
2. To discover the different types of employment available in Grand Rapids.
3. To make children aware of the need of working well with others.
4. To stimulate an interest in meeting family needs today in contrast to the Pioneers.
5. To make children aware that many multi-ethnic families must meet identical needs.

Statement of Specific Objectives

The specific objectives for Problem I

1. To list and classify basic human needs.
2. To show, in picture form, that people living elsewhere satisfy these needs differently.

The specific objectives for Problem II

1. To participate in a role-playing situation to demonstrate the activities and contributions made by each family member.
2. To work as a contributing member in his family, in school, and in society, and to understand his dependence on others.
3. To include the less able child in his activities, recognize his worth, and praise him for his contributions.

The specific objectives for Problem III

1. To demonstrate the need for money in our society by constructing a chart of needs and costs.
2. To help those in need by willingly participating in a Junior Red Cross Project.
3. To open a savings account and spend money wisely.
4. To accept without complaint that he cannot always have what he wants.
5. To show friendship toward others with less economic advantages.
6. To accept those with physical and mental disadvantages.

The specific objectives for Problem IV

1. To hold in high esteem the occupation of all parents.
2. To demonstrate skill in working well with others when working on committees.
3. To display an interest in early pioneer cultures, by reading by himself.
4. To identify some of the early Grand Rapids pioneers and how each satisfied his needs.
5. To accept others regardless of race.

Statement of Context

East Leonard School is located in the fringe area of the inner city of Grand Rapids, Michigan. The wage earners of this low-economic community are predominantly unskilled white. A few stable Negro families and a number of transient Mexican families provide our pupils limited experiences of integration. A high percentage of all the families in this community are one-parent families. St. John's Home, a haven for neglected children, also sends children to East Leonard School.

The class to be involved in this unit is the group now named Third Year out of Kindergarten, Steps IX, X, XI. It will consist of thirty pupils with abilities from fair to very good.

A Social Studies unit entitled "How Can a Family Meet the Immediate Needs of Its Members" employing problem solving techniques, and encompassing twelve to thirteen weeks is to be developed. Subjects other than social studies to be integrated into the unit are reading, music, art, physical education, English, and handwriting.

Outline of Content

The content in this unit is the 1968 revised Social Studies Program for the Third Year out of Kindergarten. The content is intended to be quite structured to enable all children to experience similar content during this year. There is no designated textbook; however, a resource kit, which includes desk copies of various Social Study Series plus other books and materials is to be used in the development of the unit.

Supplements

Economic Education in the Elementary School - Grand Rapids
Study Guide Supplement-Third Year Continuous Progress Program - Grand Rapids

References

Greater Grand Rapids Chamber of Commerce
Story of Grand Rapids, Michigan - Kregal Publications Texts
About People Who Run Our City - Melmont Publishers
City is My Home - The John Day Co., Book I, II, III
Human Value Series - Steck Vaughn Co., Book IV, V, VI
In City Town and Country - Scott, Foresman, and Co.
SRA Cities at Work
Teachers Edition
Resource Unit
Activities Book
SRA Neighbors at Work
Teachers Edition
Resource Unit
Activities Book

A variety of other tests and story books of interest to the children are listed in the index.

After completing the unit, I hope the children will appreciate the contributions and ideas of others, be generous in helping the less fortunate, accept others regardless of race, and have a better self concept.

This unit is arranged so the "What" and the "How" are parallel. Using this form makes the unit easy to follow and allow for quick notations for changes to be made as the unit is being taught. The unit will begin about September 23 and be completed about December 20. It will take about thirteen weeks of intensive work.

The Methods

Test the children.
Make folders for children to keep materials - art lesson.
Present Goal Sheet to children - use overhead projector.

Problem I 3 Weeks

What	How
Week 1 List human needs Classify under Food Clothing Shelter Fun	Zig Zag method analageous to human needs. See p. 12. Children respond to the questions. Record responses using the overhead projector. Pass out ditto sheet with designated headings and space for children to record answers. See p. 13. Creative Writing "If I Had No _____ (Home, clothing, or food)." Art. Illustrations of Needs. Put on the bulletin board.
Week 2 Investigate and compare other present day cultures.	Formulate a simple outline with the children. See p. 14. Form committees. At this time the teacher will form the committees, about 2 or 3 on each. Committee work Art - Pictures to accompany the information they find. Share Committee reports, construct mock film for opaque projector. Read to children "Pancho and Chico" Values to Learn. Develop alternative idea with them.

Value Continuum - If you were to be invited to supper at the home of a friend from a foreign country... See p. 15.

Sing - "Taking a Trip" Am. Book Co. Book 3.

Creative Writing - The Strange Boy.

Individual reading - stories of other present day cultures, (See Index).

Make book reports using the flannel board.

Week 3
Investigate Hopewell and Ottawa Indians cultures and compare.

Read from Our City, pp. 12-22.

Look at and have discussion on Indian display from the museum.

Trip to museum to Indian Hall.

Map work-each child has a map, teacher uses the transparency. Locate the Indian camps along Grand River. (See Kit)

Use simple outline again. Complete it for the Indian cultures. (Let children work in groups of 2).

Creative Writing - Write a story using Indian Signs. (See Kit)

Sing - Indian songs - Am. Book Co. Book 3.

Make up Indian dances to go with the songs.

Read Indian poems to the children.

Individual reading - stories about Indians. (See Index). Make reports using the flannel board.

Problem 2 2 Weeks

Week 4
Discover what each member of the family does to meet its needs.

Give each child a copy of a survey sheet. Send it home so they can record information. (See p. 16.

Graph the information when it is returned.

See filmstrip - Exploring Moral Values #4, "The Little Brother." Write a value sheet.

Proud Whip - Something you did to help your family recently.

Week 5
To discover what non-employed members contribute to needs.

Value continuum - If you had a crippled brother. (See p. 18.

Read to children "Good Fortune from Bad" Values to Learn. Discuss values.

Write to and invite a senior citizen to talk about their contributions to the home. Prepare a list of questions to ask.

Creative Writing - My Blind Friend

Individual reading - read stories about the handicapped. Book reports- use role play.

Write thank you letter to senior citizen.

Find news articles and pictures about the handicapped. Display on bulletin board.

Week 6
How we depend on each other.

We will plan our Halloween Party to develop this idea.

To provide an opportunity for the children to include the less able.

See filmstrip - Exploring Moral Values #3 "The Election" Write value sheet.

Children select a chairman for the party.

Chairman selects the committees for the party.

Read to the children - "Carl's Cowboy Costume" Values to Learn.

Have a discussion about the story.

Creative writing - My Favorite Costume.

Art - Halloween Pictures, Drawing their costume.

Music - Learn "Halloween Night" Am. Book Co. Book 3.

Physical Education - Let children select new squad leaders, who, in turn will select their new squads.

Problem 3 3 Weeks

Week 7
To demonstrate the need for money in our society.

Make picture charts of needs. Cut these out of magazines or newspapers. Paste these and list costs of each.

Rank Order
Buying clothes
Buying food
Paying the rent

Read to children the story "The Neighborhood Aid" by Arlie Schardt Cities at Work.

To discover the wisdom of budgeting.

Set up an imaginary budget with the children. (Use overhead projector).

Set up another budget where expenses are greater than income.

Class discussions on both budgets.

"I See" strategy - Use a study print #15, "The Pocketbook" Words and Action Holt, Rinehart, and Winston, Inc. Reaction by using creative writing - tell about the picture.

Week 8
To find ways of getting more money or getting help.

Class discussion on education and income.

Class discussion on what children can do to earn extra money.

Rank Order

Shovel snow	Baby sit
Cut grass	Run errands
Run errands	Do dishes

See filmstrip - Exploring Moral Values #6 C "Pay Day" Write reaction.

Learn how to open a savings account.

See filmstrip on banking - Grand Rapids Audio Visual Manual - "Andy Lends Money to the Bank" and "What the Bank Does with Andy's Money."

Set up an imaginary bank in the room. Must set up committees to make bank, money, books, etc.

Proud Whip - I am proud that I'm saving money for.....

Creative Writing - If I Had $50 to spend.

Week 9 Ways of helping those who have no way to turn.	Read story to the children - "The Last Christmas Tree" Values to Learn. Art - Red Cross Project for Maple Grove Home. Invite speaker from the United Community Fund - tell children about all of its services to the needy. Write thank you letter. Read story to the children - "Tree for Peter" by Kate Seredy, School library. Show filmstrip to children - "The Poor Girl" Exploring Moral Values #4 B. Class discussion on story. Individual reading (See Index). Book reports - flannel board. Role-play, Study Print #11 "All Alone" (Very poor child wanting to play with a more popular child). Music - Learn "Laughing Town" Am. Book Co. Book 3. Letter writing - Write to the P.T.A. president to find out what the room can do to contribute to a Thanksgiving (or Xmas) basket. See filmstrip - Exploring Moral Values #3 C "The Salvation Army" Write reaction. Physical Education - Team race on scooters to realize what it would be like if you could not use your arms or legs. Proud Whip - I am proud that I... (Use a helping others situation).
Discover differences in incomes in other cultures - present day cultures.	Reuse outline from problem 1. Discuss how they meet the listed needs.

Problem 4 3-4 Weeks

Week 10, 11 Find out occupations of parents.	Read story to the children - "Friends Are Everywhere" Values to Share. Class discussion.

Children plan a survey sheet to interview parents.

Plan to send the sheets to two other schools who also would make the same survey. Collect all data and graph it.

Write a report on father's work and its importance to the rest of us.

Rank Order

Work on engines
Be a house painter
Be a dentist

Invite some parents in to tell about their jobs.

Write thank you letters.

To learn about different types of employment available in Grand Rapids.

Read to children - "The King and the Market" p. 52 Cities at Work.

List together the different types of work (classifications) available to people in Grand Rapids, such as:

Manufacturing
Professional
Business

Form committees to investigate each. Use bulletin board for data as it is being collected. Use Our City, Social Studies Kit, and other resources to locate information.

Write letters to businesses, factories, etc.

Bring in samples for a display table.

Write a poem about Work.

Map work - Locate major industries, etc. Use transparency and ditto for children's copy. (See Kit).

Value Continuum - If you had a job to do. (See p. 20)

Music - Learn working song. Am. Book Co. Book 3.

Make plans for a tape recording or video tape. Write script for the tape. Rehearse and record. Arrange to send the tape to the two classrooms who participated in the survey.

	Art - Drawings of the different kinds of work done in Grand Rapids.
Week 12 To learn about the early Grand Rapids pioneers and contrast their needs with ours of today.	Value Voting - Bravery How many of you have done something brave? How many of you feel that the pioneers were brave people in coming to Grand Rapids? How many of you feel that sometimes the pioneers were scared? Discussion on topic of bravery.
Identify some of the early Grand Rapids pioneers.	Prepare ditto for children. See p. 19. Find and list the names of the Grand Rapids pioneers. Use Our City. Other resources are listed in the index. Map work. Locate the home sites of the pioneers. (See Kit).
To discover how the pioneers satisfied their human needs.	Show motion picture "Pioneer Home". Show filmstrip "Pioneer Life in Michigan." Grand Rapids Audio Visual Manual. Work in teams of two each to do research. Locate and record information on ditto page. Art - Weaving or Stitchery. Music - Learn "Around the Corner" Am. Book Co. Book 3. Physical Education - Learn the square dance to go with "Around the Corner." Individual reading - read stories about pioneer life. (See Index). Read to children "Tom's Indian Playmate" Values to Share. Class discussion. Creative Writing - Pretend you are a pioneer.
Week 13 Review the basic needs. Learn that no matter what race they	Read in Our City pp. 22-24 to get information on and list the

may be, each must satisfy these needs to live and each has this right to do so.

different multi-ethnic groups who settled in Grand Rapids. The Story of Grand Rapids, Michigan is an excellent source for the teacher.

Relist the needs.

Discussion on "Do these people have the same needs?"

See filmstrip - Exploring Moral Values #1 A "Moving In". Write down alternates.

Discussion on housing.

Music - learn some songs in another language.

Physical Education - Learn to do some Folk Dances.

See filmstrip - Exploring Moral Values #2 A "Latin American Christmas."

Invite an Exchange Student to tell about his Christmas. (Call Mr. Donn Doton, Trinity Methodist Church, Grand Rapids.)

Show slides from Art Museum, "Christmas in Other Lands."

Art - Colored chalk pictures of Christmas in Other Lands. (Stress family activities).

Rank Order - What I would like for Christmas.

book	model	bicycle
money	game	roller skates
toy	puzzle	skiis

Creative writing - If I Could Spend Christmas in Another Land.

Read Christmas poetry.

Proud Whip - Presents

"I am proud of the presents I give because....."

To culminate the unit -

Open House at Christmas Time. Display of Art, stories, etc. Play the tape or show the video tape to the parents.

Retest the children and compare answers with those given when the unit of work was started.

GOAL SHEET

How Can a Family Meet the Immediate Needs of Its Members

NAME _____

FACTS	Yes	Excellent
List and classify basic human needs.		
Know how other cultures satisfy needs.		
Know how each family member helps to satisfy needs.		
Know ways of helping others.		
Name the Indian tribes and their culture.		
Name the early Grand Rapids pioneers and know about their culture		
Know some of the multi-ethnic groups in our city.		
Know the kinds of work done in Grand Rapids		
Know how and why people save money.		
CONCEPTS		
Man has basic needs.		
Men satisfy needs differently.		
All people have "worth."		
Men in our society work to satisfy needs.		
Society helps those in need.		
Saving makes one more secure.		
Early peoples contributed to our society.		
SKILLS		
Ability to work well on a committee.		
Ability to include all children in activities.		
Ability to budget and save money.		
Creative Writing		
Good sentences		
Capital letters		
Punctuation marks		
Indentations		
Margins		

GOAL SHEET
(con't)

	Yes	Excellent
Letter Writing.		
Completing a simple outline		
Take part in class discussions.		
Write Evaluations.		
Classify items.		
Learn square dances and folk dances.		
Read independently.		
Map skills.		
Graphing.		
Having an interview.		
Choosing wisely.		
Learn songs.		
Art:		
Drawing.		
Cutting and pasting.		
Good handwriting.		
VALUES		
Appreciate the contributions and ideas of others.		
Generous in helping the less fortunate.		
Accept others regardless of race.		
Improve self concept.		

Vocabulary to be Developed

Problem 1

alternates
classify
communication
compare
Indians
Mound Builders
(Hopewell Indians)
Ottawa Indians
pioneers
public
seasonal
shelter
textile
transportation
value

Problem 2

graph
common interest
contribute
employ
gross
income
labor
profession
salary
unemployment
white collar

Problem 3

alternate
account
allowance
bank
barter
borrow
budget
compete
commodity
common market
competition
consumer
corporations
currency
demand
economics
interest
loan
mortgage
poverty
producer
profit-loss
prosperity
supply
supplier
surplus
traveler checks
wampum
withdrawal

Problem 4

committee
conflicts
co-operation
human relations
union

Materials Index for Unit

Zig Zag Lesson Problem 1

Teacher: Brr, it is chilly outside today. I am glad I have a warm home and a nice bed to sleep in tonight.

Teacher: How many of you live in an apartment?
How many of you live in a house?
Have you ever stopped to think of the things your parents provide for you?
Did you ever think about all the people who helped your parents get these things for you?

Value: Human Dignity

List the things you need today you could not do without.

Ditto Sheet for Classifying Basic Needs Problem 1

FOOD

CLOTHING

SHELTER

FUN

Sample Outline Problem 1

Name of the Culture

I. Food
   A. E.
   B. F.
   C. G.
   D. H.

II. Clothing
   A. E.
   B. F.
   C. G.
   D. H.

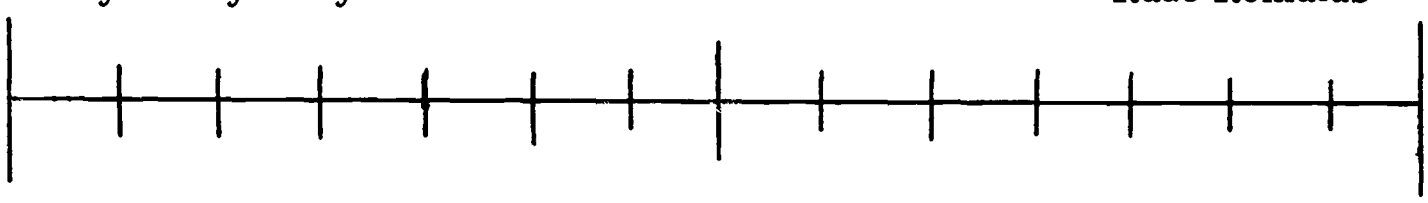
III. Shelter
   A. E.
   B. F.
   C. G.
   D. H.

IV. Fun (Can include religion)
   A. E.
   B. F.
   C. G.
   D. H.

Value Continuum (Value Line) Problem 1

If you were to be invited to supper at the home of a friend who has recently moved here from a foreign country and had to eat foods very strange to you.....whom would you be most like?

Wishy Washy Willy Rude Romulus



Rude Romulus gets to the house and sees all the strange food on the table. He asks his friend what all that "junk" is on the table. He tells him it is not fit for the pigs and he should dump all of it in the garbage can.

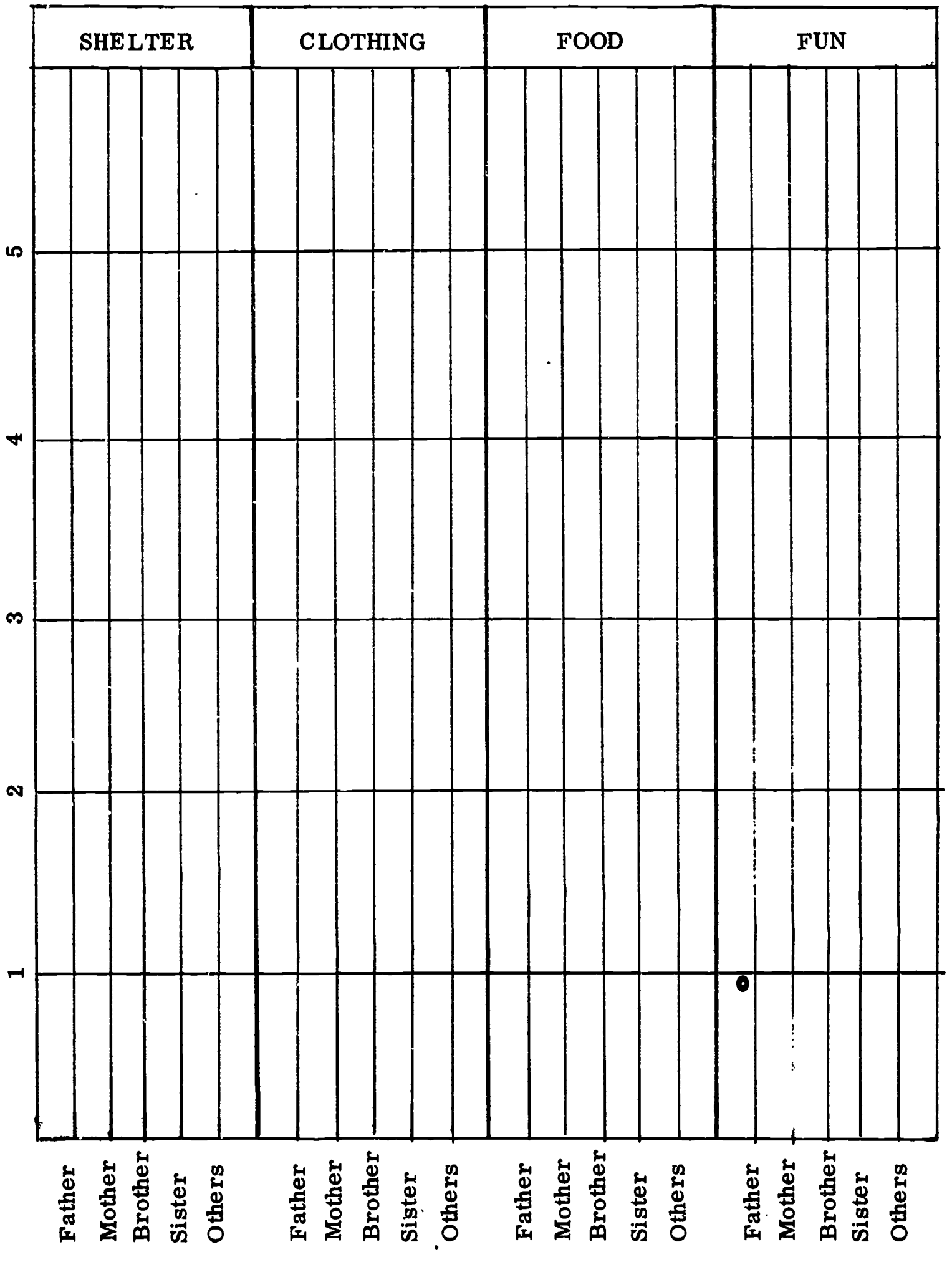
Wishy Washy Willy gets to the house and sees all the strange food. He tells his friend how beautiful it all is and that he wants to take some home and let mother, father, pet dog, pet fish, and grandma try it. He says each bite he takes he will chew 1000 times so he can taste and taste and taste.

Survey Sheet Problem 2

List what each member does to help satisfy the basic needs in your home.

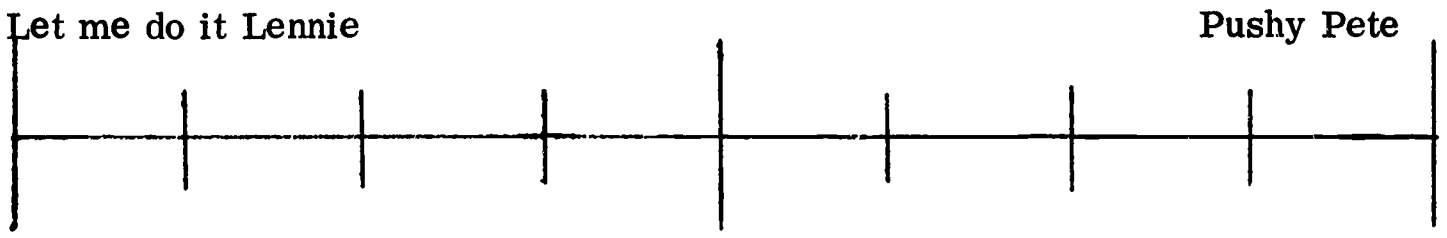
FATHER	Food
	Clothing
	Shelter
	Fun
MOTHER	Food
	Clothing
	Shelter
	Fun
BROTHERS	Food
	Clothing
	Shelter
	Fun
SISTERS	Food
	Clothing
	Shelter
	Fun
OTHERS	Food
	Clothing
	Shelter
	Fun

Sample Graph Problem 2



Value Continuum Problem 2

Suppose you had a little brother at home, so very crippled he could not walk nor could he ever attend school. Whom would you be most like?



Let me do it Lennie races home from school each day. He rushes into the house and says, "let me, let me". He never lets his brother do anything for himself. He washes him, feeds him, talks for him, sometimes he even sleeps for him.

Pushy Pete never wants anyone to see his brother because he is ashamed of him. He never wants to be around the house, but when he is he is always pushing his brother around. Sometimes he makes fun of and laughs at his brother.

Ditto for the Early Grand Rapids Pioneers Problem 4

_____
Name of Pioneer

I. Food
   A.

   B.

   C.

II. Shelter
   A.

   B.

   C.

III. Clothing
   A.

   B.

   C.

IV. Important things he did
   A.

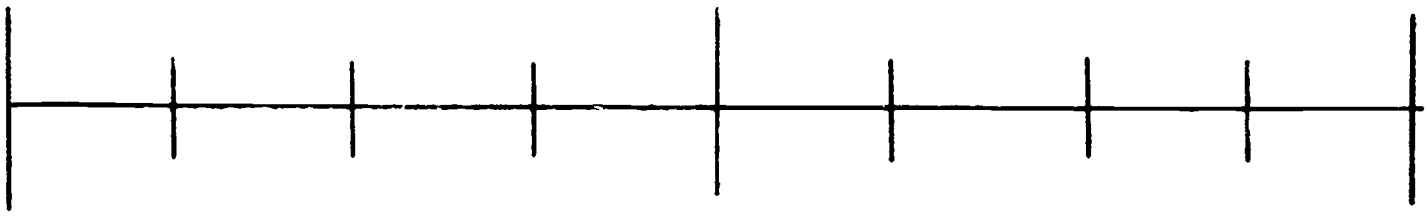
   B.

   C.

Value Continuum Problem 4

Suppose you had the job of cutting the lawn. Which would you be most like?

Fussy Ferdinand Snipper Snapper Sam



Snipper Snapper Sam does not like to cut the grass. He does not like to do anything for anyone. It takes him forever to get to work, and when he finally gets busy he takes his mother's manicure scissors and cuts one blade at a time, sitting down.

Fussy Ferdinand loves to cut the grass. He starts early in the morning, cuts all day. He even had his dad put up floodlights so he could cut at night, too. He even cuts it while he is sleeping.

Test

1. A new boy came to the room. He was from a strange land. The teacher put his desk next to yours.
   A. Would you make him feel more at home by getting him some paper and a pencil?
   B. Would you turn to your friends and laugh at and talk about him?
   C. Would you just keep on working?

2. The teacher lets you make 1st, 2nd, and 3rd choices to work on a committee. Someone you do not like is on your committee.
   A. Would you learn to work well with him?
   B. Would you find something wrong with everything he does?
   C. Would you not know what you would do?

3. Jack could not come to school because he did not have any shoes. Jim knew why Jack was not in school, so Jim should----
   A. Offer Jack a pair of old ones he no longer needs.
   B. Laugh at Jack.
   C. Just forget about it.

4. When your teacher returns work you have done do you like to----
   A. Take it home to show your parents?
   B. Throw it away?
   C. Usually don't know what to do with it?

5. A crippled girl tried to get into a swing. She feel off and hurt her arm.
   A. Would you do nothing?
   B. Take her to the teacher for first aid?
   C. Call the other children over to look at and laugh at her?

6. If, when having a class discussion, someone should say something that has nothing much to do with the subject, would you---
   A. Ridicule him?
   B. Find something good to say about it?
   C. Just keep still?

7. A close friend of yours will not play with you because you have made friends with a negro. Would you----
   A. Tell the negro you cannot play with her any more?
   B. Help your friend to discover something nice about the negro?
   C. Do nothing?

8. You are trying to paint a picture but discover that all the children around you are doing a much better job.
   A. Would you get angry, wad it up, and throw it in the basket?
   B. Would you understand that you cannot paint well but decide to write a beautiful poem to go with it?
   C. Would you just finish it and then hide it in your desk?

9. Your grandmother is very old. When she washes the dishes she sometimes spills water on the floor. Would you----
   A. Run and tell your mother that grandmother spilled water?
   B. Help her wipe it up?
   C. Just walk away and leave it?

10. The teacher has to leave the room. You and your friends will be by yourselves. Would you----
   A. Be able to work on by yourself?
   B. Just sit and wait?
   C. Not be able to control yourself?

11. The teacher had a treat for the children. As she was serving it she explained that a Japanese friend had baked it. Would you ----
   A. Put it in your desk to think about?
   B. Ask the teacher if her Japanese friend could visit the room?
   C. Throw it in the basket when she was not looking?

12. A grandmother in the community let a little girl take a patchwork quilt to school to show the others. When you saw it would you say----
   A. It must have taken many hours to make that beautiful quilt?
   B. What is that old thing?
   C. Not pay any attention because you are not interested in quilts?

13. Two very old people live next door. They have a difficult time walking anywhere. Would you----
   A. Watch them from your yard?
   B. Tell the other children to come over for a laugh?
   C. Offer to run errands for them?

14. You are making a model of your neighborhood on the floor of your room at school. One of the children brings a toy car to put on the street in front of his house. Would you----
   A. Tell him how nice it looks?
   B. Take it off because it is bigger than the house?
   C. Just not do anything?

15. Ho Ching brought his grandfather to school to tell about life in China. Would you----
   A. Listen carefully to what he had to say and thank him?
   B. Read a library book while he was talking?
   C. Just sit.

16. You have just done a good job of mopping the floor for mother. She has thanked you for doing it. Would you say----
   A. It doesn't look very good?
   B. Nothing?
   C. Thank you mother. I tried hard and I am happy that you are pleased?

17. The school room was planning a Thanksgiving basket for a poor family in the neighborhood. Would you ----
    A. Offer to deliver it to the house?
    B. Not bring anything because you do not like the family?
    C. Just sit and listen to the plans ?

18. A Mexican boy has just won the foot race he had with you. You wanted to win that race very much. Would you----
    A. Tell the other children he cheated?
    B. Just walk away to be by yourself?
    C. Go over to the boy and congratulate him?

19. A little girl forgets to bring her can of pop to the school party. Would you----
    A. Tell her she may have part of yours?
    B. Tease her while you are drinking yours?
    C. Do nothing about it?

20. You are in the gym. Your team is tied with the other team and it is your turn at bat. You strike out and the other team wins the game. Would you----
    A. Throw down the bat and say, "I can never do anything right"?
    B. Tell the team you will try to get a hit next time?
    C. Do nothing because it is time to go?

GRID

Content \ Objectives	Appreciating Contributions & Ideas of Others	Generosity In Helping Less Fortunate	Acceptance Respect of Others Regardless of Race	Worth of Self	Total
Class Activities & Discussions	9	10	7	9	35
Reading Stories & Poems	8	6	3	2	19
Writing Stories & Poems	6	5	6	4	21
Music	2		3	2	7
Physical Education	2	1	2	1	6
Art	3	2	1	2	8
Test	1	1	1	1	4
Total	31	25	23	21	100

BOOK INDEX

PROBLEM 1

INDIANS

Beatty, Hetty Little Owl Indian

Brewster, Benjamin First Book of Indians

Dorian, Edith Hokahey

Friskey, Margaret Indian Two Feet and His Horse

Hofsinde, Robert Indian Hunting

Holling, H. Book of Indians

Hunt, Walter Golden Book of Indian Crafts and Lore

Loring, Selden Mighty Magic

Martini, Teri True Book of Indians

McNeer, May The American Indian Story

Moon, Grace One Little Indian

Williams, Barbara Let's go to an Indian Cliff Dwelling

OTHER CULTURES
Stories

Bannon, Laura Hat for a Hero

Beim, Lorraine Two is a Team

Bemelmans, Ludwig Madeline

Bontempts, Arna Story of the Negro

DeAngeli, Marguerite Bright April

Estes, Eleanor A Little Oven

Faulkner, Georgene Melindy's Metal

Flack, Marjorie Story About Ping

Hunt, Mabel Stars for Cristy

Krumgold, Joseph . . . and now Miguel

Lipkind, William Boy With a Harpoon

Oakes, Vanya Roy Sato: New Neighbor

Politiz, Leo Little Leo

Resource Books

Allero, William Africa

Barnouw Land and People of Holland

Bragdon Land and People of France

Caldwell, John C. Africa

Caldwell Let's Visit Mexico

Caldwell Our Neighbors in Peru

Forman The Land and People of Nigeria

Gidal My Village in Denmark

Gidal My Village in Germany

Lindsay This is Canada

May, S. Let's Read About Brazil

Nazaroff Land of the Russian People

O'Donnell Japanese Children

O'Donnell Norwegian Children

Spencer Land of the Chinese People

Stull, Edith Alaska

Warren First Book of Modern Greece

Watson Ethiopia, Mountain Kingdom

Webb, Nancy Agulk of Alaska

PROBLEM 2

FAMILY STORIES

Enright, Elizabeth Saturdays

Estes, Eleanor Hundred Dresses

The Moffats

Pinky Pye

The Witch Family

Evans, Eva All About Us

People Are Important

Carlson, Natalie Family Under the Bridge

Singer We Live With Others

Taylor, Sidney All-of-a-kind-Family

Wann Learning About Our Families

HANDICAP

Adams, Adrienne Story of Holly and Ivy

Littlest Witch

Anderson, Clarence The Crooked Colt

Beim, Jerrold The Smallest Boy in the Class

Thin Ice

Berquist, Grace Speckles Goes to School

Carroll, Ruth Digby the Only Dog

Clymer, Eleanor Not Too Small After All

Craik, Dinah The Little Lame Prince

Cutler, Lin Peg-a-leg

Dalgliesh, Alice The Bears on Hemlock Mountain

Daringer, Helen Adopted Jane

DeAngeti, M. Door in the Wall

DeTrevino, Elizabeth A Carpet of Flowers

Gardner, Lillian Someone Called Booie

Glenn, Elsie Dumblebum

Harris, Leonore Big Lonely Dog

Lipkind, William Even Steven

McGinley, Phyllis The Plain Princess

Reyher, Rebecca My Mother is the Most Beautiful Woman in the World

Woolley, Catherine Ginnie and the New Girl

BANKING

Buehr, Walter Treasure

Kane How Money and Credit Help Us

Sootin, Laura Let's go to a Bank

Rees At the Bank

Russell, Solveig From Barter to Gold

Wilcox What is Money

HELPING OTHERS

Anglund, Joan A Friend is Someone Who Likes You

DeJong, Meindert Along Came a Dog

Nobody Plays With a Cabbage

Milhous, Katherine Appolonia's Valentine

Nic Leodhas, Sorche Always Room for one More

Schlein, Mariam Amazing Mr. Pelgrew

Titus, Eva Anatole and the Poodle

PROBLEM 4

PIONEERS

Comfort Children of the Mayflower

Duvoisin, Roger And There was America

Rich First Book of Early Settlers

Smith The Coming of Pilgrims

CHRISTMAS

Anglund, Joan Christmas is a time of Giving

Brock, Virginia Christmas Stories

Caudill, Rebecca A Certain Small Shepherd

Dalgliesh, Alice Christmas

Fatio, Louise The Christmas Forest

Milhous, Katherine With Bells On

Politi, Leo Pedro the Angel of Olvera Street

Robbins, Ruth Babouskka and the Three Kings

Sawyer, Ruth Joy to the World

Sechrish, Elizabeth Christmas Everywhere

Uchida, Yoshiko The Forever Christmas Tree

Wernicke, Herbert Celebrating Christmas Around the World

OCCUPATIONS

Green I Want to be and Airplane Hostess

I Want to be a Policeman

I Want to be a Postman

I Want to be a Teacher

Lenski, Lois Policeman Small

EXTRA RESOURCE BOOKS

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EVALUATION DATA

(Unit by Vanderleest)

Report of soft and hard data:

The children were tested on four values: generosity, racial, contributions of others, and self worth. Certain questions were related to each value. Generosity was stressed in numbers 3, 5, 13, 17, and 19. Racial was stressed in numbers 1, 7, 11, 15, and 18. The contributions of others was 2, 6, 9, 12, and 14. Self worth was stressed in 4, 8, 10, 16, and 20. Following is a report of the results of the first and second test. Answers were considered positive, neutral, negative, or no answer. Thirty children took the test at the onset. New enrollees took the final test. These five are to be considered later.

Generosity

	3		5		13		17		19		Total	
	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd
Positive	28	27	30	30	28	27	30	29	30	29	146	142
Neutral	1	3	0	0	2	3	0	1	0	1	3	8
Negative	0	0	0	0	0	0	0	0	0	0	0	0
No Ans.	1	0	0	0	0	0	0	0	0	0	1	0

Racial

	1		7		11		15		18		Total	
	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd
Positive	29	30	27	29	30	30	26	29	30	29	142	147
Neutral	1	0	3	1	0	0	2	1	0	1	6	3
Negative	0	0	0	0	0	0	2	0	0	0	2	0
No Ans.	0	0	0	0	0	0	0	0	0	0	0	0

Contributions of Others

	2		6		9		12		14		Total	
	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd
Positive	24	29	12	22	30	30	30	29	28	29	124	139
Neutral	4	1	18	8	0	0	0	1	0	1	22	11
Negative	1	0	0	0	0	0	0	0	0	0	1	0
No Ans.	1	0	0	0	0	0	0	0	2	0	3	0

Self Worth

	4		8		10		16		20		Total	
	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd
Positive	28	25	27	29	24	27	29	27	25	25	133	133
Neutral	1	4	2	1	5	3	0	1	5	5	13	14
Negative	0	1	0	0	0	0	1	2	0	0	1	3
No Ans.	1	0	1	0	1	0	0	0	0	0	3	0

Following is a report on the late enrollees.

	Generosity						Racial					
Question	3	5	13	17	19	Total	1	7	11	15	18	Total
Positive	5	4	5	4	5	23	3	5	3	5	5	21
Neutral		1		1		2	2					2
Negative									2			2

	Contributions						Self Worth					
Question	2	6	9	12	14	Total	4	8	10	16	20	Total
Positive	4	3	4	4	3	18	5	3	4	5	3	20
Neutral	1	2	1		2	6		1			2	3
Negative				1		1		1	1			2

Conferences

Conferences were held with the children in November. Goal sheets were checked and the teacher related these checks to the checks on their report cards. Goal sheets were again checked at the completion of the unit. Each child discussed this sheet with the teacher to discover the areas in which he might improve himself.

Class Participation

In this unit were many opportunities for class participation. Class discussions were held, plus many opportunities to take part in committee work.

Creative Writing

1. "If I Had No Home." They had the choice of writing about food or clothing also. Most wrote about home. One said he would find a cave. For food they would eat berries and nuts. No special values other than realizing that needs must be satisfied.

2. "If I Had $50 to Spend"

Seventeen of the students indicated they would put all or some of the money in the bank. Many were going to buy presents for others or buy some clothes. Only two indicated spending money solely on themselves for toys etc. One said she would put it in the bank because she is not a big spender. Some wanted pets including a horse and a hamster.

3. "The Stranger"

The children were to write a reaction as to what they would do if a student from a foreign country enrolled in the class. Most said they would give him money but did not say why. One was going to help him with our language.

4. "My Blind Friend"

The children were to write about this friend and tell how they would help him. They could choose another handicap if they desired to do so. Three wrote about a crippled friend, two about heart trouble, and one about a deaf friend. This person said he would give his friend money for a hearing aid. Most were generous in giving of their services to help out.

5. "The Pocket Book"

The children were to look at a study print which was a picture of a group of children looking at a lost pocket book laying on a sidewalk. Honesty was prevalent in their reactions.

6. "My Father's Work"

The children were to write a story from the survey they did at home. Some had to write about Mother's work. All thought their Parent's work was important, not only in supplying their basic needs, but in helping other people, too. Three had to write about their mother's work in the home since their was no other occupation involved.

7. "If I Could Spend Christmas in Another Land"

After studying about the contributions of the different nationalities to our city the children learned about the Christmas customs these people have

handed down to us. They were to write about a country other than the United States, they would most like to spend their Christmas. Seven chose Germany, eight chose Mexico, two chose England, one chose Italy, one chose Norway, five chose Ireland, and four chose Sweden. Most of those choosing Mexico were fascinated with the idea of the pinata. Klaus Linnenman might have been the reason so many others chose Germany. He was the German exchange student who came to tell the children about Germany. Following are some samples of the stories.

Christmas in Sweden

If I could spend Christmas in any foreign country I'd like to spend it in Sweden. I would like to go to Sweden because I think it is a great country. My sister would have something like a crown only it has candles. We would have a straw goat and decorate our tree with straw.

Christmas in England

If I could spend Christmas in England I'd have a big Christmas tree because I like England very much. I would go to England because it is a nice place. I would have a big dish of plum pudding and have duck to eat.. I would see a Yule Log and at night I would sit by the fire and read a book. Then I would go to bed at 10:00 at night.

Stories Read to Children

1. "Pancho and Chico" Values to Learn

This story was read to make the children aware that the needs of other cultures are the same as ours. In this story they could relate to Pancho and Chico who live in the wild mountain country of Mexico. The idea of the "alternative" was introduced with this story. The teacher explained "rectitude" and "affection" so the children knew what to respond to when listening to the story so they could discuss the story afterwards. Also stressed in the discussion was "self-worth" and how each member of this Mexican family was important.

2. "Good Fortune From Bad" Values to Learn

The needs of the handicapped was the purpose of reading this story and the idea of how others are responsible for helping others with afflictions. Before the reading "affection" and "well-being" were discussed.

3. "Carl's Cowboy Costume" Values to Learn

This story was read just before Halloween time. The story situation parallels that of the children wanting costumes for Halloween. The teacher discussed "enlightenment" and "rectitude". The purpose was to understand what a budget is and why we cannot always have what we want.

4. "The Neighborhood Aide" SRA Resource Unit Cities at Work

The purpose of reading this story was to demonstrate the need for money in our society. It was about a woman who found a way to help herself and others even though she had very limited abilities and not much education.

5. "The Last Christmas Tree" Values to Learn

This story was read when we were studying budgets and banking. Two children have an ill father and no way to purchase a tree for Christmas. Listening to the solution to the problem, the class becomes familiar with "well-being" and "wealth" in a different connotation from that with which they have been familiar.

6. "Friends Are Everywhere" Values to Share

When we were studying the occupations of our parents, we discovered that sometimes our fathers have to move to where the work is. "Friends Are Everywhere" is just his type of situation. The children learned that old friends need not be forgotten and many new friends can be made. "Affection" was the main point to be developed.

7. "The King and the Market" SRA Resource Unit Cities at Work

The study of occupations of fathers and mothers brought up the subject of demand in satisfying basic needs. The story presented the need of people for each other and explained the market system in simple terms. Helping others was stressed.

8. "Tom's Indian Playmate" Values to Share

The study of pioneers and their needs provided the opportunity to stress the value of "affection" and "wealth." Tom, a pioneer boy, through sharing his "wealth" (food) with an Indian, finds in him a new friend (affection). The father, too, has a lesson in friendly relations. The children's discussion centered on how, they too, can gain and share "wealth."

Projects

1. Red Cross March
   There was a 100% contribution in the March.

2. Thanksgiving Baskets
   Most of the children contributed canned goods to the baskets.

3. Wall Hangings for Maple Grove Home
   All of the children participated in this activity.

Rank Order

Rank order was always effective. All the children usually wanted to participate, however, most of the time two or three rows responded. Responses always varied.

Role Play

Study print "All Alone." All participated. Everyone wanted to have a turn in acting out a role. They all reacted positively toward the isolate.

Filmstrips

The following filmstrips Exploring Moral Values by Raths, Van ness, and Bergwall were used to aid in the understanding of the values set forth in the objectives of the unit. Each child responded by writing what he would do and why in each given situation. The following are some of the responses written by the children.

1. "The Little Brother" Personal Values
   "I would watch my little brother. I like my little brother."
   "I would not play ball. For his safety."
   "Go home and play ball. Because I do not want anything to happen to him."
   "Ask one of the boys to watch him. To be nice to him."

2. "The Election" Prejudice
   "I would choose the boy. Because I like his looks."
   "He would not be good. Because he cannot spell."
   "He can do it. Because he can do other things."
   "I would like him. Because he looks like he can do it."

3. "Pay Day" Personal Value
   "Put it in the bank. Because I like to save."
   "Buy a people pal with it. Because I like to play with dolls."
   "I would save it. Because if I needed it I could get it out of the bank."
   "Buy a bow and arrow. So I can go deer hunting with my dad."
   "Buy a game. Because I like games."
   "I would save it at home. Because if the bank got robbed they would take all the money."
   "Save it. Buy a fishing pole."
   "Give it to mother. Because I love her."

4. "The Poor Girl" Personal Value
   "I would stand up for her. Because it is not polite to hurt someone who is poor."
   "Tell them to mind their own business. Because it is not polite to point and make fun of her."
   "Say it's not nice to laugh. I don't like to laugh at people."

5. "The Salvation Army" Prejudice
   "I would walk up to him and say to him that if he was not going to be polite then he could go away. Because I would not like the Salvation Army to see what he was doing."
   "I would tell him not to do it. Because they save people's lives."
   "I would go away and forget about it. Because I do not want to get mixed up in it."

6. "Moving In" Prejudice
   "I would shake hands with him. Because you are supposed to be good to other children."
   "I would ask him to play with me." I like to have friends."
   "I would walk away. My dad does not like negroes."
   "Shake hands. Just because they are negro does not mean that we cannot be friends."
   "I would ask him to play in our back yard. I would do it so we won't get into a fight."
   "Make friends. Because he would want to have a friend."

7. "Latin American Christmas" Prejudice
   "Walk away. Maybe they do not like me."
   "I would join in the fun. So they would know me."
   "I would stand where I am until they ask me to join in. Because I do not want to be sneaky."
   "I would turn away. Because I do not like candy."
   "Join in the fun. So I can be their friend."
   "Join in the fun. Because is is not nice to make fun of and laugh at other people."
   "Join in the fun. I like Mexicans." (This comment by a Hawaiian.)
   "Wait until they ask me. Because they may not want me to."

Trip

All children were anxious to go to the museum. All children went on the trip. The basic needs of Indians and pioneers were observed.

Bank

All children worked on committees to help construct and make materials for the bank. Total positive reaction toward the bank project. They wanted to play with it frequently. Play money was brought from home as well as that made by the children. Children were pleased by the interest they earned at the completion of the unit.

Value Continuum

The first time the children responded by indicating a preference for the over-helpful character. It was more or less a "follow the leader" exercise. A discussion was carried on regarding their reasons. Later, with other value continuums, the answers varied, but most still leaned toward being over-helpful.

Proud Whip

At first their was no response. Later the children reacted more. One student would think of "on the spot" proud whips to do. She was most creative in her ideas.

Value Voting

Following is the hard data on Value Voting - Bravery 32 possible
How many of you have done something brave? 27
How many of you feel that the pioneers were brave people in coming to Grand Rapids? 29
How many of you feel that sometimes the pioneers were scared? 23

Evaluation and Interpretation

The data reported for the first test at the onset of the unit was studied to develop an awareness, in the teacher, of the greatest need of the pupils. It was quite evident that for the group as a whole contribution of others and self-worth were the specific values and students relationship toward each other regarding these same values. A study and comparison of the final values test to that of the first was made. To presume that evident changes were caused solely by the activities in which the children engaged while studying the needs of man is presumptuous. It is hoped that the positive changes are the result of exposure to the specific values and that perhaps even some of the less desirable data will give evidence that the children are making greater use of "alternatives."

The pretest gave an insight to the specific values in need of greater concentration. The final test indicated a pronounced increase in positive responses in the area on contributions of others. Even though the total positive responses remained the same in the "self-worth" value, it was interesting to note that there were fewer "no answer" responses. At least it is felt they are now aware that they can make choices.

Having had three children of a different race in the room could have had its impact on an increase in positive responses to the value regarding race. A most surprising result was that regarding generosity. It was this value which appeared to need little stress from the early data gathered from the pretest. In the final test there were fewer positive responses and a considerable rise in neutral responses. Perhaps the idea of an alternative choice took hold here. The teacher is surprised because all other activities indicate great generosity on the part of the children. If one were to interpret data only from the test, a conclusion would be that the children were exposed to four specific values regarding the dignity of man and that favorable attitudes had been developed.

The goal sheet was a most useful technique. The children could follow and understand their progress. In the area of values it was quite difficult to interpret to those who did not have the "yes" checked as to why this was not checked. Perhaps just being made aware of the need to improve his attitude in that value is enough stimulus to make him give more thought to it in the future.

Creative writing and written reactions to filmstrips gave indications that most children were making positive statements toward specific values. They seemed to put themselves in place of the person depicted on the screen. Their stories revealed compassion and generosity.

The children showed keen interest in the value stories read to them. There was always good attention and a lively discussion afterwards. Always there were personal adventures to tell relating to the incident in the story. Through the value stories the teacher feels she gained the most in making the children aware of values in their lives and how these values affect them in all the things they do.

The projects made the children aware that everyone should contribute toward the good of all. The projects were successfully and effortlessly carried out in the unit.

Rank order and role play were enjoyed by the children. Role play was the more effective of the two since it was active participation and a "show off" type of activity. It was felt that some reacted to the situations in the rank order because of how their friends were reacting. The value continuum was disappointing. The children would "follow suit" almost always in this oral activity. It is felt more can be ascertained from written responses because they do not have the opportunity to know what the others are choosing.

Social Studies in its study of man and his needs seemed to be an appropriate subject in which to stress the dignity of man. There were good resource books and many other materials available to fit the needs of the children with their wide range of reading, writing, and understanding abilities. Some participated in a lesser degree than others. Those who could, were challenged to do more demanding activities. It was felt that the children developed a great feeling of cooperation because there were many activities in the unit that made this necessary.

It is hoped the children will continue being aware of these four specific values, but mainly that of the dignity of man because it encompasses many other values as well. The positive attitudes most of them now reveal are likely to remain with them. If so, it is a pleasant thought to think that perhaps this unit of work has played an important part in shaping this positive attitude in their characters.

Recommendations

To improve the Social Studies unit conducted in our school the following recommendations are given:

1. Have more resource persons visit the room to share with us. The children's reaction toward them is tremendous.

2. Plan to give more time to banking. The children enjoyed this activity very much.

3. Try to have more role-play situations and provide more opportunity to develop self-worth in this type of activity.

4. Attempt the value continuum through a written activity by providing each child a ditto copy and have them respons individually. Later the teacher could share the results.

5. Present a synopsis of the unit to the parents. Some were reluctant to participate in surveys, feeling the information requested was too personal. Perhaps an understanding of the goals would have made them more cooperative.

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TEACHING THE VALUE OF HUMAN WORTH AND DIGNITY IN TERMS OF RESPECT FOR SELF AND RESPECT FOR OTHERS*

Specific Values: Human Worth and Dignity

Subject Area: Reading

Grade Level: Early Elementary

Time: Twelve Weeks

Project on Student Values
3860 Plainfield Ave.
Grand Rapids, Mich. 49505

*Materials prepared by Janice Zimmerman

TEACHING THE VALUE OF HUMAN WORTH AND DIGNITY IN TERMS OF RESPECT FOR SELF AND RESPECT FOR OTHERS

Abstract

I. Philosophical Statement. When a child can respect the worth and right of others even though the others' values, beliefs, commitments are entirely different he will be able to better relate to others on a more sound basis.

II. General Objectives. The general objectives of this unit are that the children will learn and demonstrate in some ways that they recognize their own worth and the worth of others.

III. Specific Objectives.

- A. To express pride in self through oral and written work
- B. To express own ideas regardless of classmates' ideas
- C. To accept criticism from peers and adults
- D. To express pleasure in reading for others in class
- E. To control feelings when beliefs are challenged
- F. To listen and consider other classmates' ideas
- G. To defend the right of others to express their ideas
- H. To acknowledge that each person acts acording to his own values and beliefs.

IV. Context. Early Elementary.

V. Content
&
VI. Methods

Include stories from the reader; role playing; games; filmstrips and movies; creative writing; and any worthwhile spontaneous discussion or activity that arises.

VII. Time Schedule. Twelve Weeks.

TEACHING THE VALUE OF HUMAN WORTH AND DIGNITY IN TERMS OF RESPECT FOR SELF AND RESPECT FOR OTHERS.

Philosophical Statement

In the hopes of improving the present American Society, education needs to take a closer look at the school population. The children developing now are our future society. The schools could do much more to help the children clarify for themselves those values and beliefs they will need in order to "face and define the realities of the dilemmas confronting them in their everyday life situations."

However, before that can be accomplished the children need to learn to respect themselves as individuals and as a part of society. Once they can learn their own worth they will be able to more fully respect the worth of others. Knowing ones worth results in a more secure person who has time for thoughts of others and others' ideas than only of oneself.

When a child can respect the worth and right of others even though the others' values, beliefs, commitments are entirely different he will be able to better relate to others on a more sound basis. He does not have to feel a disloyalty toward his own values, beliefs, commitments when relating to others because he recognizes their right and worth. He can establish more meaningful relationships with those who differ with him.

Today, the more understanding people can become of themselves and others, the easier it will be for more meaningful and workable relationships to form between differing groups in our society.

Statement of General Objectives

A. To display pride of ones own accomplishments.
B. To defend ones own rights in an acceptable manner.
C. To participate in discussions on value conflicts.
D. To accept another person's right to express his ideas.
E. To demonstrate ability to read silently and orally the vocabulary of the reader.
F. To verbalize inferences about story situations.
G. To answer specific comprehension questions about the story situation.
H. To summarize ideas of story situation.
I. To discuss possible alternative outcomes to story situations.

Specific Objectives

A. To express pride in self through oral and written work.
B. To express own ideas regardless of classmates' ideas.
C. To accept criticism from peers and adults.
D. To express pleasure in reading for others in class.

E. To control feelings when beliefs are challenged.
F. To listen and consider other classmates' ideas.
G. To defend the right of others to express their ideas.
H. To acknowledge that each person acts according to his own values and beliefs.

Statement of Context

This unit is intended to be introduced to seven and eight year old children from middle- to upper-middle-class families in a suburban area. The scholastic ability of the group is high-average to average. Since this unit is intended to be used with a specific reader, Harper-Row's ALL THROUGH THE YEAR, the group will not consist of more than ten or twelve children. However, more than one group could be working on the same materiai at the same time.

Outline of Content

A. Read and discuss situations in book (reader).
B. Create and dramatize own stories related to those in reader.
C. Develop an awareness of alternatives to situations through role-playing.
D. Clarify child's values by expression through creative writing.

The Methods

A. Because children will respond to a teacher who is willing to listen to him one of the best ways to help a child clarify their own values is to respond to their statements with thought provoking questions. A sample of these questions can be found at the end of this section. By being familiar with them a teacher can turn a simple statement into a very opportune moment of reflection.

B. Introduce the book ALL THROUGH THE YEAR, to the group.
   1. Read title of book and discuss the possible meaning.
   2. Scan the book to get acquainted with the format.
   3. Discuss some of the characters and scenes observed.
   4. Turn to table of contents and look at titles of stories and discuss usage of contents.

C. Begin first unit "The Best Detective," p. 5-32.
   1. Follow teachers guide to introduce new vocabulary.
      This is called Getting Ready to Read. The word analysis skills are included here.
   2. Read "I Want to Be Best," silently to answer the question What makes Janet look so sad?
      a. Discuss Jane's feelings trying to get children to identify with Janet.
      b. Suggest dramatizing this letting each child show how they feel Janet sounded and looked:
         1). Discuss each child's interpretation in the group.
         2). Draw from children idea that each had their own thoughts on how Janet looked and felt.

3. Read p. 14-23 silently to discover how Janet went about her job.
   a. Discuss differences between Janet and other children in doing the job.
   b. What could Janet have done instead?
   c. Write a short story entitled "If I Were Janet. . . ."
   d. What has Janet never stopped doing? (Thinking)
4. Read p. 24-31 silently to discover what the surprising thing was.
   a. How does Janet feel about herself now?
   b. If she had given up how would she probably feel?
   c. What are some words we could use for how Janet feels? (Good, happy, best, proud, smart.)
5. Read the poem "A Surprising Thing" silently and aloud as recreational reading.
6. Let children decide on an exciting part of the story perhaps Questions and Answers and The Three Reds.
   a. Begin by discussing how people sound when quiet, excited, sad, etc.
   b. Teacher reads the pages making obvious mistakes in expression, sentence structure, emphasis and let the children correct it the way they think it should be read orally.
7. Creative writing topics to choose from (the children have previously been introduced to the techniques of creative writing).
   a. I am best at. . . .
   b. I wish I could . . . .
   c. Most people think I am . . . .

D. Begin unit entitled "The Hero of Spring Street" pp. 33-66.
   1. Use Getting Ready to Read as before.
   2. Separate each chapter of story according to the reading pace of the children.
   3. Stress throughout the fact that Big Red's concept of himself is good even though he seems to be getting into trouble. He knows he's not bad.
   4. Stress fluent oral reading as before.
   5. Check comprehension by discussion and workbook pages that accompany the reader.
      a. While conducting these discussions let the children participate as long or as often as they desire as long as they stick to the subject at hand.
      b. Try to introduce as many different ideas for them to react to as possible in connection with the story. All discussions should do the same thing to encourage the free flow of ideas and get children to listen to the others' ideas.

E. "The Mystery of Shadow Lake," pp. 67-98.
   1. Getting Read to Read.
   2. Read for comprehension
   3. Recreational reading.
   4. Again encourage as much discussion as children will do.

F. "Captain Sam," pp. 99-128.
   1. Getting Read to Read in Teachers Guide.
   2. Pace stories to group reading pace.

3. Stress reasons Dave liked Sam.
    a. Encrouage children to engage in a discussion if they have differing feelings to defend them.
    b. Discuss the feelings that arise when people defend their ideas.
    c. Begin a situation for role-playing in which the child takes a role of defending a particular friend whom someone else does not like. Let the children follow through in directions they want to go then discuss reaction and what other alternatives were possible.
4. Have boys of group choose a selection of the story to read orally to the rest of the group.

G. Mr. Alexander Wakefield Applegate, pp. 163-192.
1. Getting Ready to Read.
2. Read first chapter "Winter of the Big Snow," to become introduced to the main character.
    a. Who is this man?
    b. Do you think he is an important man?
    c. Why do you think so?
3. Read "The End of the Walk," silently.
    a. How did the children feel about Mr. Applegate?
    b. How do you feel about him?
    c. What do you think he is going to do now?
4. Read the next two chapters silently.
    a. What did Mr. Applegate do?
    b. What do you think of him now?
    c. How do the children think of him now?
5. Read the last two chapters silently then orally.
    a. Discuss the outcome in terms of what made Mark the winner of the contest.
    b. Do you agree with Mr. Applegate's decision?
    c. Dramatize this chapter.
        1) Write a script together.
        2) Choose the principle players.
        3) Put on for other children in room.

H. Read "A Secret Is for Keeping," as recreational reading.
1. Getting Ready to Read.
2. Each person is to read a part of the story to the teacher to check fluency and expression.
3. Creative writing topic: When I Did Something Nice For _____

I. "Too Much Is Too Much of Anything"
1. Getting Ready to Read.
2. Read the whole story silently (this may take a couple of days)
3. Check comprehension on entire story by using the appropriate workbook page.
4. Discuss the children's feelings about Lucky's accident.
    a. How would you describe how the Spring Street Gang felt about Lucky's accident?
    b. What did they do about those feelings?
    c. What else could they have done?

Time Schedule

This unit is intended to cover approximately 12 weeks. Main emphasis is on discussion of stories read. About 60% of the school day is involved in some phase of reading, however, this unit would probably only be used during about 30% of the time.

THIRTY CLARIFYING RESPONSES

1. Is this something that you prize?
2. Are you glad about that?
3. How did you feel when that happened?
4. Did you consider an alternative?
5. Have you felt this way for a long time?
6. Was that something that you yourself chose?
7. Did you have to choose that; was it a free choice?
8. Do you do anything about that idea?
9. Can you give me some examples of that idea?
10. What do you mean by_____: can you define that word?
11. Where would that idea lead; what would be its consequences?
12. Would you really do that or are you just talking?
13. Are you saying that...(repeat his statement)?
14. Did you say that.... (repeat in a distorted manner)?
15. Have you thought much about that idea?
16. What are some good things about that notion?
17. What do we have to assume for things to work out that way?
18. Is what you express consistent with....?
19. What other possibilities are there?
20. Is that a personal preference or do you think most people should believe that?
21. How can I help you do something about your idea?
22. Is there a purpose back of this activity?
23. Is that very important to you?
24. Do you do this often?
25. Would you like to tell others about your idea?
26. Do you have any reasons for saying (or doing) that?
27. Would you do the same thing over again?
28. How do you know it's right?
29. Do you value that?
30. Do you think people will always believe that?

Evaluation

As time did not allow carrying out this unit before submitting it, the only evaluation possible is a suggested form to use.

(Next page GOAL SHEET)

GOAL SHEET

Behavioral Factors	Initial	Sustained	Quality
1. Recognizes new words.	____	____	____
2. Reads fluently.	____	____	____
3. Reads with expression.	____	____	____
4. Can summarize story in own words.	____	____	____
5. Understands what he reads.	____	____	____
6. Can make inferences.	____	____	____
7. Enjoys recreational reading.	____	____	____
8. Can organize ideas for creative writing.	____	____	____
9. Expresses pride in work.	____	____	____
10. Freely discusses own ideas with classmates.	____	____	____
11. Disagrees without being disagreeable.	____	____	____
12. Listens to others.	____	____	____
13. Defends rights of others.	____	____	____
14. Expresses desire to help others.	____	____	____

Another evaluation instrument would be a pre- and post-inventory. This would be read orally for the children and they would check their choice. It must be emphasized that there are no right or wrong answers. Each situation would be prefaced with 'I think I ought to.....

1. _____ Argue loudly when I disagree with someone.
   _____ Ignore people who don't agree with me.
   _____ Listen politely, then tell them why I disagree.
   _____ Plug my ears when someone says something I disagree with.

2. _____ Cry when I'm told I've done something wrong.
   _____ Argue when I'm told I've done something wrong.
   _____ Rip up my work when I'm told it's all wrong.
   _____ Accept that I did work wrong and do it over.

3. _____ Read because I want to.
   _____ Ask someone to read to me.
   _____ Read to someone all the time.
   _____ Read because Mom wants me to.

4. _____ Agree with the ideas of my classmates all the time.
   _____ Disagree with the ideas of my classmates all the time.
   _____ Ignore the ideas of my classmates.
   _____ Listen and then tell them my ideas.

5. _____ Be like my father.
_____ Be like my teacher.
_____ Be like my brother or sister.
_____ Be myself.

6. _____ Take home work my teacher hands back to me.
_____ Throw away work my teacher hands back to me.
_____ Hide the work my teacher hands back to me.

7. _____ Try to be kind to everyone.
_____ Pretend to be kind.
_____ Be as mean as I can.
_____ Be kind to people who are kind to me and mean to people who are mean to me.

GRID

Objectives / Content	A	B	C	D	E	F	G	H	Totals
Stories Discussion from Reader	5	5		5	5	5	5	5	35
Writing & Dramatizing Related Stories	5		5	5		5	5	5	30
Role playing		5	5		5	5	5	5	30
Creative Writing	2	3							5
Totals	12	13	10	10	10	15	15	15	100%

Recommendations

I feel that this unit is limited too much to one reader. When I attempt the unit I think that by using several readers, more opportunities to develop my goals would be present. This was not discovered until the unit was being put together, and there was too little time to develop it further.

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PEER ACCEPTANCE THROUGH GROUP PLAY*

Specific Value: Respect

Subject Areas: Reading, Penmanship, English, Science, Art

Grade Level: Fourth

Time: Eight to Ten Weeks

Project on Student Values
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*Materials prepared by Jacqueline Adams

PEER ACCEPTANCE THROUGH GROUP PLAY

Abstract

I. Philosophical Statement. Group play and physical skill can often be used to help children respect and accept one another. Games are an area where most boys and girls can do well regardless of their mental abilities. Children nee l to feel they are accepted by their peers, especially nine and ten year olds. Children who respect and like themselves, will find it easier to respect and accept their peers. A democratic society can endure only when people have respect for each other.

II. General Objectives. Develop sufficient knowledge and skill in a variety of group play activities so that each child can take an active role in each and enjoy his participation. Games will be chosen which require teamwork, several different skills, and physical ability.

III. Specific Objectives. The students will develop the skills needed for games and understand the rules for same. They will select as teammates, those children who show good sportsmanship, show willingness to work for the team, and those who have developed skill in each game.

IV. Context. Fourth grade.

V. Outline of Content.

A. See movies about team games
B. Read books about good sportsmanship, famous athletes
C. Classroom discussion about each game beforehand and classroom evaluation after.
D. Quizzes on game rules
E. Integrate with other subject areas listed in context
F. Individual student demonstrations of skills.

VI. Methods.

A. Self concept questionnaires
B. Pre-test
C. Value sheet for each game
D. Open-end stories where applicable
E. Post-test
F. Goal sheet evaluation

VII. Time Schedule. Eight to ten weeks.

PEER ACCEPTANCE THROUGH GROUP PLAY

FIRST WEEK

I. Value clarification each Monday morning

A. Voting

1. How many of you have ever had a broken bone?
2. Who here watches T.V. more than four hours a day on the average?
3. How many of you had some kind of fruit or fruit juice for breakfast this morning?
4. How many of you prefer playing with more than one friend on the playground?
5. How many of you feel both boys and girls can play softball?
6. How many of you own a bicycle?
7. Have any of you been hurt on the playground seriously enough to require a doctor to examine you?

II. Developing self-concepts

A. Children fill out "Pupil's Interest Record" as found in appendix of Child Development: The Emerging Self by Dinkmeyer, Prentice Hall.

B. Children list on paper:

1. Three favorite playground games
2. Three physical skills they do well
3. Three physical skills they don't do well, and would like to learn better.
4. Three children they would choose to play a game with.

III. Make a library corner with books about games, famous athletes, and people who overcome handicaps.

*Bibliography provided at end of unit.

IV. Look over playground

A. The class will discuss the best games to play in certain playground areas. Safety factors will be discussed for each area.

B. Clean up playground; pick up glass, trash, etc.

V. The teacher will spend many periods out doors observing play activities of pupils.

PUPIL'S INTEREST RECORD

Name_____ Date _____ Grade _____

1. Names of siblings (list, beginning with oldest child).

2. When you have time to do just as you please, what do you like best to do?

3. What are the names of your three best friends?

4. Do you take special lessons outside of school? Do you like them?

5. Is there some other kind of special lesson you would like to take?

6. Do you listen to the radio at home? How much? When?
   Favorite program:
   1.
   2.
   3.

7. Do you watch television at home? How much?
   Favorite program:
   1.
   2.
   3.

8. If you were going to be in a play, what kind of person would you like to pretend to be? Why?

9. If you were going to pretend to be an animal, what animal would you like to be? Why?

10. Which of the places below would you like best to go:
    1. Farm
    2. Circus
    3. Zoo
    4. Museum
    5. Concert
    6. Stage play
    7. Ball game

11. What would you like to be when you grow up? Why?

12. Do you have a hobby? Do you collect anything?

13. What subject do you like least in school?
    What subject do you like best in school?

14. If you could have three wishes that could come true, what would you wish? Have you ever told these wishes to anyone else? To whom? Have any of your wishes ever come true?

15. Most children sometimes feel afraid---what are some of the things that make you feel afraid?

16. Do you like to read? Does someone read to you?

SECOND WEEK

I. Value Clarification - Proud Whip
"I am proud because I helped _____."

II. Self-concept sheet
"I am a Person Who," as found in appendix of Child Development: The Emerging Self, by Dinkmeyer, Prentice Hall.

III. Play four-square

A. Discuss rules and techniques of play before playing.
B. Evaluate after playing.

1. How many chances did you get to play?
2. Did you get better with each turn?
3. Did you feel someone had more of a chance to play than you? Why?
4. Did you play by all the rules?
5. Do you think everyone played by all the rules?
6. Who did you think played most skillfully?
7. What can you do to play more skillfully?

IV. List favorite game or games. Answer following questions about each one.

A. Can you play alone?
B. How many children can play it at one time?
C. Can you play it well?
D. Do you ever play with children who do not play so well?
E. Do you like to play with those who play:

1. as well as you?
2. not as well as you?
3. better than you?

F. What skills do you have to use to play the game?
G. Do you feel bad when you lose?
H. Do you boast when you win?
I. Do you like to tease others when they lose?

V. Find picture of children playing a team game. Have children write a story about it.

VI. For teacher observation

A. Which students really enjoyed the game? How did they show it? Were they the skilled ones?
B. Which students showed dislike for game? Did they show good sportsmanship? Did they try to play well?
C. Which students played fairly? Which did not?
D. Did the students tease those who did not play well? Did some boast if they did well?

I AM A PERSON WHO*

	Very Much Like Me	A Little Like Me	Not Like Me
1. Has many friends.			
2. Needs lots of help.			
3. Has trouble getting to sleep at night.			
4. Usually does well in school.			
5. Likes to play alone rather than with other children.			
6. Shows I am bothered when I lose a game.			
7. Is sick a lot.			
8. Always gets my way.			
9. Feels I have to figure out my own problems.			
10. Is often tired during the day.			
11. Is good at a lot of things.			
12. Always likes to decide what to do when we play.			
13. Has a mother and father who are as nice as the parents of my friends.			
14. Usually feels well.			
15. Likes to sit and day dream.			
16. Can't do anything very well.			
17. Always likes to let other people decide what to play.			
18. Feels that something bad will happen.			
19. Doesn't cry much.			
20. Is punished a lot for little things.			
21. Is usually full of pep.			
22. Often gets my feelings hurt.			
23. Usually has a lot of fun.			
24. Would like to do more things with my family instead of with friends.			
25. Feels that people like me as well as they should.			
26. Likes to work by myself.			
27. Thinks that other people are hard to get along with.			
28. Would like to do more things with my friends instead of my family.			
29. Feels that my parents think I am all right.			
30. Finds that other people are usually friendly.			
31. Likes to be busy doing things.			
32. Has parents who don't understand me.			
33. Gets along best when I pay attention to other people's feelings.			
34. Seldom does well in school.			
35. Gets angry easily.			
36. Find it easy to play by myself when I have to.			
37. Doesn't pay much attention to the feelings of other people.			
38. Doesn't get angry very often.			
39. Feels I have trouble because other people don't help me.			

*Child Development: The Emerging Self, by Dinkmeyer, Prentice Hall.

THIRD WEEK

I. Value Clarification - Proud Whip
"I am proud of the way I played (name game) last week.

II. Class discussion

A. What is good sportsmanship?
B. How does a person act when he shows good sportsmanship?
C. List on board behaviors that show good sportsmanship.
D. Children will copy them for penmanship lesson.

III. Play relay games

A. Arch Ball Relay* - Ball handling
B. Shuttle Relay* - Running
C. Hopping Relay* - Hopping
D. Stunt Relay* - (Jumping rope) - Jumping

IV. Discuss games and relate to good sportsmanship list.

V. Read to class, "Jerry Lucas, Model Citizen of Basketball;"
Steve Gelman, Young Olympic Champions, Scholastic Book Services, New York, 1964.

A. Value Sheet

1. How do you think Jerry Lucas showed good sportsmanship?
2. What was the reason Jerry's high school teammates acted the way they did?
3. Can you name a time when you may have felt this way?
4. Do you ever wish your opponent "Good Luck" when you play a game?
5. How do you think teamwork helps win a game?

VI. Continue teacher observations as outlined in IV. of Second Week.

*Hagen, Dexter, Williams; Physical Education in the Elementary School, California State Department of Education, Sacramento, 1951.

FOURTH WEEK

I. Value Clarification - Proud Whip
"I'm proud of the way I played _____ last week."

II. Self-concept sheet

A. Sentence completion

1. Nothing makes me more angry than . . . .
2. What people like most about me is . . . .
3. I feel bad when . . . .
4. People think of me as . . . .
5. What gets me in trouble is . . . .
6. I think of myself as . . . .
7. People who tell you what to do . . . .
8. I'm happiest when . . . .
9. I can't . . . .
10. I feel afraid when . . . .
11. I wish . . . .
12. What I like most about me is . . . .

III. Game - Kickball

A. Discuss rules and skills before playing
B. Evaluate after playing. Use same questions from Second Week, III., B., with modification.
C. What good sportsmanship behavior applies to this game?

IV. Assign small groups to read and discuss a story about boys and girls playing games. Ask for volunteers to tell the rest of the class about their story.

A. "The Smart Loser" from Keeping Your Friends.*
B. "By a Hair," from Gaining New Heights.*
C. "The Winning W's," from Aiming High.*

These books contain value stories. These stories are about winning and losing sporting events. The stories are divided into parts with excellent questions pertaining to values at the end of each part.

V. Continue teacher observation as outlined in IV. of Second Week.

*Mountain and Mascon, McCormick Mathers Publishing Co., Inc., Wichita, Kansas, 1965.

FIFTH WEEK

I. Value Clarification

A. Use proud whip approach orally
B. Use weekly reaction sheet

*1. What, if anything, did you do this week of which you are proud?
*2. List one or two ways in which the week could have been better.
3. Did you have an argument with any of your classmates? If so, what about?
*4. What did you learn this week, in or out of school, that you are likely to use in your later life?
*5. What did you do this week that made you very happy?
6. Did you do anything this week to make another unhappy? If so, what?

II. Game - Continue Kickball and evaluation of same.

III. Continue #IV. of Fourth Week. These stories are rather lengthy and will be used in place of reading classes. The time factor must be considered.

IV. Continue teacher observations as outlined in #IV of Second Week.

*Values and Teaching, Raths, Harmin, Simon, Charles E. Merrill, page. 135.

SIXTH WEEK

I. Value Clarification

A. Use weekly reaction sheet again as stated in Fifth Week.
B. Value sheet #6 Friendship as found in Values and Teaching, Raths, Harmin, Simon.
C. Use voting method again.

II. Read to children, "Wilma Rudolph, Queen of Track" from Young Olympic Champions, Gelman, Scholastic Book Services, 1964.

A. Discuss orally with class:

1. Friendliness
2. Overcoming obstacles
3. Reaction to losing

III. Jump rope

A. Discuss skill and techniques.
(Boys will balk at this. Discuss how jumping and timing affects team sports).
B. Work in groups of ten or twelve with captains elected and choosing group members.
C. As skill is developed, allow children to advance to group doing a more difficult jumping skill.

1. Regular rhythmical jumping
2. Fast jumping
3. Stunt jumping as on one leg, etc.

IV. Ask child to volunteer to report on book or story about a girl athlete from books provided the first week. Use some value related questions for reporter to follow.

A. How does the player feel about her skill?
B. Did she follow some of the things we listed for good sportsmanship? In what ways?

V. Continue teacher observation.

SEVENTH WEEK

I. Value Clarification

A. Use proud whip approach

1. "Name one thing you learned last week that you consider most important."
2. State some reasons you chose this.

B. Use weekly reaction sheet again as stated in Fifth Week.
C. Use voting technique again. Gear questions to play activities.

II. Read "Little Leaguers First Uniform," from Trade Winds, Harper-Row Basic Reading Series.

A. Why was this game important to the Tigers?
B. What quality does a real champion have? How did Johnny prove that he was a real champion?
C. Describe Skinny's feelings. What kind of sportsmanship is he showing?
D. Did Speck help Johnny to be a better player?
E. Would encouragement help you to be a better player? How?
F. How do you feel when you are laughed at?

III. Show movie on baseball techniques and safety rules.

IV. Play softball

A. Discuss rules and skills before playing.
B. Practice catching and throwing ball in groups of three before playing actual game. The teacher will select one-third of group and each child will choose other two of group.
C. Have class elect captains and captains choose teammates for each game played.
D. Evaluate after each game played.

1. What did you contribute to the game?
2. Do you feel everyone worked together?
3. Use questions stated in III, B, of Second Week.

V. Ask a child to volunteer to report on a book he read about a baseball player, from books provided the first week. Use some value related questions for reporter to follow.

A. What ways did he show good sportsmanship?
B. Did he follow list we made earlier?
C. How does player feel about his skill?

VI. Continue teacher observations as outlined in IV, of Second Week.

RESPECT FOR OTHERS

Respect is a word
That means many things
Throughout our earth
Where freedom rings.

It cannot be seen
Like a table or chair;
But those who show it,
Know that it's there.

Show regard for others.
Like parents and boys,
Girls and teachers,
Even he who annoys.

Consider all people
Respect each one's worth.
Then you'll find your place.
Somewhere on earth.

J. Adams

1. What does respect for others mean to you?

2. In what ways can you show respect for:
   a. your parents?
   b. your classmates?
   c. your teachers?
   d. the noon-hour lady?
   e. your class president?
   f. your team captain?
   g. the softball umpire?

EIGHTH WEEK

I. Value Clarification

A. Use weekly reaction sheet as stated in Fifth Week.
B. Value sheet on respect.
C. Ask children to write questions to use for voting.

II. Develop respect for game officials.

A. Discuss reasons for having officials for team games. How they benefit the games and players.
B. Discuss criteria for being umpire or referee.
C. Discuss that professional umpires and referees sometimes make incorrect decisions and that students also may be in error sometimes, but that players show respect for officials in any case.
D. Allow time for class discussions if there is any doubt concerning decision of referee or umpire.
E. Have children select classmates they feel would make good referees. Choose different children for each game played.

III. Play softball with peer umpires. Evaluate after each game played as stated in III, D, of Sixth Week.

IV. Continue teacher observations.

A. Are children as critical of each other as in beginning of unit?
B. Are they beginning to act more friendly toward each other?
C. Are the children choosing a variety of teammates instead of a choice few? (the same ones?)

NINTH WEEK

I. Value Clarification

A. Use weekly reaction sheet again.
B. Ask two or three children to ask their questions for voting.

II. Use another picture of playground activity. Have children write story about one of the boys who was not a good sport. Remind them that most stories have happy endings.

III. Volleyball

A. Discuss skills, rules, and techniques.
B. Allow children to select three captains and choose three teams.
C. Discuss role of a spectator at sporting events.

1. How does one show good shortsmanship?
2. What ways does one display poor sportsmanship?
3. Does praise and enthusiasm of spectator help teams to play better?

D. Practice various skills before starting team play.

IV. Continue teacher observation.

TENTH WEEK

I. Value Clarification

A. Weekly Reaction sheet
B. Use more questions children have written for voting.

II. Ask for volunteers to read stories from last week. Encourage comments from listeners.

III. Continue volleyball play.

IV. Continue teacher observations of children as spectators.

A. Are they critical of certain players?
B. Do they shout encouragement?
C. Do they "boo?"
D. Do they choose the same team to root for each time?

V. Begin post-tests and carry over into eleventh week.

TOPICS FOR GROUP DISCUSSION

1. Safety on the Playground.
2. Care of equipment
3. Sharing it with others.
4. Courtesy
5. Fairplay
6. Respect for abilities of others.
7. Being a good loser.
8. Being a good winner.
9. Qualities of a good leader.
10. Qualities of a good follower.
11. Requirements for good teamwork.
12. Good sportsmanship.

These could be used when presenting a new game or might arise spontaneously.

TESTING AND EVALUATION

The writer has developed two tests to use as a pre-test and post-test. Test I uses suggestions from material presented by Dr. Thomas, plus additions made by the writer. This test will be presented in two sessions because of its length.

Test II could be used to build a socio-gram if desired. It will indicate if children are choosing a variety of classmates to play with, or if they are choosing only a few.

A goal sheet based on teacher observation will be used. It is hoped that the children will reach 2.0 to 2.1 on the taxonomy prepared by Krathwohl, Bloom, and Masia.

TEST I

1. You and your friends are jumping rope. Mary is standing by. You should. . .
   A. Ignore her.
   B. Invite her to jump with you.
   C. Tell here she's standing too close.

2. The class is playing softball. You are tagged out in a close play. You should . . .

   A. Take your place in the field.
   B. Argue that you are not out.
   C. Quit playing the game.

3. In a relay game, Jane drops the ball causing your team to go behind. You should . . .

   A. Tell her she's clumsy.
   B. Say, "Be more careful."
   C. Put more effort toward winning.

4. You are hit on the playground with a rubber ball. You should . . .

   A. Throw it back.
   B. Get angry.
   C. Wait for an apology.
   D. Tell the teacher.

5. You are running on the playground and you knock John down. You should . . .

   A. Keep running.
   B. Help him up.
   C. Tell him to watch where he is going.

6. The class voted to play kickball at recess. You don't want to play. You should . . .

   A. Ask to stay in for recess.
   B. Play cheerfully.
   C. Get another classmate to play with you.

7. Jim threw the ball to you just as the bell rang. You should . . .

   A. Run to get in line.
   B. Yell at Jim to get it as he threw it.
   C. Take time to pick it up.

8. You are jumping rope and you missed. You should . . .

   A. Laugh and take your place at the end of the line.
   B. Wait for someone to tell you to take an end.
   C. Ask whose end you should take.
   D. Go swing.

9. The playground "lady" says you may not go in the building to get a drink. You should . . .

   A. Go back to playing your game.
   B. Go in when she is not looking.
   C. Tell your friend she's a mean lady.

10. Mary is new in school. You should . . .

   A. Say hello and go play.
   B. Tell Jane not to play with her.
   C. Ask her to play a game with you.

11. Nancy said some unkind things about Joe. You should . . .

   A. Run and tell Joe.
   B. Tell the teacher.
   C. Explain why you like Joe.

12. Joanne has the ball and she makes up a new rule for four-square. You should.. . .

   A. Make up a new rule too.
   B. Not play anymore.
   C. Explain the rules to her.

13. Bill laughed at you when you dropped the fly ball. You should . . .

   A. Continue to play your best.
   B. Push him down after school.
   C. Get some kids and start a new game.

14. Pat seems to always get angry during a game. You should . . .

   A. Not play with him anymore.
   B. Explain the rules to him.
   C. Let him have his way.

15. Both teams are discussing whether Joe is out. You should . . .

    A. Fight, because your team is right.
    B. Quit playing.
    C. Get the noon hour supervisor to help you settle it.

16. You are asked to play softball, but you don't play very well. You should . . .

    A. Play so you'll get better.
    B. Run away.
    C. Say, "I don't like to play with you."

17. In a relay racing game, you can run faster than Alice. So, you should . . .

    A. Take her place.
    B. Keep your place in line.
    C. Not run because you think your team won't win.

18. Ted is playing basketball with you. He is much smaller than the rest of the boys. You should . . .

    A. Pretend he isn't playing.
    B. Tell him he's too short to play.
    C. Throw the ball to him to shoot a basket.

19. You and Sally are about to go out the door to play. You should . . .

    A. Run to get ahead of her.
    B. Let her go out the door.
    C. Go back into the room.

20. There is only one rubber ball. You want to play basketball, but the rest of the gang want to play four-square. You should . . .

    A. Run with the ball.
    B. Play four-square.
    C. Say you're sick.

21. When playing dodge ball, you are hit. You should . . .

    A. Pretend you weren't hit.
    B. Take your place in the circle.
    C. Try to stop the game.

22. When standing in line to get water, you should . . .

    A. Wait your turn.
    B. Cut the line so that you can be first.
    C. Push others so that they will hurry up.

23. Jim was in a fight on the playground. You should . . .

    A. Help Jim beat the other fellow.
    B. Try to stop the fight.
    C. Report it to the teacher on recess duty.

24. My best friend can be counted on to . . .

    A. Help me when I need help.
    B. Wash my clothes.
    C. Loan me money when I ask for it.

25. When the safeties tell you something, you should . . .

    A. Stop and follow directions.
    B. Listen but do as you please.
    C. Pretend you didn't hear.

26. You hit Mary with an eraser in the room. You should . . .

    A. Say you did not do it.
    B. Beat Mary up if she tells.
    C. Apologize.

27. Mrs. Robertson, who is not your teacher, asked you to walk down the hall. What should you do?

    A. Stop running and walk.
    B. Pretend not to hear.
    C. Laugh as loud as you can.

28. You are playing with a group on the playground. When you don't want to play anymore, you should . . .

    A. Tell the group you don't want to play anymore.
    B. Try to stop the game.
    C. Run and hide.

29. When one member of the class has the job you want, you should . . .

    A. Begin to cry.
    B. Volunteer for the job next time.
    C. Go home and say something bad about the class.

TEST II

1. Name three classmates you would choose to play marbles with you.

   1.
   2.
   3.

2. Name three classmates you would choose to write a report about rocks with you.

   1.
   2.
   3.

3. Name three classmates you would choose to play softball with you.

   1.
   2.
   3.

4. Name three classmates you would choose to eat lunch with you.

   1.
   2.
   3.

5. Name three classmates you would choose to jump rope with you.

   1.
   2.
   3.

6. Name three classmates you would choose to go to the library with you.

   1.
   2.
   3.

7. Name three classmates you would choose to help you pick up trash on the playground.

   1.
   2.
   3.

8. Name three classmates who would choose you to play four-square with them.

   1.
   2.
   3.

9. Name three classmates you would choose to act as umpire in a softball game.

1.
2.
3.

10. Name three classmates you would choose to be safety patrols next year.

1.
2.
3.

11. If you had an extra apple in your lunch, name three people you might give it to.

1.
2.
3.

12. Name three classmates you think would make good service squad members.

1.
2.
3.

GOAL SHEET

The child will	Initial	Quality	Sustained
1. select different peers to play a game with.	____	____	____
2. praise a classmate for his skill in playing a game.	____	____	____
3. accept the decision of a peer referee without argument.	____	____	____
4. choose those peers who display good sportsmanship.	____	____	____
5. voluntarily pick up trash and unsafe articles from the playground.	____	____	____
6. select rules for playing four-square from a written list provided by the teacher with 75% accuracy.	____	____	____
8. select rules for playing softball from a written list provided by the teacher with 75% accuracy.	____	____	____
9. select rules for playing volleyball from a written list provided by the teacher with 75% accuracy.	____	____	____
10. choose members of the opposite sex as team members.	____	____	____
11. develop pride in his own ability to participate in group games.	____	____	____

GRID

Objectives

I. Develop good sportsmanship
II. Develop skills in four-square
III. Develop skills in kickball
IV. Develop skills in softball
V. Develop skills in volleyball
VI. Respect role of referee
VII. Display friendship toward both sexes
VIII. Keeps playground safe and clean
IX. Develop pride in himself as an individual

Methods

A. Value sheets
B. Movie
C. Class discussion
D. Read books and stories
E. Self-concept evaluations
F. Small group discussions
G. Group play

Objectives / Methods	I	II	III	IV	V	VI	VII	VIII	IX	Total
A	15					5	5			25
B	1									1
C	8	2	2	2	2	2		2		20
D	10									10
E	4									4
F	5							5		10
G	5	5	5	5	5		5			30
Total	42	7	7	7	7	7	10	7		100

HUMAN WORTH AND ITS IMPACT UPON AFRO-AMERICANS*

Specific Value: Human Worth

Subject Areas: Social Studies and Language Arts

Grade Level: Fifth

Time: Eight Weeks

Project on Student Values
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HUMAN WORTH AND ITS IMPACT UPON AFRO-AMERICANS

Abstract

I. Philosophical Statement. In order that this democracy may be perpetuated, we as educators must present our students with an awareness of the inconsistency between our philosophy and practices and, hopefully, this will nurture in them a desire to seek equality for all.

II. General Objectives. To gain evidence that our students value human rights and seek to strive for equal rights for others.

III. Specific Objectives. (1) Support the basic rights of the individual of which some are: (a) all men are entitled to freedom of choice, (b) all have the right to have their own opinions and goals, (c) all men are entitled to equal opportunities; (2) Explain the universality of needs and feelings that are found in all people regardless of race, religion, and nationality; (3) Identify contributions of Black people to our history and culture; (4) Support the brotherhood of man and the obligation to secure equal rights for all; (5) Explain the cruelty of American Slavery and criticize the existence of unofficial slavery in American society today; (6) Behave in accordance with the value of human rights by: (a) listening thoughtfully to the ideas of others, (b) taking turns in expressing own thoughts, (c) not ridiculing the opinions of others, (d) co-operating with others in dramatic play, (e) attempting to participate in our Action Project.

IV. Context. Fifth Grade.

V. Content. The history, culture, and present social circumstances of Black people will be presented to the students concurrently with the principles of democracy.

VI. Methods. The methods of this unit will be varied. In addition to many teacher presentations, there will be an extensive bibliography. Specific activities will include the discussion of many poems, role playing, movies, filmstrip-record programs, reports, contrived incidents, presentations of special books, thought sheets, value clarifying discussions, an action project, etc.

VII. Time Schedule. Eight Weeks.

HUMAN WORTH AND ITS IMPACT UPON AFRO-AMERICANS

Philosophical Statement

One of the reasons our society is in such a chaotic state is because we have not granted the individual his rights as guaranteed by the Constitution, therefore, it is the duty of the educator to present students with the ambiguity which exists between our philosophy and our practices.

If our Democracy is to be perpetuated, we must awaken in these young citizens an awareness of the injustices suffered by some minorities; and, hopefully this will nurture a desire and obligation on their part to treat all people regardless of race, religion, or creed with respect, love, and dignity in the course of granting them equal rights.

If children are presented with the history, contributions, and social circumstances of today's Black, their stereotype of the Black as being inherently inferior might ultimately be dissolved.

Personally, I value the brotherhood of man because of these words: "You must love each other as I love my Father and as I am loved by my Father."

Statement of General Objectives

The general objectives of this unit are to gain some evidence that the children involved 1. value the rights of each individual in a democracy and 2. demonstrate a sense of obligation to strive for the basic rights of all men if any have been deprived of those rights guaranteed by a democratic government.

Statement of Specific Objectives

1. Support the basic rights of the individual of which some are:
    a. all men are entitled to freedom of choice
    b. all have the right to have their own opinions and goals
    c. all men are entitled to equal opportunities.
2. Explain the universality of needs and feelings that are found in all people regardless of race, religion, and nationality.
3. Identify contributions of Black people to our history and culture.
4. Support the brotherhood of man and the obligation to secure equal rights for all.
5. Explain the cruelty of American Slavery and criticize the existence of unofficial slavery in American society today.
6. Behave in accordance with the value of human rights by:
    a. listening thoughtfully to the ideas of others
    b. taking turns in expressing own thoughts
    c. not ridiculing the opinions of others
    d. co-operating with others in dramatic play
    e. attempting to participate in our Action Project.

Statement of Context

The proposed activities in this unit will be implemented through the subjects of social studies and language arts at the fifth grade level in the West Godwin Elementary School which is in the Godwin Heights School System. About 25-30 children with a wide range of abilities will be involved.

Our area is a middle class industrial one comprised of mostly blue collar workers, some white collar workers, and very few college graduates or professional people. We have only a small number of Black families residing in the area which means that out of approximately 800 students there are not more than ten Black children at West Godwin.

Outline of Content

I. First Week:

A. First Day: Discussion of five words and rank ordering
B. Second Day: Discussion of Tenets of Democracy
Unfinished Story "Joyce Learns to be President"
C. Third Day: Teach song "Born Free"
D. Fourth Day: Movie "What Liberty and Justice Means"
E. Fifth Day: Contrived Incident: Deprivation of Classroom Freedoms

II. Second Week:

A. First Day: Introduction to Six Early African Civilizations
Assign Reports
B. Second Day: Mr. Arnold Masunungure Speaks
C. Third Day: Discussion of The Africans Knew
D. Fourth Day: Discussion of Poems from A Crocidile Has Me by the Leg
Thought Sheet - "How I Am Different but Same as Early African"
E. Fifth Day: Folk Tales - When the Stones Were Soft
Voting

III. Third Week:

A. First Day: Discussion of The Art of Africa
B. Second Day: Picasso and Modigliani Paintings
C. Third Day: Art Activity: Masks
D. Fourth Day: Poem "My Name Was Legion"
Role-playing on being abducted
E. Fifth Day: Contrived Incident - Loss of Freedom of Choice
Open-ended questions

IV. Fourth Week

A. First Day: Life of Slave on Plantation
Role-playing: Auction Block

B. Second Day: Filmstrip-Record - "Frederick Douglas"
C. Third Day: Filmstrip - Record - "Harriet Tubman"
Role-Playing - Escape from South
D. Fourth Day: Filmstrip - Record "Minorities Have Made Men Great - Part 1"
E. Fifth Day: Movie "A History of American Negro 1619-1860"
Value Sheet Assignment

V. Fifth Week:

A. First Day: Reconstruction Period
Continuum - Treatment of South After War
B. Second Day: Jim Crow Laws
Contrived Incident - Discrimination Activity
C. Third Day: Contrived Incident Continued
D. Fourth Day: Picture for Creative Writing Activity - "Life in a Ghetto"
E. Fifth Day: Tactics of Blacks to Gain Freedom
Thought Sheet on Violence

VI. Sixth Week:

A. First Day: Violence vs. Non-violence Discussion
B. Second Day: Report on Prominent Blacks
Black Music: Spirituals
C. Third Day: Black Music: The Blues
D. Fourth Day: Black Music: Jazz
E. Fifth Day: Black Music: Rock and Roll

VII. Seventh Week:

A. First Day: Filmstrip-Record "Claude Brown"
Continuum on Perservence
B. Second Day: "I Have a Dream" Discussion
C. Third Day: Filmstrips on Unfinished Social Situations
D. Fourth Day: Unfinished Story: Prejudice
E. Fifth Day: Poem "I, Too, Sing America"
Value Clarifying Discussion

VIII. Eighth Week:

A. First Day: Poem, "Status Symbol"

Remainder of the Week: ACTION PROJECT

Methods

First Week:

First Day: As an introduction to this unit about the Black People of the United States we will first discuss the meaning of Democracy. Words such as freedom, democracy,

independence, liberty and justice will be written on the overhead projector for the students to define from their own knowledge and experiences. After a lengthy discussion of each of these words, we'll write each word on a large sheet of paper with the definition we arrived at and tack these on our bulletin board.

After our discussion is concluded this would be an appropriate time to do some rank ordering with the students related to those five words we have just discussed. Students will be asked to choose which of the three is most important to them and which is the least important. The following are just an example of some that will be used.

To the students say: "Choose which you value most and then which you value least." A. 1. A new bicycle 2. A family outing 3. A comfortable pair of shoes.

B. 1. Being able to give my opinion on whether the family should go to the ballgame or to the zoo. 2. Being told to wash my face. 3. Getting a new turtle neck sweater.

C. 1. Being able to select what and how much I want to eat at suppertime. 2. Cleaning the garage. 3. Being told to wash the dishes.

D. 1. Chocolate ice cream. 2. Pizza 3. Steak (A rank order such as the former is inserted by the teacher merely to keep this a really enjoyable activity---one in which we don't have to consider so seriously every minute that we are involved in it.)

E. 1. Going with my friends to the show. 2. Voting to decide with my family on what show to see. 3. Being told to empty the wastebaskets and burn the trash.

F. 1. Having someone tell me what church I must go to. 2. A friend telling me to vote for so-and-so in a class election. 3. Making my own decisions.

Some students may come to the realization that thinking people like the freedom to be able to make their own choices.

Second Day: On a transparency the teacher will type the Pledge of Allegiance , the Preamble to the Constitution which is as follows: "We the People of the United States, in order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare and secure the Blessings of liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America," and the words of Thomas Jefferson "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator, with certain unalienable Rights, among them, Life, Liberty, and the pursuit of Happiness" from the Declaration of Independence.

Discuss the meaning of these with the students and point out that the words we discussed together yesterday are found in the documents which our democracy is based on.

Make a list with the students of the freedoms we have a right to in our classroom and at school. Then make a list of freedoms which all Americans have a right to according to our Constitution. Then ask such questions as:

1. How would you feel if you were not allowed to present your opinion in class discussions?

2. What if you vote didn't count in class decision making?

3. Do all Americans really enjoy all of these freedoms? Can you think of any who have not benefitted from these rights in our history? In what way?

After the class has had an opportunity to voice their reactions to deprivation of basic human rights, the teacher will read part of the story "Joyce Learns to be President."[1] The teacher will stop at the point in the story in which the dictator sign is taken down by the teacher and Joyce, humiliated, goes home under the pretense of being sick. The students then will be asked to write what they think would be a good solution to the problem which this story presents that is: one person denying all of the others a voice in decision making. The papers will be turned in and the endings will be read the next morning.

Third Day: Teach the song "Born Free."

"Born free as free as the wind blows---as free as the grass grows, born free to follow your heart.

Live free---and beauty surrounds you, the world still astounds you, each time you look at a star.

Stay free where no walls divide you, you're free as a roaring tide, so there's no need to hide.

Born free and life is worth living, but only worth living 'cause you're born free."

Have a class discussion of the meaning of the words. Children will then choose a word or a line of the song to illustrate and these will be displayed along with the words of the song on a large sheet of poster paper.

Fourth Day: The movie "What Liberty and Justice Means" will be shown to the class with a discussion period following. After discussion, the teacher will write the words of Black Poet, Langston Hughes, on the board.

I still cannot see
Why democracy means
Everybody but me.[2]

---

[1]V. Clyde Arnspiger, Values to Live By. (Austin, Texas: Steck-Vaughn Company, 1967), 165-68.

[2]Dolores Cooper, "The Black Man's Contribution to Social Change," The Instructor, LXXVIII, No. 7 (March, 1969), 95-99.

Ask these questions for the students to think about and discuss in small groups then come back with ideas to share with the entire class.

1. Who does Hughes mean by me?
2. What minority groups have been denied rights of democracy?
3. What rights have they been denied?
4. Can money buy these freedoms which we have agreed are inherent in a democracy?

Following the comments by the group as a whole on the proceeding questions, the teacher will say something to the affect that next week we are going to begin a very detailed study of one of the minority groups in American society, that is, the Black People. Students are then asked what they would like to learn about these people and this list will remain in a conspicuous place in the classroom. At the end of the unit we will use this for our group evaluation of the unit. Did we learn the answers to our questions? Did we learn more?

Fifth Day: This will be a good time to try a contrived incident since the fifth day will be most likely a Friday and this is a fun activity for the last day of the week.

At the beginning of the day announce to the class that we are going to have a very unusual day. All of the freedoms, which we stated earlier were part of the accepted atmosphere of our classroom, will be denied by the teacher who will be a dictator today. This is an experiment which should be taken very seriously and at the end of the day we will talk about how this loss of freedom affected not only our work but our feelings. New rules for the day: 1. There will be no discussions or opinion giving. 2. The teacher will select the class chairman for the following week instead of voting for same. 3. Boys and girls will have to ask permission to sharpen pencils, to get a drink, to use the bathroom, etc. Sometimes permission will be granted and other times denied with no reason being given for denial. 4. Students will loose the right to choose spare time activity. They will be given only one thing to do and they must do it.

Second Week:

First Day: There will be a special place in the room for books of Africa and filmstrips to be displayed. Pictures depicting life as it was in early African civilizations will be attractively arranged on a bulletin board. The objective of this lecture will be to present to the students the information that very advanced civilizations have existed in Africa for many years. Students will have at their desk a map of Africa on which they will place the names of the following civilizations in the approximate location of where they flourished.

1. Mali: (1307-1337) Mansa Musa, Mali's most famous leader, led a pilgrimage to Mecca. He encouraged trade and education.

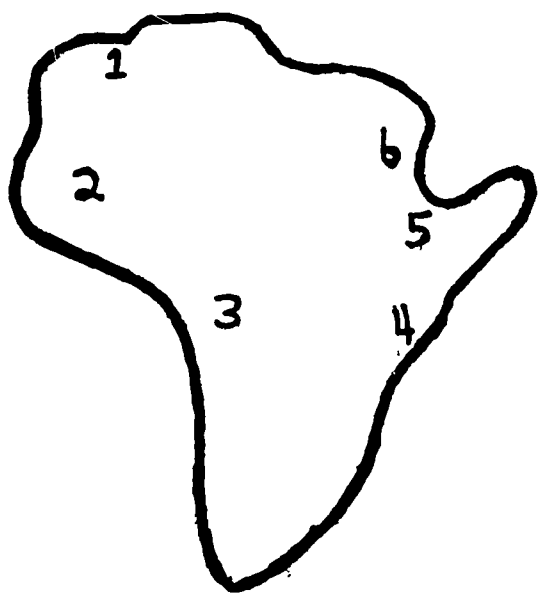
2. Timbuktu: (16th Century) was a crowded city of the Sanghai Empire. Place of a great university.

3. Benin: Beni people of Benin left a record of their civilization (1500-1800) by means of bronze relief plaques. They had an advanced system of law, used forms of money. Benin was a commercial and cultural center.

4. Kelwa: Port city. Large ships came here in the 12-15th centuries. Had first mint in Africa. Swahili language developed and grew here.

5. Axum: The Axumites brought civilization to Ethopia. In the 12th century a famous king, Labibila, presided over the construction of a series of chapels and churches carved from solid rock.

6. Kush: These people built pyramids. Kush is the oldest and greatest inland empire in the Sudan Region. They developed their own alphabet in the third century B.C.



After this brief presentation of these six civilations the students will be encouraged to write a report on one and present it to the class. This will give the student an opportunity to get more information through his own research and the others will benefit from listening to the report of each classmate.

The movie "Life of a Primitive People" will also be shown later on this day.

Second Day: Since we actually had the pleasure of having Mr. Arnold Masunungure, a former exchange student from Rhodesia who is now a teacher at Sigsbee School, speak to a group of classes at our school; I hope that for the activity on this day it will be possible to arrange for him to come again. Mr. Arnold attempted throughout his talk to present to the boys and girls that kids in Rhodesia are very much like them although they live differently. This intrigued our students. Mr. Arnold is a very fluent, sophisticated person. His presentation was delightful and did much to break down stereotypes of Black People.

Third Day: In connection with the study of early African civilizations read to the students the book The Africans Knew. Before reading the book write these questions

down for immediate discussion.

1. How did the Africans live?
2. What is the meaning of the word civilized?
3. Did the Africans discover anything to make their lives more pleasant?
4. Were all Africans head-hunting savages?
5. Did early Africans live in family groups?
6. Did the members of the family show concern for each others well-being?

After reading the book make a list of the things that the Africans knew.

1. How to make fire.
2. How to get iron out of soil.
3. How to make bronze figures and how to cast.
4. How to make iron into tools.
5. How to grow plants from seeds.
6. How to irrigate.
7. How to build houses.
8. How to use different materials to make clothing.
9. How to send messages on drums for long distances.
10. How to make musical instruments.
11. How to make paints.
12. How to make jewelry.
13. How to make pottery.

When the students realize that the Africans actually knew how to do all of the above, possibly some of their answers to the above questions will be different. It would be fun to have the boys and girls do a mural of African life.

Fourth Day: Read several of the poems to the students from the book A Crocidile Has Me By the Leg . Explain to the students that these are authentic poems composed by the Africans many years ago to express various feelings the Africans experienced depending on the situation they were dealing with. Some will make us feel happy, or sad, or excited, or afraid. Remember to keep in mind how the Africans felt at the time. Ask questions after reading each poem.

"Blessings Upon An Infant"

Hail, let happiness come:
The stranger has arrived,
His back is towards the darkness,
His face is towards the light.

May he work for his father ,
May he work for his mother,
May he not steal,
May he not be wicked.

The children of this family
Forgive everything that can be forgiven.

May he eat by the work of his five fingers,
May he come to respect the world.[3]

1. Was this mother happy and proud to have a new baby?
2. What hopes did she have for her child?
3. Are her hopes for her child like any your mother has for you? Is your mother proud of you?

"Hunger is bad,
Hunger is like a lion,
Hunger is bad,
It makes us eat locusts."[4]

This little cloud, and this,
This little cloud, and this,
Let the rain come
With this little cloud.
Give us water,
Our hearts are dry,
O Lord,
Give us water,
Our hearts are dry,
O Lord.[5]

1. Did lack of rain worry the Africans?
2. Did the Africans feel anxious and tense in this section? Is this a section of the book that makes us feel happy?
3. Do you ever have feelings of worry or anxiety? When? Sometimes are our feelings the same as the Africans? When? Next read a poem from the section Songs to Sing and Dance To.

Love Song for Nneka

Nneka, lovely damsel,
Beautiful Nneka;
Your teeth are as white as pearls,
Beautiful Nneka.

Nneka with body like bronze,
Beautiful Nneka;
Your hair is black and glossy,
Beautiful Nneka.

---

[3]Leonard W. Dood (ed.) A Crocidle Has Me By the Leg. (New York: Walker and Company, 1967). Unpaged.

[4]Ibid.

[5]Ibid.

Nneka, lovely as the pelican,
Beautiful Nneka;
Nneka, I love you so,
Beautiful Nneka.[6]

1. What kind of mood does this poem express? What kind of feelings is the person who composed this expressing?
2. Did this African of long ago appreciate beauty like we do today?

I'm sure the children will enjoy this last poem as much as the author would have intended them to.

Song of An Unlucky Man

Chaff is in my eye,
A crocodile has me by the leg,
A goat is in the garden,
A porcupine is cooking in the pot,
Meal is drying on the pounding rock,
The King has summoned me to court,
And I must go to the funeral of my mother-in-law:
In short, I am busy.[7]

1. How does this man feel?
2. Do you ever have this same kind of day? How do you solve this kind of problem?
3. What do you suggest to this man?

After we have had our fun with these poems, the children will be encouraged to read more for their own enjoyment.

A homework assignment to be handed in the next morning will be an essay on the topic "How I am the Same as the Early African and How I am Different." The class will divide into small groups the next morning to read their essays; then we will assemble into one group and discuss what the children expressed in their essays.

Fifth Day: In order to develop an appreciation and knowledge of the existence of the wealth of African folk tales read several to the students from the book When The Stones Were Soft. Explain that Africans love to listen to stories about fairies and witch craft. These stories are told by the best storyteller around the campfire at night. The author of this book advises the listener to "Pretend that you are one of those children in the village of Kituru. Listen to the stories of Mama Semamingi, the grandmother who tells many tales. Perhaps as you listen you can imagine that

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[6] Ibid.

[7] Ibid.

you lived very long ago at the beginning of time when the stones were soft."[8] Read such selections as "The Pots That Sang, Why Dogs Live with Men, and Men are different colors." The latter is a particularly delightful tale by Mama Semaningi. Mungu, the great god, creates three brothers out of black clay to be his companions and helpers. Because they are all black he has difficulty telling them apart. He decides to have them wash themselves in a pool of white water. The first brother does so and comes out white. The second brother washes himself but since there is less water, he comes out brown. When the last brother washes himself, there is so little water left that he could only wet the palms of his hands and the soles of his feet which come out a pinkish color. Now they are different colors but they are still brothers.

The children might like to act out some of these stories.

This seems like an appropriate time to try the value technique of voting relating to our study of the past week. The teacher will ask some of the following questions and the student will raise his hand if he agrees or thumbs down if he disagrees. All will be able to see how others are voting.

1. Black people like pretty things.
2. Black people don't work very hard.
3. Early Africans composed poems and stories.
4. Early African civilizations weren't very advanced.
5. Color of skin makes a difference in men's feelings.
6. Black mothers love their children.

etc.

Third Week:

First Day: Read to the students the book The Art of Africa. Show them the illustrations as the book is read. Point out that early Africans used many different media to achieve a style of simple primitive beauty. This primitive form of art was not known to people outside of Africa until less than a hundred years ago and since then has had a great influence on the style of Modern Western Art. The art of Africa is now considered by connoisseurs to be equal in artistic value to the great Greek, Egyptian, and Chinese sculpture. Primitive African sculpture was not the work of savages.

Second Day: Explain that the sculpture of the primitive Black contains a unity consisting of planes of strikingly different rhythms in conjunction with a distortion of form which makes it great. Have the following quote typed on a transparency for discussion: "It is no exaggeration to claim that the best of what has been developed in contemporary Negro art during the past twenty years owes its origin to the inspiration of primitive Negro sculpture. In the painting and sculpture of the recognized leaders of our age - Picasso, Matisse, Modigliani, Lipchitz, Soutine and others--any trained

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[8]Eleanor B. Heady. When the Stones Were Soft. (New York: Funk and Wagnalls, 1968), preface.

observer can recognize the Negro motif."[9] Point out that when the art of the nineteenth century was at a standstill, in so far as not much original or creative work was being produced, African sculpture was discovered and this had an unestimable impact on later productions.

Illustrate the point by studying some of the reproductions of Picasso to show how he used the distortion found in Black sculpture. Display and discuss some of the paintings of Modigliani to point out his use of the primitive line form.

Third Day: Boys and girls will begin an art project of making masks out of paper machié.

Fourth Day: Give each child a copy of the following poem before discussion.

My name was **legion**,
I came in every slave ship to the Colonies,
In every slave ship.

. . . .

Mine was the long horror of the middle passage,
The cruel kiss of the whip, the darkness, the
burden of chains.
Mine the stench of the hold, the groans of the dying.
Mine the quesy lurch of the ship, the hungry roar
of the sea.
Mine the long, long horror and the hope of death,
But still I endured.

I came in every slave ship to the Colonies,
Through the loss of my own freedom
To build a world for the free.[10]

Explain to the students that many of the Black people were actually sold by their tribal chiefs to the slave traders. Ask questions such as the following: 1) Did the Blacks have a pleasant life in America? Were they happy to leave their home to go to a strange land and work for no money? Were they carried across the Atlantic aboard luxury liners? 2) How many of you are happy living in the United States? 3) Do you feel you have what you need to live comfortably? 4) How would you feel if your father and mother were seized and taken to work for no money in a far away country? 5) Could you continue to live comfortably? Have the students do some role playing related to being seized from their homes, transported to a strange land, and being forced to work for no compensation.

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[9]Albert C. Barnes. "Primitive Negro Sculpture and Its Influence on Modern Civilization," The Negro in Music and Art, p. 205.

[10]Hildegarde Hoyt Swift. North Star Shining. (New York: William Morrow & Co., 1947), p. 6.

Fifth Day: A contrived situation demonstrating the loss of the right to make one's own decisions would be a pleasant activity for a Friday.

Large white sheets of drawing paper are distributed while the teacher tapes one to a flannel board in a position where all can see it well. Then a youngster from fourth grade is asked to come to our room and draw a picture of some familiar landscape. All of the fifth graders must draw exactly the same and later won't even have the right to choose how they would like to paint it because they have to do exactly as the fourth grader does. Creative , imaginative youngsters will really rise up in indignation against this incident. After the students have vented their feelings, they will be given a list of open ended questions to do at home and return the next Monday.

1. I wish I were able to ....
2. My mother always tells me to ....
3. I think other kids should ....
4. I like it when my mother lets me ....
5. My advice to my teacher would be ....
6. I feel unhappy when ....
7. I don't like it when my father ....
8. Kids should be allowed to ....
9. I don't like it when ....
10. I approve when teachers ....
11. I like it when people tell me ....

Fourth Week:

First Day: Students will be given a copy of the following poem for discussion in small groups.

I can to the New World empty-handed,
A despised thing, to be used and broken,
Yet I brought immeasurable gifts.
I brought the gentleness of the Bantu,
The Dahomian's arrogance and courage.
I brought devotion---and wisdom---
The knowledge of jungle ways and jungle rhythms,
Wind-magic and moon-magic,
The knowledge of communion with the mystery men call God.

I stood in the water of the rice fields,
I bent beneath the sun of the cotton lands,
I mined the ore hidden in the earth,
I laid the ties of the railroads,
I swung the axes and cleared the forests
And served in the white man's kitchen.

I built your world, Oh white man, but in the building
It became mine too.[11]

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[11]Ibid., p. 10.

After the students have given their interpretation of the poem, the teacher will ask the following two questions for the class to think and talk about. 1) Could the South become as wealthy without this free labor? 2) Would you become wealthy if you owned a factory and didn't have to pay any of the people who worked for you?

The following are some historical facts which the students should be presented with: 1) Blacks worked for no compensation. 2) Treatment of slaves varied depending on the indulgence of White that owned them. 3) Children were put to work at an early age. 4) Adults were forced to work for long hours. 5) Slaves resisted cruelty by wihholding of labor---their principle weapon of rebellion during slavery. 6) There were free Negroes. 7) Living conditions were not pleasant---poorly dressed, fed and housed. 8) Many slaves escaped to the North along the underground railroad.

Role-playing: Give each student a specific amount of play money. On a table have a variety of items for the children to look over carefully and then explain that they will bid for the items they want. Of course, the person who bids the highest will win ownership of the item being auctioned. After the objects on the table are gone, select five students of various builds and abilities to be auctioned off. Children may discuss the merits of the five "slaves," take a good look at each one and then the bidding will begin. This will give the class some idea of what the auction block was like when for real.

The students might also like to try some role playing about what life would be like for a slave on a plantation.

Second Day: We will view the filmstrip---record of the life of Frederick Douglas who was born a slave, escaped, became educated and was hired by the Abolitionists to tell the people in the North about the plight of the slaves. Later his freedom was purchased by friends of the Abolitionists in England. Students will be asked to give their reactions to these words of Douglas. "The law gives the master absolute power over the slave. He may work him, flog him, hire him out, sell him, kill him."[12]

Third Day: We will view the filmstrip-record about Harriet Tubman who escaped via the underground railroad to the North and many times returned to the South to help 300 others escape. The students will be awed by the courage and strength of this woman. After viewing we will consider her words describing her feelings, after her escape to the North. "I looked at my hands to see if I was the same person. There was such a glory over everything. The sun came like gold through the trees and I felt like I was in heaven."[13]

Role-playing: Students will volunteer for parts. We'll act out an escape. One will be Harriet Tubman alias "Black Moses," others will be slaves, one the plantation

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[12]Russell Adams. "Frederick Douglas," Leading American Negroes. (Chicago: Society for Visual Education, Inc.).

[13]Harriet Tubman: Filmstrip Set of Leading American Negroes.

owner, and others who are hunting for the escapees. This should be really exciting.

Fourth Day: The filmstrip-record "Minorities Have Made Men Great, Part 1" (WASP) will be shown to the class as a whole. Sometime during the day students will be given the opportunity to use the headsets of the record player and view the corresponding filmstrip of the life of George Washington Carver, or Benjamin Banneker, or Robert Smalls, or Mary McLeod Bethune. They will be asked to report on the biography that they have chosen.

Fifth Day: As a culminating activity to our week's study of the life of the slave in Colonial America the class will see the movie "A History of the Negro in America. 1619-1860. Students will take home over the weekend the following quote to study and then write their own position. (Value Sheet). "There is nothing about the color of a man's skin that indicates his ability to learn."[14]

Fifth Week:

First Day: "A History of the Negro in America 1861-1877" will be shown to introduce class to the Civil War and the Reconstruction Period. Present that many Black fought in the armies of the North and also that many contributed by being spies in the South during the war (Robert Smalls). Historical facts in regard to Reconstruction: Many Negroes held office during this period. The Northern Republican became the Negro's protector. The Fourteenth Amendment, making Blacks citizens, and the Fifteenth Amendment, giving Blacks the right to vote, were passed during this period but the Fifteenth Amendment was the last Republican reform of this period. Gradually, Northerners gave control back to the Southern Whites. This meant a return to the former status of the Black.

A continuum will be set up so that the boys and girls can show how they feel the South should have been treated after the Civil War. On the left end of the continuum will be DICTATOR DON who would not even consider the Southern Whites citizens and would deprive them of all their rights normally guaranteed in a democracy. On the right end will be ISOLATIONIST IRENE who would let the South go it alone. Students will realize that the middle of the continuum will be a compromise between these two positions.

Second Day: We will discuss the separate but equal policy which evolved from Reconstruction. The purpose was to put the Black back in his place. 1870-Tennessee passed a law to outlaw interracial marriages. 1875-Tennessee passed a law to grant railroads the right to refuse first class service to Blacks. Then came a series of statutes aimed at reducing the Blacks to a role of inferiority. White signs went up all over. Southern Whites had several tactics to prevent the Black from voting. 1) Poll tax. 2) Literacy test. 3) Voting places were set up far from Negro neighborhoods. 4) Moved voting places from place to place without notice. 5) Stuffing of the ballot box. In 1867 the Ku Klux Klan was organized. Their goal was to frighten Blacks into readopting the submissive attitude of slavery. They achieved their goal by the end of the 19th century.

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[14]Dr. James McCune Smith. Filmstrip Set. "Minorities Have Made Men Great." (New York: Warren Schloat Productions, Inc.).

After we have had a thorough discussion about the preceeding facts, we will set up a contrived incident in which we will discriminate against all those with brown hair for the remainder of the day. The following day we will discriminate against those with blonde hair. Of course, we can find many ways in which to discriminate in the classroom. Those being discriminated against will not be called on if they raise their hand, they will have to sit in the back of the room, will always have to be last in line, etc.

Third Day: Continue the contrived incident. At the end of the day allow the students to talk about their feelings in regard to discrimination.

Fourth Day: Write on the board "Unofficial slavery still exists." Present to the class ways in which this is true. 1. Ghettoes. 2. High rent for poor housing. 3. Separate senority list in factories and businesses. 4. Inferior educational institutions. 5. Blacks hired by large corporations only to be show pieces. 6. Education not related to their backgrounds. 7. Whites move out of transitional neighborhood so ghetto is perpetuated and extended.

A transparency will be made of a photograph from Time Magazine of a slum area and students will be asked to write a short essay about what their life would be like if they were living in such a place.

Fifth Day: Teacher will introduce some of the tactics that the Blacks have used and are presently using to gain equality. 1. Sit-ins (first one occured in Chicago in 1942). 2. Law suits. In 1954 Chief Justice Earl Warren stated "...the doctrine of 'separate but equal' has no place." 3. Passive Resistence-Montgomery, Alabama Bus Boycott-1955. Started when a woman refused to vacate her seat in colored section for white man. 4. Boycotting of stores. 5. Freedom rides. 6. Rent strikes. 7. Riots.

Students will use the following words of H. Rap Brown to think about over the weekend. When writing out their own position, they will be asked to keep in mind the history of our country. "Violence is as American as cherry pie." Their papers will be read on Monday.

Sixth Week:

First Day: The value sheets on the quote of H. Rap Brown will be read and then students will be given an opportunity to express their feelings about violence vs. non-violence. Would they return violence for violence? Do they pick on younger kids? Do they fight on the playground?

Second Day: Give students a list of prominent Black Americans and ask them to choose one to study. Either biographies or encyclopedias will be used for research.

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[15]"Black Power," The Quest for Equality. International Library of Negro Life and History. (New York: Publishers Company, Inc., 1968), p. 259.

By Friday the students will have put together a booklet consisting of a cover, written report, and illustrations. Class time will be allotted for this project which is rather lengthy. When these are finished the class might like to display these in a hall of the school, so that other classes may enjoy them. On Friday the teacher will attractively display on the bulletin board the series "We Too Have A Dream" from the Grand Rapids Press. This series is of famous Blacks of the past and present. It includes a portrait and biography. Maybe some of these people have not been reported on and these articles will give students additional information.

During the four days that the class is working on the former project the teacher will have an opportunity to introduce students to all the different forms of Black music. They will be presented with the information that Blacks have had an incalculable influence on American music.

Second Day: Spirituals will be emphasized on this day. Such records as "Songs At Eventide" sung by Marion Anderson, or "I Believe" sung by Mahalia Jackson or "Everytime I Feel the Spirit" by Nat King Cloe can be played. Of course, the boys and girls can listen to these records in their sparetime using the record player and headsets. Point out that Dvorak's New World Symphony uses the melody of "Swing Low, Sweet Chariot" for one of its main themes. Stephen Foster incorporated Negro melodies into "Old Folks at Home" and "Old Black Joe." Also play "Negro Folk Songs for Young People" sung by Lead Belly.

Third Day: Blues will be introduced.. Only a people who experienced slavery could write the melancholy Blues. Records of Ray Charles and Louis Armstrong will be played.

Fourth Day: Out of the Blues came Jazz. The symphony of Duke Ellington Black, Brown and Beige will be played.

Fifth Day: Blacks have had a great influence on the rocking rolling beat of Rock and Roll. Records of The Supremes, Nina Simone, Dionne Warwick could be played. For certain the students will hear the percussion record "Let There Be Drums" by Sandy Nelson.

Seventh Week:

First Day: Show the filmstrip-record about Claude Brown, author of Manchild in the Promised Land, which is one of the set from "They Have Overcome." After viewing, ask these questions: 1. Was life pleasant for Claude Brown when he lived in Harlem? 2. Would you like to live there? 3. Did Claude Brown ever become discouraged and give up? 4. What made him keep trying? 5. What do you do to get over a give-up feeling? This is an opportunity to do another continuum. PETER THE QUITTER is positive he's no good and can't do anything right so there's no use trying. He won't even write his name because he's sure he can't spell it without making a mistake.

GARY THE GUNNER deprives himself of recess, lunch and stays after school until four everyday in order to do extra work.

Maybe you're like Gary or maybe you feel like Peter. If you're near the middle you are willing to do some extra work but sometimes you get discouraged.

Also on this day the teacher will display some of the lithographs of Charles White.

Second Day: Write on the board, have the students copy it.

Dreams

Hold fast to dreams
For if dreams die
Life is a broken winged bird
That cannot fly.

Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.[16]

Questions: 1. What kind of dreams is the author referring to? 2. Do you ever dream about what you would like to do in the future? 3. Does any thing happen if we don't set up goals for ourselves? 4. Did anyone ever shatter one of your dreams by saying that for some reason you would never be able to achieve such a goal? 5. How would you feel if someone denied you an opportunity to fulfill one of your goals because your eyes were blue? 6. What would you do if this happened to you?

Give each student a copy of Dr. Martin Luther King's impromptu oration "I Have a Dream."[17] Have them read and discuss it in small groups or just with one friend.

Third Day: If possible, borrow from the office of the Project on Student Values the set of filmstrips which show unfinished social situations. Present these to the students and talk about what they would do if they encountered these same situations. (These filmstrips are another of the sets produced by WASP).

Fourth Day: Distribute to each student the open-end story from the Grade Teacher which describes a mother's negative reaction when her son says that the Black boy in his class is moving into a house down the street and he's so glad that now his friend will be near all of the time.[18] When each student has a copy, the teacher will read it and the students will be asked to write an ending. Papers will be turned in and teacher will make comments on each ending.

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[16]Langston Hughes. Reflections of A Gift of Watermelon Pickle. (Scott Foresman: Atlanta, 1966), p. 129.

[17]"Direct Action and Passive Resistance-The Struggle to Let Freedom Ring," The Quest for Equality. International Library of Negro Life and History, p. 254.

[18]Jean Grambs. "Intergroup Understanding," Grade Teacher. Vol. 86, No. 8, (April, 1969), 123.

Fifth Day: Give each student a copy of the following poem to write on over the weekend. (Last value sheet)

I, TOO, SING AMERICA

I, too, sing America.

I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well
And grow strong.

Tomorrow,
I'll be at the table
When company comes,
Nobody'll dare
Say to me
"Eat in the kitchen,"
Then.

Besides,
Theyll see how beautiful I am
And be ashamed---

I, too, am America.[19]

Consider these: 1. What do the third and fourth lines symbolize? 2. What does the fifth line tell about the Blacks reaction to degradation? 3. If someone is mean to you all of the time does it become easier to laugh and pretend it doesn't hurt than to cry all the time? 4. Read the sixth and seventh lines again. How is the Black growing strong? 5. Do the Blacks have anything to contribute to American society? Any skills? Any knowledge? Any enrichment to our culture?

Eighth Week: In order to initiate our action project give each student a copy of the following:

STATUS SYMBOL

i
Have Arrived

i
am the
New Negro

---

[19]Langston Hughes. "I, Too, Sing America." I Am the Darker Brother. (New York: Macmillian and Co., 1968), 75.

i
am the result of
President Lincoln
World War I
and Paris
the
Red Ball Express
White drinking fountains
sitdowns and
sit-ins
Federal Troops
Marches on Washington
and
prayer meetings...

today
They hired me
it
is a status
job...
along
with my papers
They
gave me my
Status Symbol
the
key
to the
White.... Locked....
John[20]

1. Why is the i uncapitalized and They is capitalized?
2. Does the Black really have equality today?
3. Do you have a desire to do anything? Is there anything we can do?

Any of the students who does not want to take part in the action project is under no obligation to do so. We will discuss all of the possibilities of what our Action Project could be and then we will vote to decide on which one we will do. Another alternative is that the children could divide up into about five groups with each group working on a different Action Project.

1. Raise money by selling something the kids can make and give the money to a Community Center to buy more play equipment.
2. Write letters to Congressmen to appeal for real equality for the Black.
3. Invite an inner city class to come to visit our class. Give our class an opportunity to communicate with inner city kids.

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[20]Mari Evans. "Status Symbol," I Am the Darker Brother. An Anthology of Modern Poems by Negro Americans, p. 92-93.

4. Send tapes back and forth between an inner city class.
5. Visit some of the Community Centers, Schools, and Churches in order to become acquainted with some individuals.

During these last few days of our unit the pictorial essay "I Wonder Why" by Shirley Burden will be displayed on the bulletin board. The teacher will make no reference to it since this will have a very personal impact upon the students anyway.

PERSONAL OPINION INVENTORY

On the pages that follow, you will find descriptions of incidents that could happen to you. Put an X by a., b., or c. according to which you think is the best answer. Please do all of the questions.

1. If someone is talking, I
   a. wait my turn.
   b. read a book.
   c. interrupt if I have something more important to say.

2. If a Black student is chairman of the committee that I am on
   a. I don't have to do what he suggests.
   b. I quit the committee.
   c. I try to be an ambitious member of the committee.

3. I like to
   a. make my own decisions.
   b. ask others what to do.
   c. be told what to do.

4. If a Black family moved in next door to us, I would hope my father would
   a. sell our house..
   b. welcome the family to the neighborhood.
   c. throw rocks through their windows.

5. If I am given a homework assignment to complete over the weekend, I
   a. hurry to finish not caring what grade I get.
   b. take my time and do it very carefully.
   c. not do it at all.

6. If a person tries to pick a fight with me on the playground I,
   a. walk away and ignore the person.
   b. tell the playground supervisor.
   c. try to jump on his back when he's not looking.

7. If we are dramatizing a situation and one person is doing something that I think is stupid I,
   a. mock that person.
   b. take over that person's part.
   c. ignore him and do my best.

8. If my friends and I were playing soccer and a Black boy came by and stopped to watch, I
   a. would tell him to get lost.
   b. ask him if he wants to play with us.
   c. pretend I don't see him.

9. When I hear someone call a Black person "Nigger" I,
   a. don't care.
   b. ask that person to not say that when I'm around.
   c. explain that Black people like to be called Black.

10. Black people
   a. are lazy.
   b. are human beings.
   c. are dirty.

11. Black people live in dumpy houses because
   a. they like to.
   b. they can't afford to paint it.
   c. their landlord doesn't keep the house in good repair.

12. Some landlords make Black people pay high rent because
   a. the houses they rent to them are so nice.
   b. Black people make lots of money.
   c. They are taking advantage of the Black people.

13. Black people in a democracy are
   a. inferior to Whites.
   b. are slaves to Whites.
   c. are equal to Whites.

14. If the class is discussing some important issue, I
   a. contribute to the discussion.
   b. don't dare to speak up because what I say might sound dumb.
   c. have a good chance to day-dream.

15. If I am on a bus in which all the seats are taken and a Black woman holding a lot of packages boards the bus I
   a. give her my seat.
   b. expect her to stand in the back of the bus.
   c. hold her packages for her while I sit down.

16. Black people were slaves because
   a. they were savages and had to be tamed.
   b. wanted to come to the Land of the Free.
   c. were forced to be slaves.

17. Black people are rioting recently because
   a. they are troublemakers.
   b. they want to loot stores.
   c. they want to have equal rights.

18. In a democracy
    a. only White people
    b. all people of age
    c. only really smart people

    should have the privilege of voting.

19. If I were trying to get autographs at a Detroit baseball game and Earl Wilson, the Black pitcher, offered to give me his autograph I would say
    a. "Oh, will you, please."
    b. "No, thank you."
    c. "Never!"

20. If a Black family in our neighborhood was very, very poor and didn't have much food, I would
    a. hope they find a way to get some more food.
    b. get the kids to earn money somehow and bring that family a bag of groceries.
    c. ask my father to buy them some groceries.

21. Today Black people have the
    a. same opportunities as Whites.
    b. unequal opportunities.
    c. no opportunities.

22. If a Black child is very sick his Black mother
    a. doesn't care.
    b. tries to nurse him back to health.
    c. wrings her hands and doesn't know what to do.

23. Black people are poor because
    a. they are so dumb.
    b. are lazy and don't like to work.
    c. have a hard time getting good jobs.

24. Black music is
    a. all mumbo-jumbo.
    b. one of the greatest influences on American music.
    c. too jungle-like for me to enjoy.

25. There have been
    a. many
    b. few
    c. only some

    famous Blacks in American history.

26. If a Black person became mayor of our town, I would
    a. try to get him kicked out of office.
    b. move to another town.
    c. hope he does a good job.

27. To improve their situation Black people should,
    a. demand equal rights.
    b. get down on their hands and knees and beg.
    c. forget it and accept the fact that they don't deserve any better.

28. If I saw a White boy and Black girl holding hands, I would
    a. be very angry.
    b. look the other way.
    c. think they must like each other.

29. In order to get ahead, Blacks should
    a. get the best education they can.
    b. move back to Africa.
    c. ask Whites for better food.

30. Blacks buy big cars because
    a. they like to show off.
    b. they don't have enough money to buy a good house so they spend it on a car instead.
    c. they like big cars.

31. Blacks have basically
    a. some of the same feelings we do.
    b. the same feelings we do.
    c. no feelings at all.

32. Black people are becoming
    a. ashamed to be Black.
    b. proud to be Black.
    c. more like savages.

33. Black people wear bright clothes because
    a. they like bright colors.
    b. they don't look good in dark colors.
    c. they want to be like White people.

34. If I saw a crying Black youngster who was lost, I would
    a. walk right past him.
    b. tell him to pipe down.
    c. try to help him.

35. If I met a Black kid my age on the street I would
    a. be scared stiff.
    b. walk past him with my head down.
    c. smile and say, "Hi."

36. Blacks live in ghettos because
    a. they like to live together.
    b. they find it hard to purchase a house outside of the ghetto.
    c. Whites won't let them move.

My Name _____

Date _____

GRID

Objectives / Methods	I	II	III	IV	V	VI	Totals
First Week	8			6			14
Second Week		4	9				13
Third Week	3		2		1		6
Fourth Week	1	5	1		4		11
Fifth Week	1			4	4	2	11
Sixth Week			14			1	15
Seventh Week	2			4	3	4	13
Eighth Week	2		2	2	2	9	17
Totals	17	9	28	16	14	16	100

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TOWARD VALUING HUMAN WORTH AND DIGNITY THROUGH THE LANGUAGE ARTS*

Specific Values:	Human Worth and Dignity
Subject Area:	Language Arts (Listening, Oral Communication, Written Communication, Grammar, Spelling, and Dictionary Skills)
Grade Level:	Sixth
Time:	Supplementary material throughout entire year

*Materials prepared by Norma Berry.

TOWARD VALUING HUMAN WORTH AND DIGNITY THROUGH LANGUAGE ARTS

(A Sourcebook of Activities to Supplement the Language Arts Curriculum and to Accompany the Textbook, Values to Live By)

Abstract

I. Philosophical Statement. The valuing of human worth and dignity by all is an essential ingredient of the democratic way of life, and the Language Arts curriculum is an appropriate area for promoting this valuing process in children.

II. General Objectives. The general objective of this sourcebook is to supply the sixth grade teacher with activities correlated with the stories in the text, Values to Live By which will: 1) help to improve skills in the areas of speaking, writing, spelling, using, and listening to our English Language; and 2) foster the development of attitudes and behavior which indicate a true valuing of human worth and dignity on the part of the student.

III. Specific Objectives. The specific objectives are to enable students to:
- A. recognize and appreciate similarities and differences that exist between individuals;
- B. acknowledge both rights and responsibilities of all individuals, and act accordingly;
- C. strive for effective interaction between individuals and groups.

IV. Context. Sixth grade.

V. Content. Pre-test, Creative Writing Activities to supplement each story in Values to Live By (Steck-Vaughn publishers), additional Creative Writing Ideas and Activities.

VI. Methods. Unfinished stories, unfinished sentences, stimulating the five senses, writing based on cartoons and pictures, writing sequels and new endings, developing colorful characters and settings, writing plays, writing different types of poetry, original stories, modern fables, autobiographies, biographical sketches, field trips, story club exchange, producing a home movie, adaptations of the value strategies used by Sidney Simon.

VII. Time Schedule. Supplementary material designed for use throughout the entire year.

TOWARD VALUING HUMAN WORTH AND DIGNITY THROUGH THE LANGUAGE ARTS

(A Sourcebook of Activities to Supplement the Language Arts Curriculum and to Accompany the Textbook, Values to Live By)

Philosophical Statement

The democratic way of life can be effective only if the dignity and worth of all individuals is held in high regard by a large portion of a country's citizens. Statements of educational goals traditionally encompass the development of happy, useful citizens who recognize the importance of the individual and who function effectively in a democratic society. It seems plausible to expect that an individual who recognizes and values the worth and dignity of all (including himself), will begin to develop traits and skills which will enable him to lead a happy, useful life; and that he will become increasingly aware of the benefits to himself and society which accrue through constructive interaction.

The Language Arts Curriculum seems an ideal place to incorporate activities which will achieve these goals for the following reasons:

1) By its nature, Language Arts must borrow its content from some other area.
2) Since the Language Arts concern themselves with effective communication, it seems logical that content materials should be built around concepts which are vital to the educational and democratic goals expressed above (i.e., let values be the message we communicate).

Statement of General Objectives

The general objective of this sourcebook is 1) to achieve some degree of evidence that the children involved do indeed value the worth and dignity of every individual, and 2) to improve skills in the areas of speaking, writing, spelling, using, and listening to our English Language.

Since educational objectives for each of the above areas tend to differ, a more detailed description of expectation for the development of skills will be presented at the beginning of each section.

Statement of Specific Objectives for Value Education

The following behavior patterns should become more and more evident as a child moves along the path from concern with self and indifference to others, through an increasing awareness of and appreciation for the similarities and differences which exist between individuals, to a point where he sees himself and all other individuals as important persons who have rights, privileges, duties, obligations, and significant contributions to make.

Objective #1 - Student recognizes and appreciates similarities and differences that exist between individuals.

a. Student gives credit where credit is due, is genuinely appreciative of the efforts and accomplishments of others, does not "hog the show," does not have to be always in the spotlight.

b. Student listens to ideas of others, does not reject those ideas before turning them over mentally and really considering them, and on occasion being willing to change his own.

c. Student selects friends on their individual, personal merit, does not select friends purely on the basis of what group they "belong to."

d. Student does not knowingly exclude individuals from activities in which they have displayed an interest.

e. Student recognizes his own needs, abilities, and skills, and strives to fulfill or develop them.

f. Student does not try to measure the needs, abilities, and skills of others by his own.

g. Student is confident of his own inherent worth to such a degree that he has no need to diminish the stature of others:
   1) Student does not make fun of others.
   2) Student does not say cruel or unkind things about others.
   3) Student does not enjoy another's discomfort or embarrassment.

h. Student shows that he values the opinions and beliefs of others by not detracting from formal situations involving respect for things or institutions (pledges, prayers, speeches, performances, etc.), whether or not he actively participates in them.

Objective #2 - Student acknowledges both rights and responsibilities of all individuals, and acts accordingly.

a. Student goes out of his way to assist another child whose rights are being abused, regardless of the "odds," or disapproval of others.

b. Student is willing to wait his turn, share.

c. Student accepts responsibility for tasks within his capabilities.

d. Student accepts responsibility for his own actions.

e. Student is careful to preserve his own and others' property.

Objective #3 - Student strives for effective interaction between individuals and groups.

a. Student is willing to forego his own desires if they interfere with the rights or desires of others.

b. Student voices his opinion, supports it with reasons, seeks to persuade, but does not insist on his own way.

c. Student abides by the rules, as set by class, teacher, and school.

d. Student is friendly to all classmates and goes out of his way to include others in activities.

e. Student does not hesitate to speak out firmly to persuade his peers to accept an idea or to stop an objectionable action.

f. Student is loyal. He does not let minor difficulties spoil friendships or allegiances.

Statement of Context

The proposed activities in this sourcebook will be implemented at the sixth grade level in six different schools. Following is a description of one of these groups.

The neighborhood is middle class, somewhat suburban, and racially integrated. The school has about four hundred students, between thirty and forty of whom are non-white. Parental occupations range from professional, to white-and blue-collar, with a few families on a low economic level. Parents in the area are noted for their interest and active participation in school affairs. There are two sixth grade sections, each numbering about thirty and including students with wide ranges of ability.

Outline of Content

The activities in the following sourcebook were designed to accompany and supplement the textbook entitled, Values to Live By from the Human Values Series published by the Steck-Vaughn Company in Dallas, Texas. It is my feeling that the framework of "values" used by the authors of this book represents human needs, and that positive action seeking to fulfill these needs for oneself and others indicates internalization of our stated value objective: human worth and dignity.

The following material deals with Written Communication (Creative Writing). Included are Creative Writing activities to supplement each story in the textbook named above. Preceding the activities is a re-statement of general and specific objectives as they relate to Creative Writing.

As indicated in the Time Schedule, the packet immediately following includes eighteen activities (fourteen of which are based on stories from the above-mentioned textbook.) Plans for activities based on the other twelve stories are being developed.

The "Personal Opinion Inventory" following the Activities is designed to text the value positions of children before and after their eighteen week study.

Outline of Methods

It is recommended that the materials and activities in this booklet be augmented with audio-visual materials, "value strategies," etc., wherever they seem appropriate. Lists of such material appear in Appendix A.

1) Free Writing

2) Free Writing (Selected subjects geared to senses)

3) Vocabulary Development (Timed)
   --List as many words about suggested subjects as you can think of in a given time. Do it as a group at first. Place list on board.
   --Use colorful adjectives and adverbs to describe given nouns and verbs. (List as many colorful, interesting, exciting contrasts as possible.)

4) Character descriptions via the five senses

5) Setting descriptions via the five senses

6) Open-end sentences (with value emphasis)

7) Writing about "Value-Charged" cartoons

8) Writing about selected pictures from Values to Live By.

9) Writing sequels and different endings to selected stories from Values to Live By.

10) Familiar Situations (Unfinished stories involving the making of value choices).

11) Selected additional activities unique to individual stories.

12) Writing poetry (limericks, haiku, other)

13) Biographical Sketches

14) Autobiography

15) Shadow Plays

16) Converting given stories to plays

17) Field Trips to stimulate creative writing along value lines.

18) Application of some of Dr. S. Simon's strategies with special applications for creative writing.

19) Films, Filmstrips (Responding to these through writing) (Unfinished stories, Ethics, etc.)

20) Letters to editors, congressmen, etc.

21) Making a home movie, with accompanying script.

Time Schedule

Included in this packet are eighteen activities to span at least eighteen weeks. The first four are not directly related to the Values to Live By textbook mentioned in preceding material. These four activities should be initiated at the beginning of the year and should run concurrently with each other and the rest of the activities, as recommended in each one.

For example, Activity #1 would begin the first week of study and gradually increase the length of the writing period, while lessening the frequency. Activity #1 would continue for a minimum of four weeks. Activity #2, however, would be started by the second week and would continue for two or three weeks. Activity #3 should begin about the third week and continue brief lessons for at least eight weeks. These continuing lessons should not prevent the start of Activities #4 through #18, which are geared to specific stories in the textbook.

The stories on which Activities #4 through #18 are based were selected in such a way that if a new activity is begun each week, appropriate lessons will occur at election time, Thanksgiving, and Christmas. After lesson #4, however, the children should have sufficient background and skill so that further activities (and stories) could be chosen at random at the discretion of the teacher. In other words, sequence is immaterial after lesson four as far as skills are concerned.

Many extensions and optional ideas have been suggested that were not incorporated into the attached grid.

CREATIVE WRITING - SPECIFIC OBJECTIVES RELATING TO SKILLS

Our objectives relating to skills are to provide opportunities for the development of each child's ability to 1) formulate and 2) express his ideas and feelings with fluency, clarity, sensitivity, imagination, and enough accuracy to achieve effective communication, to 3) encourage experimentation with a variety of writing forms and styles in order to explore his own interests and talents.

Formulating Ideas -

1) Expose to rich variety of experiences and explore past experiences in new ways.
2) Stimulate the five senses in order to be more aware of his environment and the situations he encounters
3) Provide emotional climate and physical settings conducive to formulating ideas (atmosphere of acceptance and encouragement)
4) Provide a rich background and appreciation for "good" writing styles through reading and listening to stories.

Expressing Ideas -

1) Clarity and Sensitivity - Build a vocabulary of vivid words to paint pictures and pinpoint specific meanings; - Use words and create phrases which appeal to the five senses of the reader

2) Fluency - Write for given periods of time (both with assigned topics and free choice) - any thought which comes to mind. The important thing is not to stop and ponder, just let it "flow" (J. Holt technique)

3) Imagination - Encourage original approach or handling
   - Let them handle fanciful situations through unfinished stories, etc.

4) Accuracy of Communication - Development of Mechanical Writing Skills

   a) Make note of skills from the children's writing which need attention

   b) Teach these skills separately - do not indicate flaws in the creative writing

   c) Respect and Commend all sincere efforts

d) Probable skills which will need to be reviewed:
-Using good spelling
-Capitalization and Punctuation
-Writing Conversation
-Using good sentence structure and building paragraphs
-Maintaining standards of appearance (Legibility and neatness, placement on the page, necessary information such as title and name of author)

Encouraging Experimentation with Different Writing Forms and Styles

1) Stories

2) Themes and Essays

3) Original Plays

4) Poetry (Rhymed, Blank, Free) -- Limericks or Haiku are good starters

CREATIVE WRITING -- SPECIFIC OBJECTIVES RELATING TO VALUES

Receiving	Student becomes aware that people and things can be described in other than physical terms; needs to be pointed out by teacher.
Responding	Student fulfills assignments by teacher.
	Student begins to describe characters and situations in other than strictly physical terms.
	Student begins to write of his own volition, frequently selecting value themes.
	Student takes pride in his work.
Valuing	Student can discuss (in writing) pros and cons of critical issues. He is able to see and describe several viewpoints, or "sides" to a question.
	He is ready to take a second look at his writing (edit), and make changes in order to achieve his purposes.
	He begins to portray situations which have a value message--in which his characters possess or regrettably lack the behaviors listed under specific objectives for entire sourcebook.
(Commitment)	Student chooses characters and story themes designed to make others aware of the value and significance of individuals.
	He develops situations in his writing where characters seek value solutions.
	Student selects themes or stories which speak out on value issues -- against injustice, etc.
	Student writes meaningful campaign speeches, letters to editors, editorials for student papers, etc.

Activity #1 - "Operation Non-Stop" (A timed writing game)

Writing Skill: Fluency

Value Emphasis: Objective #1

For the children:

Begin writing when your teacher says, "Go." Don't stop writing until she says, "Stop." Don't worry about how to spell words, don't bother to think out what you want to say, - just write whatever comes to mind. You win if you write the full, time, your teacher wins if you stop before the signal!

For the teacher:

The children write on an assigned topic for gradually increasing lengths of time (anywhere from 3 to 15 minutes per day). As the periods get longer, one or two periods a week should be sufficient.

Maintain an atmosphere of acceptance for what they write. Give no ratings and make only comments of encouragement. Be sure that privacy is respected. Offer the opportunity each time for one or two children to real aloud what they have written. Children are usually surprised to find that they have a great deal to say and are frequently reluctant to stop. Encourage any who desire to do so to finish on their own.

If they do all this kind of writing in one notebook or folder, the material can be collected and checked at any convenient time.

Some suggested topics:

a. How I Feel This Morning

b. Description of Our Classroom

c. What I See Out the Window

d. A Mark on the Floor (Choose an interesting one)

e. Free Choice

f. Subjects volunteered by individual children

If interest is high, you might like to have a suggestion box for use in selecting topics. It might be wise to insist that all suggestions be signed (although not disclosed). Note patterns which may develop in either the writing or in subject requests which indicate a growing awareness of worth in individuals, rights and responsibilities, and interest in solving group problems.

When children share their writings with the rest of the group, it is a marvelous opportunity to discover the excitingly different and interesting ways people have of thinking about the same topic.

Activity #2 - Happenings with Words

Writing Skill: Formulating ideas
Clarifying ideas
Thinking about a given subject in depth, and sharing the ideas

Value Emphasis: Objectives #1 and #3

Procedure: Present several short lessons (approximately 15 minutes) patterned after the following suggestions.

1) Write a familiar word on the board.
2) Ask "What things do you think of when you see the word _____.?" (Seek one-word responses.)
3) List all responses on board.

Some suggested words: vacation, school, autumn, football, car, airplane.

After several of the above lessons, ask the children to do the same thing, using their five senses: see, hear, feel (touch or emotion), taste and smell.

Suggested words: car, airplane, boat, city, farm, our lunchroom, playground, shopping, Halloween.

Occasionally, ask them to use only one of the senses.

As they become more experienced, ask them to make individual lists. At this point, some "value-oriented" words might be introduced. For instance: friend, enemy, wealth, home, people, myself, freedom, citizen, work.

Activity #3 - Using Model Phrases for Composition*

Writing Skill: Formulating Ideas
Expressing Ideas (Clarity and Sensitivity)

Value Emphasis: Objective #1

Procedure: Eight model phrases are given below:

Noun Phrases - 1) a good friend
2) a small unhappy boy

*From "Phrases for Composition" by John Treanor, Educator's Publishing Service.

3) the dog wet and hungry
4) a person with friendly eyes
5) a cry, like a knife

Verb Phrases - 6) laughs loudly
7) shakes with terror
8) jumps like a rabbit

Each phrase should comprise an on-going study of from one to three weeks' duration. This study should be used in conjunction with other creative writing activities.

The children should understand the structure of each model, (i.e., for phrase #1 we are working with a noun and one modifying adjective). Use of "a, an, or the" is optional and such articles are interchangeable. Plural nouns are equally welcome.

The children think and list (as a group) other phrases patterned after each model as it is presented. This list should be copied in each student's notebook as a beginning for his own list. Then ask children to search their reading for this particular model (especially any assigned stories in the Values book). Ask them also to list as many others based on this model as they can think of on their own, related to the reading or otherwise. (Example: Miss Roth in the story, "Margie Surprises Her Classmates" might be described as "a helpful teacher." Actually found in the same story, "a familiar subject," "the pretty shells," "the shallow water," "the muddy sand," "his rare coins," (all found on the first page).

After the children have had some experience with several of the models, I would like to try an adaptation of Sidney Simon's "Incomplete Sentence" strategy. For instance, the children could choose between the following open-ended sentences:

"This morning I am _____" (Any noun phrase pattern)

"This morning I feel like_____" (Any noun phrase pattern)

"This morning I would like to _____" (Any verb phrase pattern)

As in the demonstrated technique, children should be allowed to pass if they wish. No criticism should be offered if they fail to use the correct model. Written responses might also be effective.

Activity #4 - "Character" Building

Writing Skill: Formulating Ideas (5 senses, hearing good writing styles)

Expressing Ideas (Clarity and Sensitivity)

Value Emphasis: Objective #1

For Use With: Any one of several stories

For the Children:

Have you ever noticed that in some stories the characters seem so real that you feel you actually know them? For instance: (Read two or three selections which are particularly colorful - Joyce, p. 165; Harry, p. 152; or other favorite sources.)

How does the author accomplish his task? (Discuss. Suggest that we can think about people as we have been about things, using our five senses).

When you want to describe a character try using the following form:

See -- What does he look like?
How does he act?

Hear -- What does his voice sound like?
Is he noisy or quiet?
Does he talk a lot or a little?
Does he make any special sounds?

Feel -- How does he feel about things and people?
What does he like or dislike?
How does he make other people feel?
How do other people feel about him?

Taste and Smell -- Any special trait?

(Think: What is the most noticeable thing about him -- the trait you want people to remember?)

A. Use the above form and information found in the stories to write your own description of one of the following characters:

Margie, in "Margie Surprises Her Classmates"
Larry, in "April Fool"
Mario, in "Mario's Gift"
Dan, in "I Didn't Do Anything!"
Charlotte, in "Charlotte Becomes a Trouper"
Harry, in "Visitor from Alaska" (before the program)
Harry, in "Visitor from Alaska" (after the program)
Laura, in "Charlotte Becomes a Trouper"

B. Use the form to help you describe the characters in Cartoons 1-4 (attached) as you see them. Remember to use all the senses, not just the "see."

C. Use the form to help you describe "An Animal I Have Known."

D. (Read one or two "The Most Unforgettable Character I have Ever Met" articles from the Readers Digest to the class.) Select a very special person in your life and write this kind of character sketch. It is not necessary to identify the person, just describe him or her.

Activity #5 - "Contributions to Family Life"

Writing Skill: Expressing Ideas (Sensitivity)

Value Emphasis: Objectives #2 and #3

For Use With: "Once a Month Mother," p. 26

Procedure: Explain the meaning of services or "family gifts," as defined in Values to Live By, then have the class list as many as they can think of pertaining family living before reading the story. The list should be placed on the board.

After reading the story, have each child list the "family gifts" he is most grateful for.

Suggest the following to the children: Suppose JoAnn had not accepted the idea of a new father. Suppose they simply "didn't get along" well. How would the story have ended then? Write a different ending.

Do a Sidney Simon's "Proud Whip" on contributions to family living. Give each child the opportunity to complete the following sentence: "I am proud that I.....(something I have done for a member of my family in the last month). Any child should be allowed to pass if he so desires.

Activity #6 - "Practical Jokes"

Writing Skill: Formulating and Expressing Ideas (Sensitivity and Fluency)

Value Emphasis: Objectives #1 and #2

For Use With: "April Fool," p. 36

Procedure: Have the children read the story, "April Fool." (Even though it is not seasonal at this time, my experience has been that the story and its title are so appealing to children that they will manage somehow to read it before April, so it might just as well be used whenever it is convenient.)

List all the practical jokes anyone can think of on the board. Discuss the jokes and how they feel about them. Consider two viewpoints; hear the "pros" and "cons."

Do a Sidney Simon's Value Continuum similar to the one below. Ask the children to place themselves on the line according to whether they are closer to Humorless Helen (who won't even read the comics because she never sees anything funny in them, or to Guffaw Gertie (who laughs when somebody breaks his arm falling downstairs).



Have the children select a practical joke and build a realistic situation around it. Have them write the story twice: first, as though they played the joke on someone; and second, as though someone played the joke on them. Be sure to allow time to share these orally, if the children desire to do so.

Optional: (Or for an April 1st extension). Some children might like to build stories around practical joke cartoons.

Optional: Some children might like to collect cartoons from magazines which depict practical jokes. With captions removed, they could be placed in a classroom scrapbook for stimulating more stories on this theme from time to time.

Activity #7 - "Election Time"

Writing Skill: Fluency, Clarity, Being Persuasive

Value Emphasis: Objectives #2 and #3

For Use With: "Joyce Learns to Be President," p. 238
(Inserted at this point because of the proximity of national elections and some school elections: student council, class, safety, etc.)

Procedures: 1) Discuss election procedures.
--Obtain copy of ballot form (national)
--Make or find charts showing national and local procedures
--Hold a mock national election (role play)

2) Discuss the importance of "knowing" your candidate and the possible surprises people may have after an election.

3) Discuss important qualifications for important offices at any level.

4) Read the story, "Joyce Learns to Be President."

5) Make a survey. Take a public opinion poll (school-wide), try to predict outcomes.

6) Select your candidate, research what he stands for, write a campaign speech recommending him.

7) For either national or school elections, compose catchy campaign slogans for all candidates. (It might also be fun to research the story behind some famous campaign slogans in history to share with the class.)

8) Hold a class election.

9) Study and practice parliamentary procedure.

10) Those particularly enthusiastic about the national elections might like to prepare news commentaries to re-enact the highlights of election day.

Activity #8 - "Worthy Projects for Good Citizens"

Writing Skill: Formulating Ideas, Expressing Ideas (Clarity)

Value Emphasis: Objectives #2 and #3

For Use With: "Project Firewood," p. 133

Procedure: 1) Read the story.

2) Discuss what makes a good citizen (form a list that the group agrees on and ask volunteers to make a chart for the room).

3) Ask the children to suggest worthwhile projects which the school might undertake (possibly through the Student Council; in which case, the room's representative should be asked to take the ideas to his next meeting!! -- Also, be sure he reports back on the council's action.)

4) If appropriate to your school, discuss the function of the student council, the purpose and meaning of representative government, what the student council should mean to the "ordinary" school citizen and to what extent should he have a right or be expected participate in its activities.

5) Do a "Proud Whip" on the subject of being a good citizen. Ask the children to respond to complete the sentence: "I was proud of being a good citizen when I ....."

6) Suggest that the student council might agree to sponsor an essay-writing contest on the subject, "What it Means to Be a Good Citizen at _____ School." If they agree, here is a marvelous incentive for creative writing at its best!

Activity #9 - "School Days - Then and Now!"

Writing Skill: Interviewing as a research technique
Expressing Ideas (Clarity)

Value Emphasis: Objective #1

For Use With: "The One-Room School," p. 153

Procedure: 1) Read and discuss the story.

2) Do "Values Voting" on the subject of schools: Children respond by waving their hands (strongly agree), raising their hands (agree), cross their arms (neutral), hand at sides (disagree), and sit on their hands (strongly disagree).

Some suggested questions:
- How many of you think a one-room school would be fun?
- How many of you wish you went to a one-room school?
- How many of you have gone to a one-or-two room school?
- How many of you think it was possible to get a good education at a one-room school?
- How many of you think you're more apt to get a good education at a large school?
- How many of you can think of some very good things about one-room schools?
- How many of you can think of some disadvantages of a one-room school?

Remember--one answer is as good as another!!

3) Interview someone (parents, grandparents, neighbors, etc.). Try to find someone who has attended a one-room school and feels strongly about it. Ask them to tell you about it and write a description through their eyes.

4) Ask the children to write their impressions of the story, answering the following questions:

- What things did you like best about the old school?
- What changes or improvements would you like to see in your school?

Activity #10 - "Talking Turkey"

Writing Skill: Expressing Ideas (Developing Imagination)

Value Emphasis: Objectives #1 and #3

For Use With: "Wild Turkey Trap," p. 216

Procedure: Read and discuss the story. Ask the children questions similar to the following:

- Why do you think the Indians asked for food when they already had a wild turkey?

- Was it understandable that Mrs. Gaines was cautious with the Indians?

- Do you think you would have been suspicious?

- How do you think the Indians felt and what were they thinking when they approached the cabin?

- When people have different cultures and backgrounds (like the Indians and white settlers), what are some of the reasons they have difficulty really understanding each other?

Read an exciting story to the children without supplying the ending. (Suggestion: "The Attack" from Along Story Trails, a pre-sixth grade reader published by Ginn Publishing Co.)

Ask the children to write their own endings.

Share some of the various endings orally, as well as the original one from the book. (A committee might like to compile a group of the endings into a scrapbook for room reading.)

This is an appropriate time to introduce the NEA "Unfinished Stories" for more practice in this sort of decision-making and writing.

Activity #11 - "Exploring Racial Problems" (Thanksgiving Emphasis)

Writing Skill: Expressing Ideas (Sensitivity)

Value Emphasis: Objectives #2 and #3

For Use With: "The Trail of Tears," p. 184

Procedure:

In introducing the story, be sure to include the historical background provided in the Teacher's Edition of the textbook.

Read the story.

Ask the children to do "Values Voting" on the question: "How many of you think it was fair to the Cherokee Indians to force them to move to a new land?" Explore the idea further by asking "Why?" or "Why not?" and "What other solutions might have been attempted?"

Ask the children to try to pretend they were members of the Cherokee tribe and describe in writing how they felt about being forced to move (Other fellow's shoes).

Ask the children to consider if we have any parallel or similar situations and problems in our society today. (Hopefully, someone will introduce the problem that American Negroes face, a subject which could trigger a tremendous amount of further study. If no one mentions this idea, the teacher could ask: "What about the problems Negro people have in our country today?" Also worth exploring: the predicament of the Jews in Germany under the Hitler regime.)

Discuss the meaning of "discrimination" and ask children if they know how it feels to be "discriminated against." Since the best way to understand it and be able to describe these feelings in our writing is to experience it, ask them if they would like to try a little experiment in discrimination: For an entire day only children with certain eye color, hair color, or some other notably distinct trait will be allowed certain privileges. The privileges should be clearly stated and the rule rigidly adhered to.

After or during the experiment (preferably when feelings are strongest), be sure to have children write about how they feel!

Do "Values Voting" on discrimination after the experiment.

Ask the children to write on the question:

"What do I have to be thankful for? -- right now, this minute;
-- all the time (in general)."

Another possible question: "As an American Negro, would/do I have anything to be thankful for?"

Activity #12 - "On Giving Gifts" (Part A) (Christmas Season)

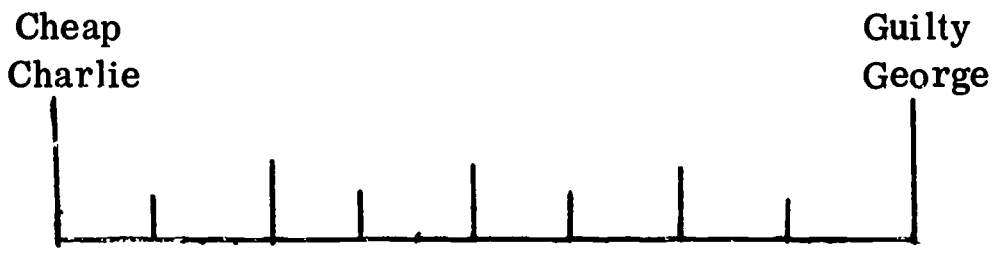
Writing Skill: Formulating and Expressing Ideas

Value Emphasis: Objectives #1 and #3

For Use With: "Mario's Gift," p. 60

Procedure:

Ask the children how they feel about giving gifts and about gift-giving in general. Bring out the idea that many people feel that it is beginning to be too commerial. Do a "Value Continuum" on gift-giving.



(Ask the children to rate themselves according to whether they are more like "Cheap Charlie" who gives the boxtop from a box of Cheerios or "Guilty George", who feels he must give a new front-wheel-drive Toronado whenever he gives a gift.)

Read the story and ask the children to write answers to the following questions:

-- What special skills do you have?

-- What skills would you like to develop to a greater degree?

-- How could you use one of your skills to do something nice for someone you love?

Ask: "What makes a gift really meaningful?" (Consider money spent, time and effort spent making or selecting, the feeling behind the gift, etc.) Make a list on the board and consider whether the criteria is different for the receiver than for

the giver (i.e., "What do you think about when someone gives you a gift, -- then what seems to make it meaningful. (These ideas lead directly into Activity #13.

Activity #13 - "On Giving Gifts" (Part B) (Christmas Season)

Writing Skill: Expressing Ideas (Sensitivity)

Value Emphasis: Objectives #1 and #3

For Use With: "The Gift of the Magi," p. 124

Procedure:

Tell the children that this story is a classic on the giving of a "perfect gift," then let them read the story.

Ask the children to decide on "the perfect gift" for someone they like, write about it, and tell why they would choose that particular "gift" for that particular person.

Ask them to try to remember some gift they have received which cost very little in money, but which, for one reason or another, was terribly important to them.

Activity #14 - "On Giving Gifts (Part C) (Christmas Season)

Writing Skill: Sensitivity

Value Emphasis: Objective #2

For Use With: "Stop, Thief!" p. 70

Procedure:

Tell the children: "Here is the story of a boy who decides on the perfect gift for his little sister and tries to acquire it in the only way he can think of."

Have them read the story and discuss what they think they would have done in Allen's place.

Ask the question: "Is there ever a time when it is all right to steal?" What about looting, finding money, etc.? Tell the story of the man whose family is starving who can't get a job and who hasn't enough money to buy a loaf of bread. The shopkeeper won't lower the price or give him the bread. Does he have a right to steal it?

Some children might like to write a sequel to the story, describing Allen's experience working for Mr. McClurg and what happened when his little sister received her doll on Christmas morning.

Activity #15 - "Involvement"

Writing Skill: Formulating and Expressing Ideas

Value Emphasis: Objective #2

For Use With: "I Didn't Do Anything!" p. 81

Procedure:

Read and discuss the story. Some of the following questions might aid a worthwhile discussion:

- What do you think Dan's biggest problems are?
  (Lack of communication with his father, not feeling important enough, associating with the wrong crowd, etc.)

- How guilty is Dan (or any person) who is just "there" but didn't actually participate in the crime?

- What do you think of the way the police handled Dan's situation? Were they helpful? fair? We hear a lot today about "police brutality." What does that mean to you?

Distribute copies of the following situations. Ask the children to read them, choose one and write their answer to the question asked:

1) You are a policeman patrolling a city street. All of a sudden you spot a group of youths looting a store! You are new on the job and have never encountered such a situation before. The youths outnumber you, so you call to them and fire a warning shot. However they simple laugh at you and yell insults and continue their looting. -- What do you do?

2) You are walking down a street with a friend. You see a youth (older than you) hit another boy and take his wallet. There is no one else in sight. Your friend says, "Let's get out of here, -- we don't want to get mixed up in anything!" -- What do you do?

3) You are walking down a busy shopping street in the middle of the afternoon. You hear screams across the street and see a man

choking a woman in a doorway. Several persons on both sides of the street notice, but nobody moves as the woman continues to scream and as the man tries to drag her indoors by the throat. -- What do you do?

Activity #16 - "Thinking of the Future"

Writing Skill: Formulating Ideas

Value Emphasis: Objectives #1 and #3

For Use With: "Tony and the Fryer Farm," p. 93

Procedure:

Ask the children, "How many of you have thought about what kind of work you would like to do when you finish school? (If there is a good response, hear a few of these).

Have them "Rank Order" several occupations. (To rank order, individuals are given an opportunity to list the given alternatives in the order of their preference. This is done orally, so that they can learn to "take a stand" and also to recognize that people do feel differently about things.) Below are listed some suggested occupations for rank ordering, but it is best to arrive at a point quite soon where the children suggest the various categories.

deep sea diver	physician
sky diver	dentist
astronaut	banker
mechanic	store owner
grocery clerk	teacher
soldier	accountant
veterinarian	secretary
psychologist	teacher
orthodontist	nurse

List a few occupations of fathers and mothers of the children in the group, as they are volunteered. Discuss what people with various jobs really do.

Read the story.

Discuss the possibility of arranging for a father to speak to the class about his work; or the possibility of paying a visit to the place of business of some father whose work is particularly interesting or puzzling to members of the class.

Arrange for a speaker or a trip and follow through.

Let the class members choose between writing about the special occasion mentioned above or a career they might like to pursue.

Activity #17 - "Daily Decisions"

Writing Skill: Expressing Ideas (Clarity and Fluency)

Value Emphasis: Objective #2

For Use With: "Sandra's Awakening," p. 142

Procedure:

Read and discuss the story. Then have children read the following situations and answer these three questions for each one. (Make sure they understand there are no "right or wrong" answers.):

Question 1) What would you want to do? Why?

Question 2) What do you think you should do? Why?

Question 3) What do you think you would do? (Be honest.)

Situation A. It is Saturday morning. Your room needs cleaning. You promised your mom last night that you would take care of it today. While you are eating breakfast, two of your friends stop by and want you to join them on a hike through the woods.

Situation B. You have several hours of homework ahead of you and it's getting late. You begin an assignment in your English book. Suddenly (folded up inside the book), you discover a sheet of paper that belonged to someone last year with all the answers on it.

Situation C. As you walk into the room, you catch sight of a boy you know standing by another person's desk, just shoving something into his pocket. You think he looks "sort of guilty." Later you hear that the person who sits at that desk is missing a dollar.

Situation D. There is a new child in school. He (or she) seems quiet and not too friendly. Most of the other children ignore him (or her) and go on about their work and play.

Activity #18 - "On the Building and Breaking of Habits"

Writing Skill: Formulating and Expressing Ideas (Clarity and Sensitivity)

Value Emphasis: Objectives #1 and #2

For Use With: "A Set-To on Smoking," p. 173

Procedure:

Read and discuss the story. Next, do a "Values Voting" on smoking. Below are some possible questions to ask:

- How many of you think smoking is bad for a person's health?
- How many of you think it is bad for some people and not for others?
- How many of you think it would be fun or interesting to smoke?
- How many of you think it would be easy to stop smoking after you had been doing it for awhile?
- How many of you plan on smoking someday?
- How many of you plan on trying it and then making up your mind?
- How many of you know somebody that is bothered by smoking?
- How many of you know somebody that has tried to stop smoking and can't?
- How many of you know somebody that smoked for many years and did stop?
- How many of you know somebody that smoked for many years with no problems?

Now ask the children to write a short sequel to this story that takes place at least five years later. Is Cari still smoking? Has Fred started to smoke?

Name_____ Date_____

PERSONAL OPINION INVENTORY*

On the pages that follow, you will find descriptions of situations that might happen to you Please circle a., b., or c., according to what you feel is the best solution for you. All questions must be answered.

1. I bring a treat to school There are a few extra pieces. I should---

   a. take them back home so no one feels privileged or hurt.
   b. divide them among my closest friends.
   c. give them all to the teacher.

2. The clerk in the drugstore gives me too much change by mistake. I should---

   a. pretend I didn't notice because if they can't be accurate they deserve to lose money
   b. tell him about his mistake and warn him to be more careful.
   c. keep the money and buy a treat for my little brother.

3. Two of my best friends are going to a movie. They want me to go along, but I don't have enough money I should---

   a. arrange some other fun with a different friend
   b. borrow the money from my mother.
   c. persuade them to change their plans.

4. A group of my friends wants to start a neighborhood softball game and I haven't finished cleaning my room. (Mom said to be sure to get it done today.) I should---

   a. tell the kids I'll be there as soon as I finish.
   b. leave a note for my mother saying I'll finish when I get back.
   c. tell the kids not to plan on me, because I have to finish my work.

5. As I walk along the playground, I spot a dollar bill on the ground by the swings, along with a quarter and a dime. There is no way of identifying the owner. I should---

   a. announce that I found some money and describe it as carefully as possible to assure finding the owner.
   b. hold the money, but tell no one because if they know I've found it, anyone might try to claim it.
   c. announce that I found some money, but don't tell how much or where I found it.

6. I'm a member of the Student Council. A meeting has been called for noon recess, but I had planned on practicing high jump for the Field Day. I should---

   a. attend the Student Council and practice high jump later.
   b. practice high jump and send my alternate to Student Council.
   c. ask permission to be excused from Student Council if they can get along without me

7. There is a rule against chewing gum in school. I think there is nothing wrong with chewing gum in school. I should---

   a. chew gum anyway, because the rule may not be enforced.
   b. try to get the rule changed.
   c. abide by the rule

8. When your teacher has to leave the room, she should expect---

   a. everyone to behave themselves, because they will be punished if they don't.
   b. the children to be noisy, because it's her job to control them.
   c. some children will behave, some may not, depending on how responsible they are for their own actions.

9. The teacher has given an assignment which I don't understand. I should---

   a. not do the assignment until it is explained more fully.
   b. try to work it out for myself.
   c. choose another activity until the teacher is free.

10. I've been appointed to a committee for making decorations for our class party. I have some great ideas which I have talked over with my friends. All my friends think they're great! At the committee meeting I should---

   a. take some samples of my ideas and let the committee decide.
   b. don't tell my ideas, but make the decorations secretly and spring them as a wonderful surprise the day of the party.
   c. get my friends to help me make the decorations before the committee meeting to save time, since the committee is sure to realize what a good idea it is.

11. There is a fight on the playground. The odds are uneven and a friend of mine is in trouble. I should---

   a. report the fight to the playground supervisor.
   b. come to the defense of my friend.
   c. stay out of the area, because fighting is against school rules.

12. There is a fight on the playground. The odds are uneven and a new boy that I've never met is in trouble. I should---

    a. report the fight to the playground supervisor.
    b. come to the defense of the new boy.
    c. stay out of the area, because fighting is against school rules.

13. I have agreed to help my next door neighbor with her Math, even though I don't particularly enjoy her company. A good friend of mine stops by in the middle of our work. I should---

    a. forget the Math and do something we would all enjoy.
    b. tell my neighbor we'll do the Math later and play with my friend.
    c. tell my friend we'll play later and finish the Math.

14. I'm on a committee to plan games for a party. The committee does not choose the games I suggested I should---

    a. get a different committee together and make new plans.
    b. convince the committee that they must change their plans.
    c. agree to abide by the committee's decision.

15. A group of sixth graders is using the basketball court on the playground. Some fourth graders come along and want to play, too. We should---

    a. tell the fourth graders that the sixth grade has priority, ---they'll have special privileges when they're sixth graders, too.
    b. let them play, even though the court will be very crowded.
    c. work out some time schedule so that both grades will be sure of having some chance at the court

16. I'm not very good at reading. I should---

    a try to find out why and do something about it.
    b. make up for it by being especially good at sports.
    c. read every book I can get my hands on.

17. Everyone is required to sign up for two track events for Field Day. I know several other people who are more skillful than I am In fact, I'm not very good at any of them. I should---

    a. sign up for two events, but don't practice very much, because it's better to leave the practice areas clear for those who are really good at an event.
    b. pick the two events I like best, practice as often as I can, and do my best.
    c. try to get permission to spend my time on something more worthwhile.

18. I don't say a prayer before my meal. The person sitting next to me does. I should---

    a pretend I'm saying a prayer, too.
    b. be quiet until he's through praying.
    c. go ahead as though nothing is happening.

19. The teacher asked for volunteers to make a sign for the bulletin board. Several of us raised our hands, but the teacher chose Jim. However, Jim doesn't make letters very well and I do. I should---

    a. offer to do them for him
    b. let him make them as well as he can (the teacher will see how wrong she was).
    c. offer to show him a better way to make the letters.

20. The teacher has asked me to help a lower-grade teacher at recess time. I would rather go out for recess with my friends. I should---

    a. find someone else to take my place.
    b. sort of "forget to go" and apologize later.
    c. ask permission to be excused.

21. Everyone has signed up for two track events for Field Day. I'm one of the top contenders for honors in the high jump. If we do well enough, we'll win the trophy for our school During school hours, everyone should---

    a. have an equal chance to practice high jump.
    b. have an equal chance to practice high jump if they signed up for it.
    c. let the people who have the best chance of winning practice the most so we can win the trophy.

22. There are papers on the floor near my desk. I did not put them there and it is time to go home. I should---

    a. tell the teacher who really put it there.
    b. suggest to the person nearest me that we clean it up together.
    c. push it behind the desk, because it's the custodian's job to clean the room.

23. My best friend wouldn't play on the swings with me last recess. I should---

    a. find other friends who will be more agreeable.
    b. let my friend suggest an activity for the next recess.
    c play on the swings by myself.

*Personal Opinion Inventory prepared by Ms. Norma Berry.

GOAL SHEET -- CREATIVE WRITING UNIT

	Yes	Excellent
Knowledges:		
Knows how to find words in a thesaurus.		
Knows how to check spellings and word divisions in a dictionary.		
Knows the proper form for an acceptable paper.		
Knows the four kinds of sentences and how to punctuate them.		
Knows how to punctuate conversations.		
Knows how to build good paragraphs.		
Recognizes parts of speech.		
Concepts:		
Endeavors to express his own ideas.		
Endeavors to incorporate worthwhile ideas in his writing.		
Understands that good form and the mechanics of writing are essential for accurate and effective communication.		
Skills:		
Writes legibly.		
Writes fluently.		
Uses good form.		
Uses colorful words in an interesting way.		
Writes complete and interesting sentences.		
Uses capitalization correctly.		
Uses punctuation correctly.		
Is able to formulate ideas.		
Expresses ideas well.		
Values:		
Recognizes and appreciates similarities and differences that exist between individuals.		
Acknowledges both rights and responsibilities of all individuals and acts accordingly.		
Strives for effective interaction between individuals and groups.		

GRID

Objectives / Content (& Methods)	I	II	III	Totals
A	10			10.0
B	5		2.5	7.5
C	15			15.0
D	2.5			2.5
E		2.5	2.5	5.0
F	2.5	2.5		5.0
G		5.0	2.5	7.5
H		7.0	2.5	9.5
I	2.5			2.5
J	1.5		1.0	2.5
K		5.0	5.0	10.0
L	1.5		1.0	2.5
M	1.0		1.5	2.5
N		2.5		2.5
O		2.5		2.5
P	2.5		5.0	7.5
Q		2.5		2.5
R	1.5		1.5	3.0
Totals	45.5	29.5	25.0	100%

Explanation of Grid

Content and Methods

The letters A. through R. refer to Activities 1 through 18.

Objectives

I Student recognizes and appreciates similarities and differences that exist between individuals.

II Student acknowledges both rights and responsibilities of all individuals, and acts accordingly.

III Student strives for effective interaction between individuals and groups.

CITIZENSHIP UNIT IN SOCIAL STUDIES AND LANGUAGE ARTS*

Specific Values: Individual worth, Cooperation, and Responsibility

Subject Area: Social Studies and Language Arts

Grade Level: Fifth

Time: Nine Weeks

Project on Student Values
3860 Plainfield Blvd., N.E.
Grand Rapids, Michigan 49505

*Materials prepared by Elsie Blanchard

UNDERSTANDING

LOST BY THE YOUNG PLANET, EARTH,

ONE SET OF VALUES, COMPLETE:

Slightly worn (by a few thousand years),

A little rusty (but still workable gears),

Somewhat outdated (or so is the charge),

Oversized (yes, but not really too large).

This set, when last seen, contained all intact:

HONESTY (the kind that bears truth based on fact),

PRIDE (in accomplishment of labor and mind),

RESPECT (for the laws and the deeds that bind),

LOYALTY (to family and country and friends),

FAITH (in the future and the hope that God sends),

LOVE (for our brothers all over the earth),

TOLERANCE (regardless of race, religion, or birth).

It is not known just when they were missed,

But without these values, how is Man to exist?

---Celestine Houston

CITIZENSHIP UNIT IN SOCIAL STUDIES AND LANGUAGE ARTS

Abstract

I. Philosophical Statement. Since it is generally agreed that our Values determine our behavior. it is vital for the preservation of our Democracy that educators become deeply involved in Value Education. Only as we help our students to select or choose an effective Values system can they become adequate, mature individuals.

II. General Objective. The dignity of the individual. Preservation of Democracy through a Citizenship Unit.

III. Specific Objectives.

1. Develop individual worth
   (a) respect for others and their rights
   (b) a sense of compassion
   (c) to improve the welfare of mankind

2. Assume responsibility as evidenced by:
   (a) fulfilling classroom responsibilities
   (b) willingness to recognize that we can help ourselves
   (c) helping others whenever there is a need

3. To develop an awareness of the need for cooperation
   (a) study of classroom organization
   (b) study of school organization
   (c) family organization
   (d) community organization

IV. Statement of Context.

Place: Belding Area Schools
Grade: Fifth
Number of Students: Thirty-two
Ability of level of students: Wide range
Type of Community: Middle class industrial town in an orchard area
Classroom Conditions: Fairly new but we do not have self-contained rooms

V. Outline of Content.

1. Laying the groundwork for a Citizenship study
2. Organization of a Citizenship Club
3. Citizenship Study
   (a) at home
   (b) at school
   (c) in the community
4. Evaluation

VI. The Methods.

VII. Time Schedule. September 9 through November 8. Nine Weeks.

VIII. Evaluation. Multiple choice measurement.

CITIZENSHIP UNIT IN SOCIAL STUDIES AND LANGUAGE ARTS

Philosophical Statement.

A recent quote from Secretary of the Interior, Stewart Udall states, "We have enhanced the future of everything--except the overall future of the human race."

J. Clayton Lafferty in a 1962 paper presented at Dearborn to the Eighth Inter-Institutional Seminar in Child Development in criticizing education for its prime emphasis upon academic skills says, "We focus very little upon the human beings control of himself as a process of growth and education itself. We seldom teach a youngster how he might think of himself. --- ----Despite our growth as a civilized democratic republic, little attention has been focused upon the role of education in the preservation of a free society. --------Values are deep. ------ They have a great deal more to do with human behavior than we had previously assumed. They are, in effect, action producing ideas that govern our behavior."

Dr. Walter L. Thomas in his paper Some Perspectives for Value Education states, "I submit that the institution of the school is and should be moving into an increasingly more vital and central role in value education. Furthermore, I submit that value education is a top-level priority task for the public schools."

In the light of the preceding statements and since the chaotic conditions in our country have not lessened, if our Democracy is to survive, Values Education must become the prime factor in our school curriculum. Therefore, my unit of study is based on Citizenship in a Democracy.

General Objective

General objective---the dignity of the individual through a unit of study based on citizenship in a Democracy. Good citizenship is essential to the effective functioning of a Democracy. It is hoped that the children will become aware of some of the more basic democratic values and that the process of internalizing these values be at least, initiated.

Specific Objectives

Through this unit the student will:

1. Develop the value of the intrinsic worth of the individual
   (a) through respect for others and their rights
   (b) becoming aware of a sense of compassion for those less fortunate
   (c) the student should develop a desire to act to improve the welfare of all mankind

2. Assume responsibility as evidenced by
   (a) fulfilling classroom responsibilities
   (b) willingness to recognize that the individual can control self
   (c) helping others when there is a need at home, at school, or in the community

3. Achieve an awareness of the need for cooperation
   (a) a study of classroom organization (students role in the classroom)
   (b) school organization (student's role in the school)
   (c) family organization (student's role in the family)
   (d) community organization (student's role in the community)

Statement of Context

This unit of work will be carried out in a Fifth Grade class in the Belding Area Schools. Social Studies and the Language Arts will be the subject areas involved. There will be at least 32 students with a wide range of abilities.

Belding is a middle-class industrial town located in a prosperous orchard area. The people of Belding call their town Michigan's Apple Capital.

This unit will begin the first week of school and continue for a nine weeks period with the plan to continue our citizenship organization for the full school year.

Outline of Content

1. Our first two weeks would be getting acquainted, setting the stage for the Citizenship Unit by developing concepts and understandings of the rights, privileges, and responsibilities of the Democratic Way of Life. ----Use Proud Whip technique here. "I am proud to be an American---" also "I am proud to be a citizen of Hallpark School---" etc. We will visit our city library to secure books on our subject. This visit will reinforce the concept of individual rights and responsibilities. Social Studies and Oral English are involved here.

2. The third week we will spend drawing up a Preamble and a constitution which will be our classroom guide. I feel this should be allowed three days and would involve committee work, spoken and written English and our Social Studies class. The last two days of this week will be used to study Parliamentary Procedure.

3. The fourth week we will reinforce our study of Parliamentary Procedures and plan our class election of officers for the Citizenship Club. The children will carry this out as a regular election (with much help from our Presidential Campaign this fall). Friday we will have our election. We will have a voting booth and children will be assigned to do the tabulating. Here we will again stress individual responsibility to vote. The subject area of prime importance here is Social Studies.

4. The fifth week we will devote to home citizenship.---How do you help with the family planning, work, fun, and life in general. The student will write an autobiography. This story of his life should reveal how he feels about himself as a family member. This study incorporates the three value areas and will involve written English.

5. The sixth week will involve our emphasis on school citizenship. All three values will be taught. The students will be involved in Social Studies and all communication skills. This week will be one to use the Proud Whip "I am proud to be a student at Hallpark School----." Ask: "What have you done lately to make your school a better one?"

6. The seventh and eighth weeks will be a study of citizenship in the community.

The seventh week will be devoted to city government and planning. Resource people will be used. Possibly the Mayor or a Councilman to explain the purpose of government organization. Also, if it were possible, with careful preplanning, I'd like to have the children witness a Civil Court case. The students will be seeking ways they can serve the community.

The eighth week will be serving the community through Conservation. We will use resource people for this study, also. Hopefully the Conservation Officer in our area. Children will need to know how vital conservation is.

7. The ninth week will be a week for evaluation. I will ask the student to list three things you have learned from this study in the order of their importance to you.

Have you changed your thinking about citizenship? If so, please tell in what way.

Are you a better citizen? Give reasons for your answer. This is a "self-report" or evaluation. I will expect from all students.

The Methods

The first day in school I would write the word Citizenship on the board. Then I would ask the students to jot down on paper any thoughts they had about this word. Names will not be necessary on this paper. We would collect and use these ideas for classroom discussion and interpretation. Following this we would check the dictionary for the accurate definition.

On the second day during our Social Studies period a test would be administered to determine the depth of understanding the students feel for Citizenship in a Democracy and its related Values of Individual Rights, Responsibilities and Cooperation.

Following this the unit on citizenship will be launched in earnest with the filmstrips---Growing in Citizenship Series---Published by McGraw-Hill. These would be the basis for class discussion on citizenship. At the same time I would plan to start the book by Dorothy Gordon, You and Democracy, New York, E.P. Dutton and Co. This book points out the freedoms we enjoy but that these freedoms bring responsibilities. Such as the responsibility of insuring liberty and justice for all. This material should lay the groundwork and begin to bring an awareness of the values in a Democracy.

Reading (a part of Language Arts) would involve stories about our early heroes and our struggle for independence. The children would be invited to share with the class any interesting material read. These reports should lead to class discussion as to why our ancestors were willing to struggle for freedoms. Would there be any comparable situation in our world today? I would allow two weeks to lay the groundwork basic to our unit of study.

As soon as the students have an adequate understanding of citizenship we would plan to organize a Citizenship Club in our room with all students being members. This Parliamentary Procedure will necessitate a study of many democratic procedures. We would organize a room charter or constitution. We would work on committees. A committee would write a Preamble. Another group would draw up the governing rules for our Citizenship Club. Before any part of our charter becomes final the class must vote on it. The teacher will act as a guide during the formation of the club.

In working out the problems of a constitution the students will be getting value lessons in cooperation and in learning to respect the rights and feelings of others. They will be assuming responsibility by doing their share.

Prior to our club organization the students will have studied the rules for parliamentary procedures. They will then be ready to conduct a class election. An election involves abiding by the decision of the majority.

The charter will have incorporated the rights and responsibilities of the club members. This organization should be the classroom guide or control for the school year. The charter can be amended if the need arises. Through this organization the students should see the need for being responsible citizens in a Democracy.

As soon as our club is functioning our weekly meetings would be devoted to how we can best serve the needs of our school, home, and community. Also the club will handle any problem (class) that arises.

One of the articles in our charter should provide for a new election of officers every six weeks so that more children have experience with leadership roles.

We will plan to involve the school in our citizenship study. We will make posters that teach school citizenship and post them in the hall. Our class can prepare citizenship talks to give to other classes. It is hoped that these talks would stress how important each student is to an effectively operating school.

At the beginning of the school year, we frequently have Migrant children in our classes. They are Mexican or Negro. These children contribute much to a class. Their experiences are interesting. The Spanish speaking children can act as teachers of Spanish. These children provide a fine opportunity to teach appreciation of others and their culture. Their presence does enrich a classroom and does provide an opportunity to present the value of every individual.

The following week will be devoted to home citizenship. During this week the students will write an autobiography or My Life Story. This story will tell about themselves and their family. They can tell anything they think is of interest to themselves or others. This story is to tell how the student feels about family life.

When we move to the study of citizenship in the community we will use resource people. Here is a fine lesson in cooperation. The Mayor of our city could tell the children about the city government stressing the fact that all local citizens must cooperate with one another and the people who make up the city government if the government functions well.

A conservation Officer can explain to the students how vital it is that all cooperate to preserve our beautiful forests, streams, lakes, and wildlife. Here every citizen including all children have a definite responsibility.

There is no end to the many possibilities for teaching Citizenship. As we carry out this study the children will have many worthwhile ideas and suggestions that may be incorporated in this unit.

Our final (ninth) week will involve bringing together the many concepts we have learned. We will also use our test to determine whether or not some of the values we've been working toward have become a part of the child's value system.

The students will have numerous opportunities to express their thoughts verbally. We will use story situations and let the students supply the endings. Let the class discuss the different alternatives suggested. Let each child then select the one he thinks is best. (Be ready to defend the choice. (?).

Much of our Language Arts will involve reading. Poetry will be used whenever applicable. Edwin Markham's The Man With the Hoe and his Outwitted are excellent poems stressing human relationships. The Man with the Hoe foretells the situation our world is now in. The poem Outwitted (four lines) teaches:

"Love Thy Neighbor---even thy enemy"
He drew a circle that shut me out---
Heretic, rebel, a thing to flout.
But love and I had the wit to win:
We drew a circle that took him in!

By Edwin Markham

Class discussion on this poem should be interesting. Ask the students, "Can we use this idea in our daily living?"

Values to Share, a book published by Steck-Vaughn Co., 1967, has many stories on these values that could be read and discussed by the class. Let children evaluate the action in the story. Suggest that the class members write a story that points up one of the values we are studying.

Music should have an important place in every classroom. For it creates a feeling of "oneness" in a class as does no other school activity. Some of the songs we would start our day with would be "America the Beautiful," "God Bless America," "This Land Is My Land," "America," "Star Spangled Banner," "Your Land and My Land," "Battle Hymn of the Republic" and some good folk songs. Especially the lovely Stephen Foster songs. Music teaches all three specific values of this unit.

Art principles will be applied when we construct posters. Good English or a "catch phrase" will be used on these posters to point up the message.

Pictures could be painted or drawn to show "What Makes Me Feel Proud to be an American."

(My paper was at this point on August 15. And today we heard Dr. Simon!!) May I add that whenever possible we will employ some of the techniques Dr. Simon used today. I felt the Proud Whip concept had particular merit. Also, I would want to use the Rank Ordering of Priorities. The Open-Ended Sentence would also be used.

Time Schedule

I have included my time allotments in my Content Outline. However, this is a nine weeks Unit on Citizenship in a Democracy. It will start September 9 and go through November 8.

PRE AND POST UNIT ON CITIZENSHIP TEST
MEASUREMENT OR INDEX (VALUES SCALE)

Check the following items 1, 2, 3, as you ascribe importance to it.

Let 3 be the highest value.

1. In a democracy everyone has
   ( ) the best there is.
   ( ) the same rights.
   ( ) the right to vote.

2. A responsible person
   ( ) will do as he says.
   ( ) always does his work.
   ( ) is one you like to have around.

3. You are a citizen
   ( ) of Belding.
   ( ) of the United States of America.
   ( ) of the state of Michigan.

4. If we have rights, we also have
   ( ) work to do.
   ( ) responsibilities.
   ( ) to guard those rights.

5. If I had some extra money
   ( ) I would buy something I want but don't need.
   ( ) I would buy something for my family.
   ( ) I would save it for the time I really need something.

6. Migrant means
   ( ) one who works.
   ( ) my friend.
   ( ) one who moves from place to place.

7. Minority groups
   ( ) have the same rights as I do.
   ( ) do not want rights.
   ( ) have some rights.

8. Conservation people
   ( ) are important to our way of life.
   ( ) help us to use our natural resources. wisely.

9. New children
   ( ) are happy in our school.
   ( ) are not happy in our school.
   ( ) make many friends in our schools.

10. I am a good friend
    ( ) to my friends.
    ( ) to everyone.
    ( ) to new children in school.

11. I do my work
( ) the best I can.
( ) in a hurry then I can play.
( ) if I feel like it.

12. If my friend wants to study
( ) I try to be quiet.
( ) I coax him to play.
( ) I am quiet so he can study well.

13. A man doesn't want children crossing his lawn so
( ) the children cross when he isn't looking.
( ) they use the sidewalk.
( ) they help him care for his lawn.

14. We have freedom
( ) as long as we use it wisely.
( ) to do most anything.
( ) as long as we don't infringe on the rights of others.

15. Government in a democracy
( ) tells the people what to do.
( ) does respect the individual and his right.
( ) is the rule of the people.

16. If it were necessary for you to fight to protect our democracy and our land would you
( ) refuse to fight but serve in other ways.
( ) gladly fight to protect your country.
( ) be very unhappy and refuse to help in anyway.

17. When I do my best
( ) everyone is satisfied.
( ) my family is pleased.
( ) my teacher is pleased.

18. When I am home
( ) I help my mother.
( ) I do not like to help.
( ) No one wants me to help.

19. A home is
( ) the best place for children.
( ) an unhappy place for children.
( ) for families to be together.

20. If I saw someone being harmed
( ) I would run for help.
( ) I would hurry to help.
( ) I would go the other way.

21. Good citizenship means

( ) you behave in accepted ways.
( ) you should go to church.
( ) you live a good life according to accepted standards.

22. You go to church

( ) to pray.
( ) to see others.
( ) to learn how to live a good life.

23. The United States of America

( ) is a beautiful country.
( ) is a free country.
( ) is a democratic country.

24. When my mother calls me, I say,

( ) "Just a minute, Mom."
( ) "Can't I play longer?"
( ) "Coming! Here I am."

25. In school, when it is time to get ready for a class I

( ) just have to finish whatever I'm working on.
( ) get ready quickly.
( ) often visit with others, then get ready.

MEASUREMENT -- LEARNING CONCEPTS
A PRE AND POST UNIT TEST

Check the answer that you consider most correct.

1. A democracy
   ( ) is a country where everyone can vote.
   ( ) makes everyone happy.
   ( ) is a government of the people.

2. A constitution
   ( ) is a series of rules or guides.
   ( ) is a piece of paper.
   ( ) is the basis for our government.

3. Laws are made
   ( ) to keep people out of trouble.
   ( ) to protect citizens.
   ( ) to keep policemen busy.

4. Schools are for
   ( ) the education of students.
   ( ) children who cannot stay home.
   ( ) the best interests of all people.

5. Conservation
   ( ) taking care of our money.
   ( ) saving our natural resources.
   ( ) using our natural resources wisely.

6. Homes are
   ( ) places in which we eat and sleep.
   ( ) best for grown-up people.
   ( ) for families to live, work, and play together.

7. A citizen is one
   ( ) who always pays his bills.
   ( ) who gets to vote.
   ( ) who belongs to a certain country.

8. Our country has
   ( ) a monarchy.
   ( ) an autocracy.
   ( ) a democracy.

9. Policemen are
   ( ) men who harm us.
   ( ) our very good friends.
   ( ) to protect us and help in many ways.

10. Our country is called
    ( ) The United States.
    ( ) America.
    ( ) The United States of America.

11. This year we are having
    ( ) to vote on a new state.
    ( ) to vote for a new president.
    ( ) to vote for a queen.

12. Our country reaches from
( ) mountain to mountain.
( ) from sea to sea.
( ) river to river.

13. When you take good care of your garden or land you are practicing
( ) farming.
( ) economy.
( ) conservation.

14. Cooperation means
( ) we eat together.
( ) we help one another.
( ) we work together for the good of all.

15. Stephen Foster
( ) wrote many stories.
( ) was a president of our country.
( ) wrote many beautiful songs.

16. Edwin Markham
( ) did many paintings.
( ) was a far-seeing man.
( ) was a great poet.

17. "Ask not what my country can do for me, but rather what can I do for my country?" was said by
( ) Abraham Lincoln.
( ) Lyndon B. Johnson.
( ) John F. Kennedy.

18. The Peace Corps is made up of Americans who
( ) like to travel.
( ) want to help their fellow-man.
( ) work for rich people in other lands.

19. Profiles in Courage by John F. Kennedy tells the story
( ) of many frightened people.
( ) of John F. Kennedy's life.
( ) of many courageous American men.

GRID TIME ALLOTMENT

Subject Areas	A	B	C	
1. Social Studies	10	15	5	30
2. Reading	8	8	4	20
3. Speaking	7	5	4	16
4. Writing	4	5	5	14
5. Listening	4	4	4	12
6. Music and Art	2	3	3	8
Total Time----	35	40	25	100

Academic Areas 2-5 are Communication Skills

Specific Skills

A = Individual Rights
B = Responsibility
C = Cooperation

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*(Head of Department of Psychology, Middleville, Georgia.)
**(This is an outstanding article---much of value for educators)
***Much of this book is as effective and true today as when I had it as a text in 1938.

AUDIO-VISUAL AIDS FOR A CITIZENSHIP UNIT

Filmstrips

Publisher	Title	Other Information
Artisan Products Box 1827 Hollywood, Calif.	Our Population	Color $4.00
McGraw-Hill	Growing In Citizenship Series	Color $6.50 each $36.00 (box of 6 sets)

Student Films

ACI 16 W. 46 th Street New York, New York 10036	I Wonder Why	Rental B. and W.
Cenco 2600 S. Koster Ave. Chicago, Ill. 60623	Just Like Me	Color Rental 7 1/2 min. $8.40
Gateway Productions, Inc. 1859 Powell St. San Francisco, Calif.	Let's Be Good Citizens At Play	10 min. $5.50 Rental B & W
National Film Board of Canada (Order from Sterling Educational Films) 241 E. 34th Street New York, New York 10016	Our Town in the World	11 min. $2.00 B & W Rental

Recordings to Use

Children's Music Center 5373 W. Pico Blvd. Los Angeles, Calif. 90019	Little Songs on Big Subjects by Hy Zaret Includes: It could be a Wonderful World What Makes a Good American	Two 78 r.p.m. $3.00
Same	Sing A Song of Friendship (19 children's songs that sing the story of human rights)	12 in. lp $5.79

Stanley Bowmar Co., Inc. Valhalla, New York 10595	Teaching Children Through Unfinished Stories #2 Depicting Six Basic Values: Upper Elementary Students	Two tapes $10.95 One 12 in. lp $5.95

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DIFFERENCES THAT RELATE TO PREJUDGMENTS AND LEAD TO PREJUDICES*

Specific Values:	**Discovering differences and prejudices**
Subject Area:	**Social Studies**
Grade Level:	**Fifth grade**
Time:	**Five weeks**

Project on Student Values
3860 Plainfield, N. E.
Grand Rapids, Michigan 49505

***Materials prepared by Isabell Brozak**

DIFFERENCES THAT RELATE TO PREJUDGMENTS AND LEAD TO PREJUDICES

Abstract

I. Philosophical Statement. Vicious prejudice is not always beaten by logical argument, but it can be when people live so they don't need their prejudices. People will have to learn to accept he reality of themselves and of other people.

II. General Objectives. To learn what makes differences in people, to analyze our behavior and attitudes towards differences, and ultimately remove some of the myths and prejudices and develop more desirable attitudes.

III. Specific Objectives for Value Education. Demonstrate respect for other people regardless of race, creed, or culture. Indicate the importance of effective interaction between various individuals and groups. Work towards effective interaction various individuals and groups. Evaluate the relationship between values, experiences, and envioronment and the behavioral reaction of different individuals in similar situations.

IV. Context. Fifth grade social studies curriculum.

V. Content. This unit attempts to promote the value objectives and behavior goals by:

a) finger printing, family tree, role-playing, completion of openended stories
b) questionaires, interviews, observation
c) debate on value issues
d) film presentation, newspapers and magazines
e) vocabulary introduction

VI. Methods. Interaction among the students along with value stragies will be used to promote the units objectives.

VII. Time Schedule. Five weeks.

DIFFERENCES THAT RELATE TO PREJUDCMENTS AND LEAD TO PREJUDICES

I. Philosophical statement.

The real struggle against the many vicious forms of prejudice is not successfully waged by logical argument. It is only successful when we help people to live in such a way that they don't need their prejudices. They will have learned to accept the reality of themselves and of other people and have reconciled both with the realities of life.

As the focus of our society has changed in recent years from ideals to values in action, it has become apparent that social values must be relearned by each new generation. A child's need for acceptance and status impel him first to self-centered responses, and he must be taught to find satisfaction in responding with concern for others.

What makes people different is a complicated study but it is very important if we are going to have an intellectual understanding of ourselves as individuals. Heredity contributes something, but scientists are not sure just how much. Environment and learning contribute a great deal. Just what they contribute depends on the many, many differences in our society.

Peer group experiences do not only help members to work more effectively with others, but also to develop the basic attitudes and values that aid the growth of an autonomous and rational individual. Some of these values are an awareness and acceptance of self in its limitations and an interdependence with others in which help can both be given and received and a positive appraisal of the differences and conflicts among members as potentially productive of both growth and progress. Yet the peer group which is rising in importance as a means of early and continuing socialization, can strengthen a value system that encourages creative individuality, the practice of liberty and sincere tolerance, and equality for everyone.

It is the responsibility of the elementary school to provide a series of activities to provide the children the opportunity to discover that they and others have definite likes and dislikes about some differences. These include size, sex, age, religion, color, interests and values. Eventually they realize that some likes and dislikes are unfair because they become prejudgments that lead to prejudices. It has been said, "That clearly, it is adults who teach children to be prejudiced and it must be adults who teach them not to be prejudiced." In social studies we can make comparisons of differences with other nationalities that will enable the American child to understand what it is to be an American. Many of the fundamental changes in children's views of homeland and foreign groups develop between the ages of six and ten and there is strong cross-national evidence that children are more inquisitive and friendly towards foreign people. By ten, children have become relatively well adjusted to their conceptions of the social world, but in contrast to the teenagers, they are still comfortably within the protection of family and institutional groups, not yet preparing to move out and up as the next generation.

Educators are charged with the moral challenge of creating a human world community in which all human beings can realize themselves. We are confronted with the survival problem of helping one another, regardless of existing differences both at

home and abroad, because no man or nation, stands alone in this scientific age. In addition, we must guide and encourage our youngsters towards a world outlook based on the concept that all people of all races and groups can participate in a good life based on the benefits of science and technology. This has been so well summarized in the following quotation by Johann Amos Comenius when he said, "We are all citizens of one world - To hate a man because he was born in another country, because he speaks a different language or because he takes a different view on this subject or that is a great folly -- Let us have but one end in view, the welfare of humanity." (1592-1670)

II. Statement of General Objectives.

To learn what makes people different.

To learn what some of our differences are in our fifth grade.

To learn how our environment cause our differences.

To learn how we get our "likes" and "dislikes" and how they relate to our prejudgments that may become prejudices.

To discover how group membership may cause differences.

To analyze behavior episodes for attitudes towards differences in ability, interests and self expression.

To evaluate our own feelings about people who are different and how we may express more sincere feelings of tolerance for those that are different.

To develop an awareness that many differences have multiple causes.

To develop an understanding how differences might be functional.

To become aware of the difference between prejudgments and prejudices.

To discover how and why stereotypes develop.

To ultimately remove some of the myths and prejudices of our society, and to develop more desirable attitudes toward social group and institutions.

III. Statement of Specific Objectives.

The students will demonstrate respect for other people regardless of race, creed, or culture.

The students will indicate the importance of effective interaction between various individuals and groups.

The students will work towards effective interaction between various individuals and groups.

The students will evaluate the relationship between values, experiences, and environment and the behavioral reaction of different individuals in similar situations.

IV. Statement of Context.

This unit will be developed in fifth grade Social Studies Curriculum, because it provides the student with opportunities to identify emotionally with people from many different areas of the world, their life activities, and the time and place involved. Geographic understandings become more essential than ever, attention is being focused on par of the world which have received little attention from Americans in the past.

It provides for opportunities to become involved in a common enterprise in which they can learn to work and live together democratically and in some measure begin to meet their own basic personality needs and values. Social Studies will provide Opportunities to understand the Natural and Cultural influence which have shaped and are shaping the lives of people everywhere. The interaction of people and the struggle of minority groups exercise a powerful impact on children and their families today. The roles of many of our social institutions - the home, the school, the church need to clarify values for the elementary children.

V. Outline of Content and Techniques.

A. Family Tree. This will provide us with the information concerning our own backgroud as they relate to the different cultures.

B. Finger printing. This will provide us with an opportunity to compare and to use a tripod magnifier to identify differences.

C. Role-playing. Will provide us with opportunities to become more sensitive to the feelings and the welfare of others, to clarify our own values in terms of ethical behavior.

D. Completion of open-ended stories that involve value judgments. (This will be oral and written.)

E. Questionaires -- to be written that present a given situation with alternatives and the student may show his preferences.

F. Interviews. We will divide the group and have one half do the interviewing of the other half, then change so that each child will have an opportunity to interview and to be interviewed.

G. Observation -- we will set aside a day to observe anyone in our group.

H. Debate -- we will decide on "value issues" that seem controversial in our group and set up a formal debate to express ourselves.

I. Film evaluation -- we will use several films and filmstrips that relate to this unit and write an evaluation expressing our personal values.

J. Newspapers and magazines will be used to identify stereotypes.

K. The vocabulary that will be introduced in this unit includes description, environment, heredity, inferences, value, value judgment, prejudice and stereotype.

VII. Time Schedule.

This procedure is recommended for a five week period.

GOAL SHEET

Behavioral Factor	Initial	Sustained	Quality
1. Demostrate respect for others regardless of race, creed, or culture.	_____	_____	_____
2. Indicate the importance of effective interaction between various individuals and groups.	_____	_____	_____
3. Work towards effective interaction between various individuals and groups.	_____	_____	_____
4. Evaluate the relationship between environment experiences and the behavioral reactions of different individuals in similar situations.	_____	_____	_____

GRID

Objectives / Methods	I	II	III	Totals
A	2	1	2	5
B	1	2	16	19
C	1	1	5	7
D	3	1	1	5
E	1	4	1	6
F	2	1	17	20
G	2	2	6	10
H	1	1	6	8
I	2	2	1	5
J	2	2	2	6
K	3	2	4	9
Totals	20	19	61	100

Objectives explanation:

I. Students have respect for each other regardless of race, creed or culture.

II. Students show concern and strive for effective interaction between individuals and groups.

III. Students will have a better understanding of why people react differently in the same situation because of different values and experiences.

The following poem illustrates how each man "saw" the elephant as something different - a wall, a spear, a snake, a tree, a fan, and a rope.

The Blind Men and the Elephant
A Hinder Fable

It was six men of Indostan
To learning much inclined,
Who went to see the Elephant
(Though all of them were blind),
That each by observation
Might satisfy his mind.

The First approaced the Elephant
And, happening to fall
Against his broad and sturdy side,
At once began to bawl:
"God bless me! but the Elephant
Is very like a wall!"

The Second, feeling of the tusk,
Cried, "Ho! what have we here
So very round and smooth and sharp?
To me 'tis mighty clear
This wonder of an Elephant
Is very like a spear!"

The Third approached the animal
And, happening to take
The squirming trunk within his hands,
Thus boldly up and spoke:
"I see," quoth he, "The Elephant
Is very like a snake!"

The Fourth reached out an eager hand
And felt about the knee,.
" What most this wondrous beast is like
Is mighty plain," quoth he;
"'Tis clear enough the Elephant
Is very like a tree!"

The Fifth, who chanced to touch the ear,
Said: "E'en the blindest man
Can tell what this resembles most;
Deny the fact who can,
This marvel of an Elephant
Is very like a fan!"

The Sixth no sooner had begun
About the beast to grope
Than, seizing on the swinging tail
That fell within his scope,
"I see," quoth he, "the Elephant
Is very like a rope!"

And so these men of Indostan
    Disputed loud and long,
Each in his own opinion
    Exceeding stiff and strong,
Though each was partly in the right,
    And all were in the wrong!

John Godfrey Saxe

Teacher, Look at Me

Look at me, teacher
As though you understood
who and what I am-
Another little boy,
For you will determine
How I can relate to the outside
world.

You can help me understand
How and what I am -
For if I discover myself as a
wholesome boy
You have given me the precious
certainty of acceptance.

To be valued regardless of how
different I may be
Helps me build the worthy self-image
I desperately need -
The self-image that is
needed by all
Who are secure with themselves.

I, too, will have the power
from within to enable me
To hold my own with other
boys and girls.

I will love this world when
you have made a place for
me
Alongside the others.
For then I can go forth with
dignity
For then I can present my
self
To myself - and say
I belong!

Gilbert Martinez and
Afton Dill Nance

HEREDITY AND ENVIRONMENT

Directions: Read each of the following passages. Decide whether the last sentence in each one is true or false. If you think it is true, put a T in the space before the number of the sentence. If you think it is false, do not put anything in the space.

____1. "I'm sorry, Paul," said the teacher, "but you'll never learn to play the cello. I know that your grandfather and your father were good musicians, but one doesn't inherit musical ability."

____2. My father comes from Spain and he speaks Spanish very well. My mother was born in the United States and she speaks only English. I can speak both Spanish and English. This shows that I inherited one thing from my father and another from my mother.

____3. "Harry, get up and empty the garbage! What makes you so lazy?" . . . "That's easy," said Harry "I was born that way."

____4. We in the United States believe that all men are created equal. We grow up with the idea. It is part of our environment.

____5. "Carolyn," said her mother, "it's practically impossible to buy shoes for you. You probably inherited your big feet from me."

____6. "I know you were born with short legs. But let me tell you something. If you'll just follow my daily exercise, you can change that."

____7. "I'm proud of you, Son. You're a natural-born tennis player."

____8. You say "cah," I say "car." You say "idear," I say "idea." One of us has to be wrong.

____9. Just before I was born, my mother was scared half to death by a terrible thunderstorm. It was almost a tornado. So you can see why thunder frightens me. I was afraid of it before I was born.

____10. Grandfather said, "I don't like chicken and my father didn't like chicken. My son, who is your father, doesn't like it either. Do you like it?" . . . "No," said his grandson, "I don't. I was born not liking it."

____11. People who live in New England have a reputation for not talking much and for being thrifty. This is true particularly of people who live on farms and in small towns in New England. Calvin Coolidge, the thirtieth president of the United States, came from Vermont. He never said much and he was thrifty. Like all New Englanders, he was born that way.

____12.

What are little boys made of?
Snips and snails and puppy dog tails;
That's what little boys are made of .
What are little girls made of ?
Sugar and Spice and everything nice;
That's what little girls are made of.

Amy agrees with the lines above. John disagrees. Amy is right and John is wrong.

CLASS INTERVIEW GUIDE

1. How old are you?_____

2. How many children are there in your family? _____

3. How many of the children in your family are older of younger than you?

_____ older _____ younger

4. What are the things you like to do best?

_____

_____

5. What are some of the things you don't like to do?

_____

_____

6. What kinds of games do you like to play best?

_____

_____

7. What is one thing you can do very well?

_____

_____

8. Are most of the people you play with boys or girls? _____boys _____ girls

9. What do you do when you become angry with your friends?

_____

_____

10. What jobs are you usually expected to do at home?

_____

_____

11. What is your favorite food? _____

12. What is one of the things you like best in a friend? [redacted]

_____

_____

13. Do your friends help you decide things? _____ yes _____ no

14. Do you sometimes ask your friends, parents, or teachers for help?

_____ friends _____ parents _____ teachers

15. What is the most important holiday in your family?

_____

16. What is your favorite TV program? _____

17. What is one of the things you like best about adults? _____

_____

18. What is one thing you don't like about adults? _____

MY OBSERVATIONS OF THE INTERVIEW

1. The person I am interviewing is a

_____ boy

_____ girl

2. The person I am interviewing has

_____ brown eyes

_____ blue eyes

_____ hazel eyes

_____ green eyes

_____ gray eyes

3. The person I am interviewing has

_____ black hair

_____ brown hair

_____ blond hair

_____ red hair

4. The person I am interviewing is

_____ tall

_____ medium

_____ short

5. Other observations of the person I interviewed:

_____

_____

PREJUDGMENTS ABOUT VALUES

Directions: Describe two groups of people or types of persons with whom you haven't had much contact but about whom you have some ideas. Then write one or more inferences and one or more value judgments you have made about the group or person. Where do you think your inferences and value judgments came from?

Example.

Group or type of persons: Arabs

Inferences: Arabs lose wars because they don't know how to fight.

Value Judgments: Arabs deserve to lose wars because they are stupid soldiers.

Where might this inference and this value judgment have come from?

Older brother, parents, grandparents, other relatives, friends, cartoons in newspapers and magazines, TV newsreels and new reporters

1. Group or type of person: _____

Inferences: _____

Value Judgments: _____

Where might these inferences and value judgments have come from?

2. Group or type of person: _____

Inferences: _____

Value Judgments: _____

_____

_____

Where might these inferences and value judgments have come from?

_____

_____

THE BOY WITH GREEN HAIR

Directions: Your teacher will play the record about "The Boy With Green Hair." Listen carefully. In the spaces below, record your answers to the questions.

1. What is a stereotype? _____

_____

_____

2. Why do Sam and Joe think Phil cannot play baseball?

_____

3. What is one other example of a stereotype used to describe Phil?

_____

_____

_____

4. Which one of the boys - Sam or Joe - learned to treat Phil as an individual? _____. Describe one argument that Sam and Joe had over Phil.

_____

_____

_____

5. How do you think Joe will act the next time he meets a green-haired person? Will he use a stereotype?

6. How do you think Sam will act the next time he meets a green-haired person? Will he use a stereotype?

7. How do you think Phil will act and feel if he goes to another school where is the only green-haired student?

8. Make a prediction. Do you think the boys will ask Phil to play ball? Why?

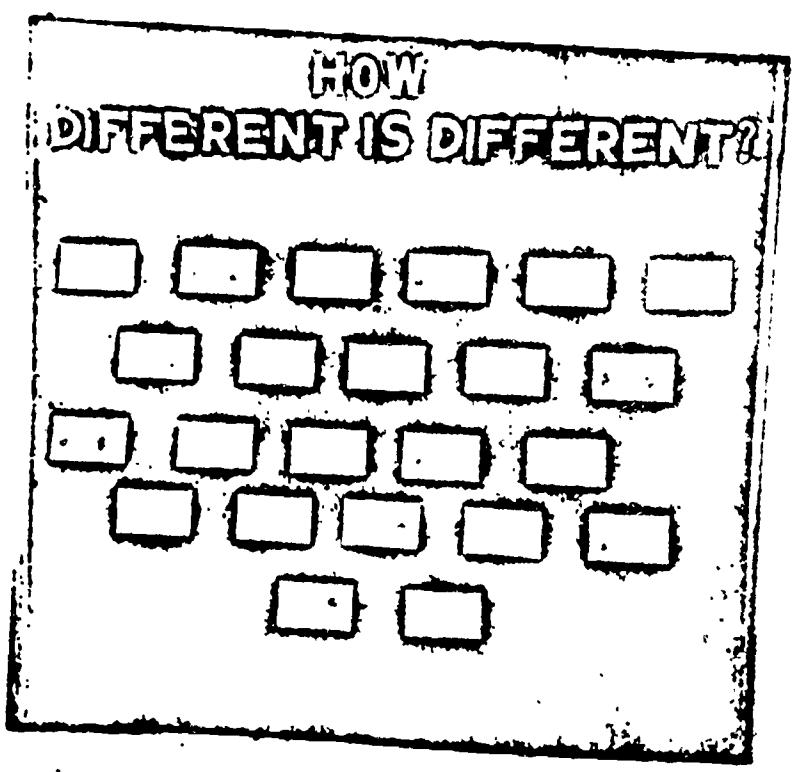
9. Record one stereotype that you have used to describe a certain group.

10. Where do we get our ideas that result in stereotypes?

'Ma, my schoolbook says this is the richest country in the world'

—Is that a joke?'







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Filmstrips

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Minorities Have Made America Great - Warren Schloat

They Have Overcome - Warren Schloat

Records

The Boy With Green Hair - S.R.A.

****
* The work presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of H., E., +W. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

AN APPRECIATION FOR MUSIC*

Specific Value:	**Appreciation**
Subject Area:	**Music**
Grade Level:	**Fourth**
Time:	**Twelve Weeks**

Project on Student Values
3860 Plainfield Ave., N.E.
Grand Rapids, Michigan 49505

*Materials prepared by Leone Bust

AN APPRECIATION FOR MUSIC

Abstract

I. Philosophical Statement. Music can do many things for us. It can give stability in a changing world, unite groups, transmit cultural heritage, foster creativity, release us from physical and mental tension, and it is a legitimate use of leisure time.

II. Statement of General Objectives. Knowledge of music increases interest in music.. Learn to identify the musical instruments, and different types of music.

III. Statement of Specific Objectives for Value Education. Students choose to actively listen to music on TV, at a concert, or while working. Student willing to become involved in music rather than something less worthwhile.

IV. Statement of Context. This unit is planned for a class of 30 students in the fourth grade at Southridge School, at Charlotte, Michigan.

V. Outline of Content. Study the woodwind, brass, percussion, and strings groups of instruments, along with the sounds of each instrument. Types of music presented with examples.

VI. The Methods. Value methods from Rath, Harmin, and Simon, Values and Teaching, behavior sampling, goal sheets, reports, and a field trip are used.

VII. Time Schedule. The unit is planned for twelve weeks, planning for 30 minutes twice a week.

VIII. Evaluation Data. Included are an evaluation form, and also a goal sheet. Drawings of the musical instruments are included that may be duplicated, or e transparencies made. Data would be considered soft data..

AN APPRECIATION FOR MUSIC

Philosophical Statement

Music is a part of our lives. Do we realize the kinds of music, do we really listen to it, or is it a noise we have tuned out of our hearing? What do we let music do for us and to us?

Music can unite families, your classroom, and the world. It can give stability and order in a changing world.

Music can transmit cultural heritage. Throughout history emotions have been expressed through music.

Music can foster creativity. Music can set the mood for creating. For some students academic work may be extremely difficult, but they may excell in music, giving them confidence and a better concept of themselves.

As the work week grows shorter, people will have more leisure time to spend. Music is a legitimate use of leisure time.

Music can also release us from physical and mental tension.

Statement of General Objectives

1. Present music that can unite our class and give it a feeling of a harmonious functioning entity.

12

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2. Transmit cultural heritage by studying the types of music.
3. Correlate music and art to inspire creativity.
4. Students will learn to identify musical instruments, group them, and identify the instruments with the sounds they make.
5. Take a field trip to observe the band while it is rehearsing.

Statement of Specific Objectives for Value Education

1. Asks for our room to sing a particular song when we have time to sing or to do something else. It is a good way to use music for those minutes while you are waiting.
2. Expresses pleasure in listening to various types of music.
3. Asks for a record to be played while we are working or at lunch time while they are eating in the room.
4. Listens to a music program on TV, or listens to music on the radio.
5. Attends a concert this spring.

Statement of Context

This unit was designed for a class of 30 fourth graders at Southridge School, Charlotte, Michigan.

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Our school system has about 3,000 students from the town and outlying consolidated rural school districts. About half of the children ride the school bus.

A majority of the parents graduated from high school. Only 4 of the parents of my children attended college. Most of the parents are employed in a factory or a business concern.

Music is taught by classroom teacher, and a music consultant. We also watch 30 minutes of a music program on TV.

Outline of Content

1. These types of music with examples of each.
   - A. Waltz
   - B. March
   - C. Polka
   - D. Rhumba
   - E. Folk Song
   - F. Ballad
   - G. Hymn
   - H. Patriotic
   - I. Negro Spiritual

2. Drawings of Instruments
   - A. Woodwinds
   - B. Brasses
   - C. Percussion
   - D. Strings

3. Records from the school library, children's homes, and Meet the Instruments by Bowmar. The pictures have the same name as the record. Both may be ordered from: Bowmar Records, 10515 Burbank Blvd., North Hollywood, California.

The Methods

Lessons:

1. **Use Behavior sampling included in this unit.**
2. **At the back of this unit are pages with the drawings of the instruments. Have them duplicated, and transparencies made for use on an overhead projector. Have the children name these instruments on their own.**
3. **Introduce the members of the woodwind group using the Bowmar pictures. Have the children correct their paper so that they can use these for reference.**
4. **Introduce the sounds of the woodwinds. Use the record Meet the Instruments by Bowmar Co. Use Rath, Harmin, and Simon's book Values and Teaching (p.139) Time Diary. Have the children keep a diary for one week.**
5. **Have children identify the brass instruments. Correct. Introduce the pictures of the brass instruments.**
6. **Introduce the sounds of the brass instruments. Review all material.**
7. **Have children identify the percussion instruments.**

ERIC

Correct papers and introduce the pictures of the percussion instruments.

8. Introduce the sounds of the percussion instruments. Use Rath's Zig Zag Lesson. Ask innocuous questions leading up to "Did you ever think you'd like to play a musical instrument, or sing in a choir?

9. Have children identify members of the group of string instruments. Correct them and show pictures of the string instruments.

10. Introduce the sounds of the string instruments. Use Rath's Rank Order. Children list in order of preference the instrument they would most like to play.

    A. Flute

    B. Drum

    C. Violin

11. Review lessons 1-10. Sample behavior of identifying the instruments, and their group names. Use the second set of drawings.

12. Review the sounds of the instruments. Use Rath's Open Ended Questions. "If I could have an instrument to play I'd choose a(n) _____.

13. Have children identify types of music they know or have heard. Make a list and then have children volunteer to make a report on one type of music including finding examples to be played. (This could be done in committees also.)

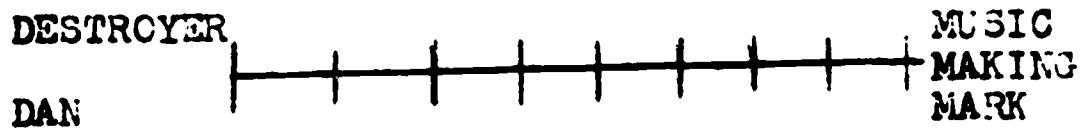
14-1. Student reports and listen to the examples of the types of music. Use Rath's Rank Order. Children list in order of preference the type of music they like best.

A. March

B. Polka

C. Patriotic song

An alternative would be to give them a list of all the types of music and have them rank order all of the kinds. Also use Rath's Value Continuum.



Destroyer Dan hates music so much that he goes around breaking up radios, records, record players, etc. Music Making Mark likes music so much that one can hear him humming when all else is quiet. He sings in the bathtub...can't you hear him now?

19-21. Music correlated with art activities. Play something that has a wide varience in pitch, tempo, and volume, such as <u>The Grand Canyon Suite</u> by Fred Grofe. Give the children large sheets of paper to use with crayon, colored chalk, or water paint. Let the music influence the type and length of the stroke of brush, etc.

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Try Rath's Value Voting. Listed are some examples.

1. Did you like music while having art?
2. Do you have records at home?
3. Do you listen to them?
4. Do you watch Ted Macks Amateur Hour on TV?
5. Do you watch other music programs on TV?
6. Do you like to sing?
7. Do you think you sing well?
8. Do you enjoy using the rhythm instruments when we sing?
9. Did you ever hear a kitchen band?
10. Do you suppose next Tuesday we could all bring some kitchen utensil and try to have a kitchen band in our room?
11. Would you like to go to the high school and hear the band rehearse?
12. Any volunteers to see if we could make arrangements?

22. Cloudmobile ride. Snowmobiles hadn't been on the market when I dreamed up the cloudmobile to get a 2 yr. old asleep. The seats are as soft as a foam pillow, and as light as a feather. When the tempo is fast we go racing through the sky. Our speed is the tempo of the music. Our altitude is the pitch of the music. Sometimes we descend slowly at evenly measured paces. At other times we go rapidly at uneven paces. A ride on the roller coaster helps give

the idea of our cloudmobile ride. Let the children close their eyes and imagine what a cloudmobile ride would feel like. (After reading Chitty, Chitty, Bang, Bang this idea isn't so far fetched.)

23. Field trip to observe the band during rehearsal. Instruct the children to take pencil and paper that they may be able to write down the names of the instruments they see, and the types of music they hear.

24. Behavior Sampling. Use the same one as for lesson 1.

Time Schedule

Each lesson is planned for about 30 minutes. With twenty four lessons this could easily be taught in twelve weeks, using two lessons a week. If three lessons a week were used, it would last eight weeks.

BEHAVIOR SAMPLING

	tend to agree	tend to disagree
1. I would rather watch a music program than cartoons.		
2. I would like to sing more at school.		
3. I would like to learn to play a musical instrument.		
4. I would be willing to spend part of my allowance to buy a record or a piece of music.		
5. I would rather go to a concert than to go shopping.		
6. I would like to be known as a good musician.		
7. I would like to be a part of the school band someday.		

GOAL SHEET

Name _____

Knowledge of subject matter. Check

1. Can identify instruments in woodwinds group..._____
2. Can identify instruments in brass group....._____
3. Can identify instruments in percussion group.._____
4. Can identify instruments in strings group....._____
5. Can identify sounds in woodwinds group....._____
6. Can identify sounds in brass group....._____
7. Can identify sounds in percussion group....._____
8. Can identify sounds in strings group....._____
9. Can identify a waltz....._____
10. Can identify a march....._____
11. Can identify a hymn....._____
12. Can identify a folk song....._____
13. Can identify a ballad....._____
14. Can identify a polka....._____
15. Can identify a rhumba....._____
16. Can identify a patriotic song....._____
17. Can identify a Negro spiritual....._____

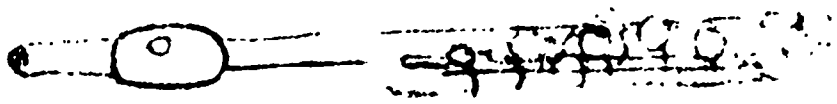
Value education

1. Asks for a record to be played....._____
2. Asks for our class to sing a particular song.._____
3. Brings a record to school to be played....._____
4. Attends a concert....._____
5. Listens to a program of music on TV....._____
6. Expresses a desire to play an instrument....._____

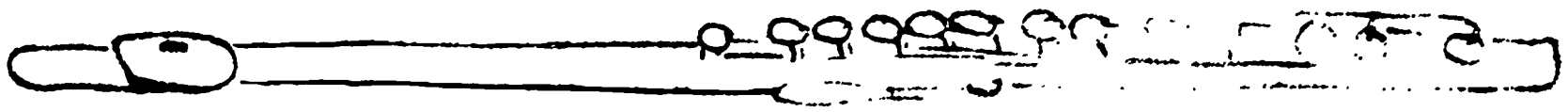
Comments:

Grid

	Asks for a special song to be sung	Expresses pleasure in various types of music	Asks for record to be played while working	Listens to music on TV radio, etc.	Attends concert	Total
Tests and planning		1	1	1		3
Types of music	8	11	6	9	6	40
Correlation in subjects	5	3	7			15
Musical instruments	6		6	9	8	29
Field trip		5			8	13
Total	19	20	20	19	22	100



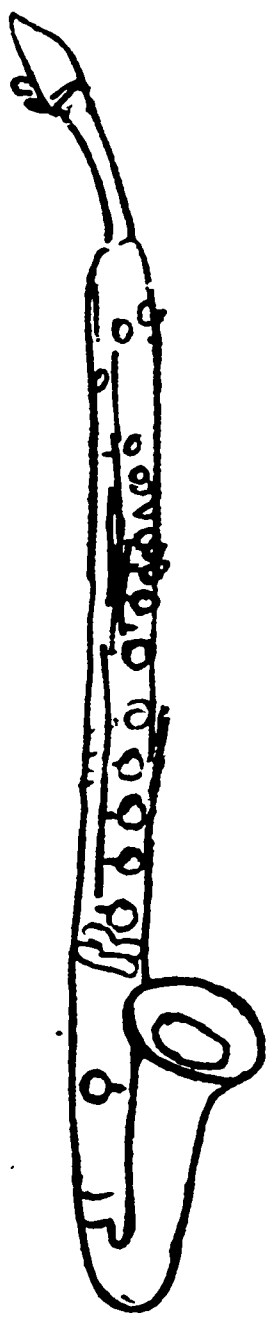
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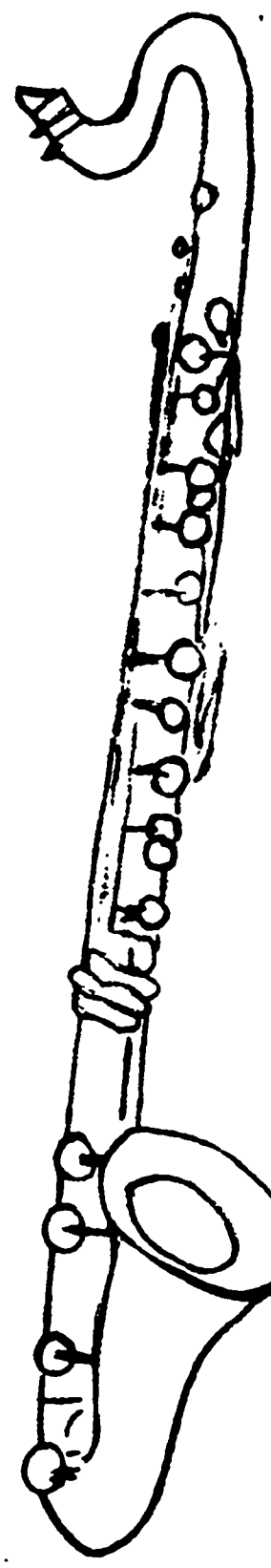
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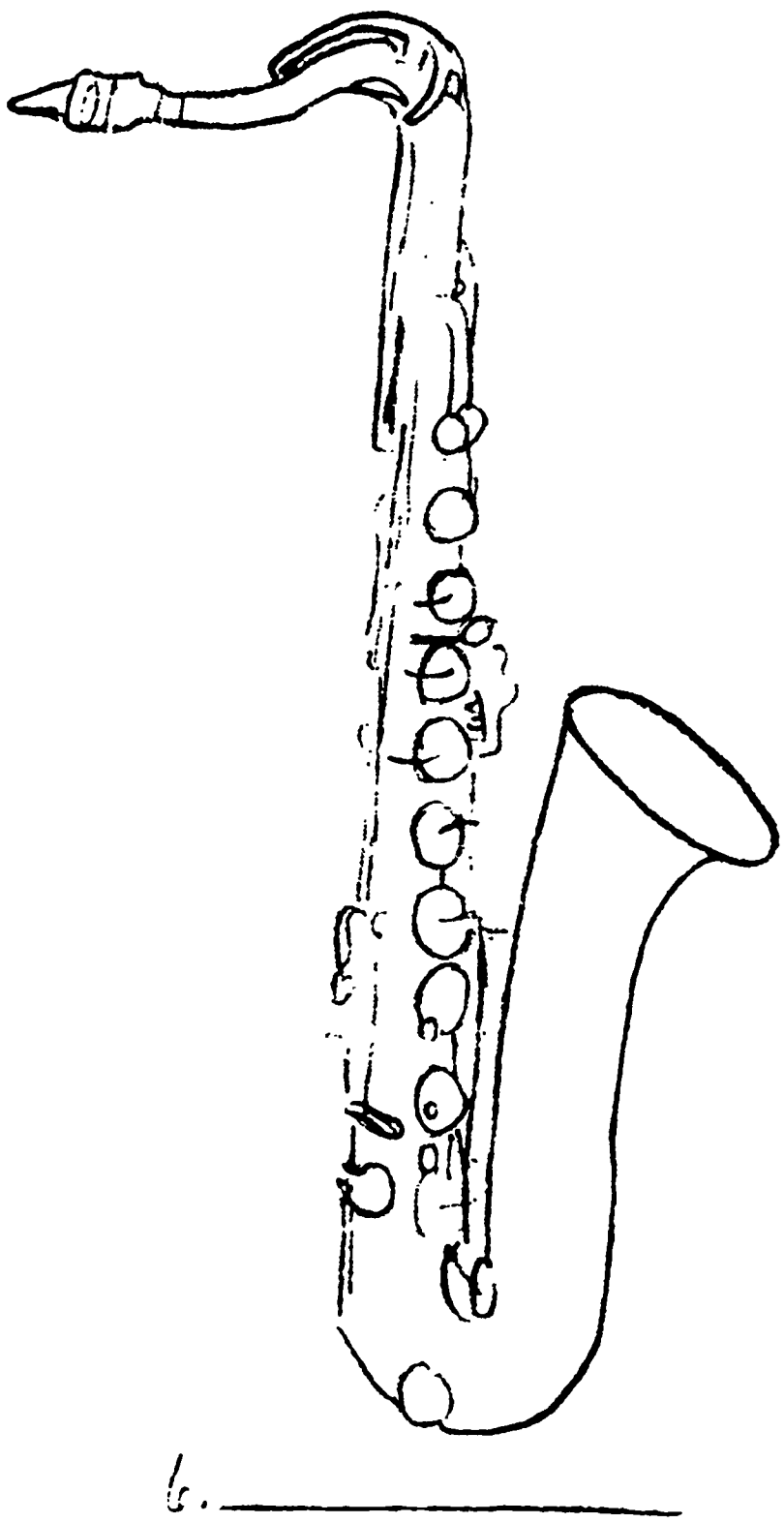
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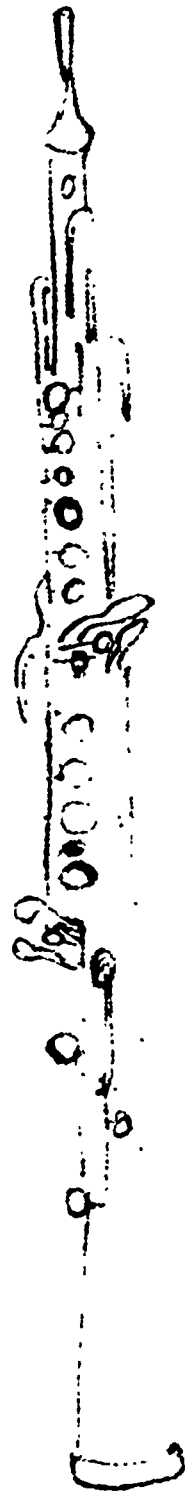
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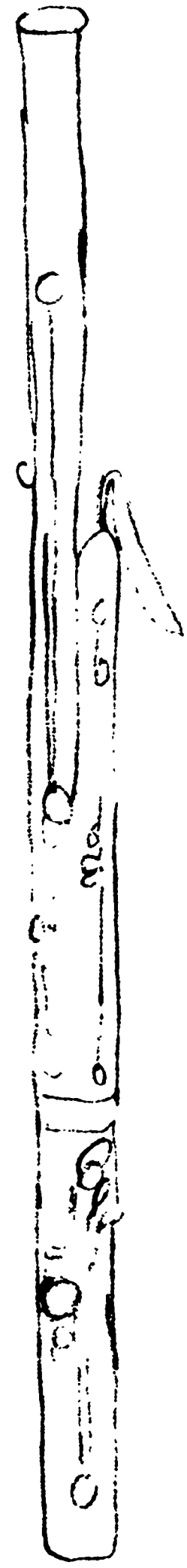
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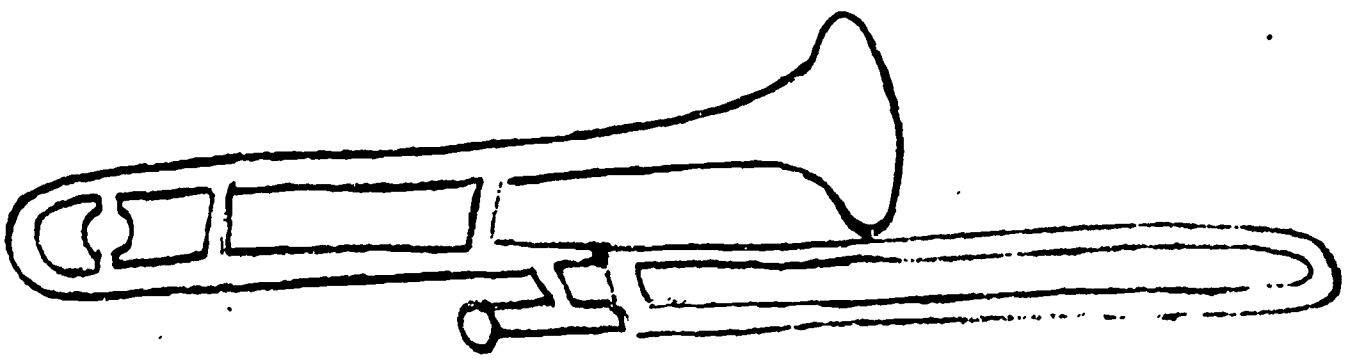
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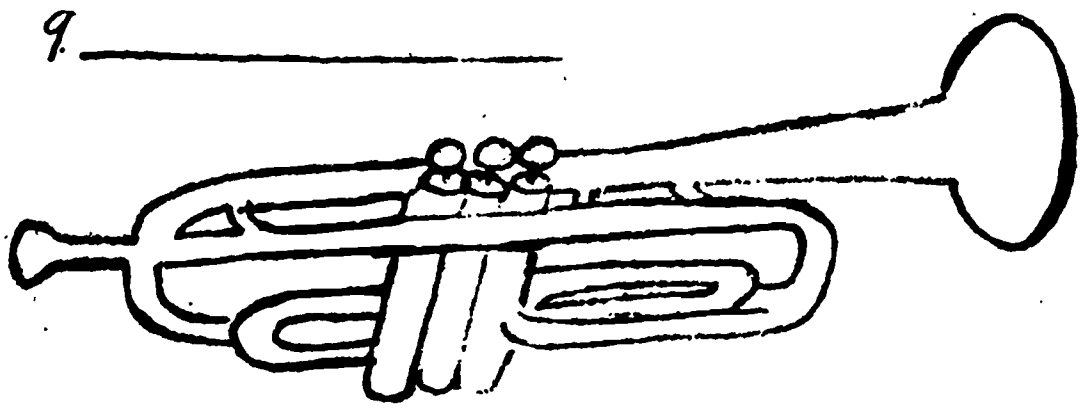
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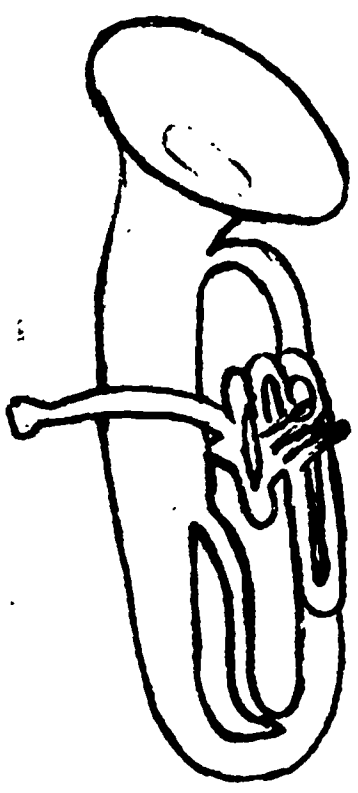
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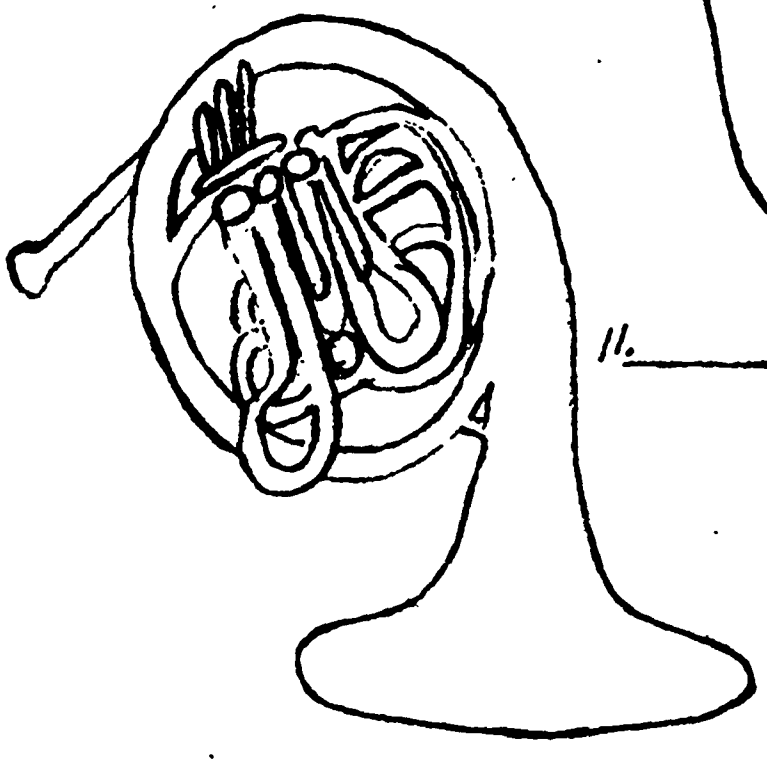
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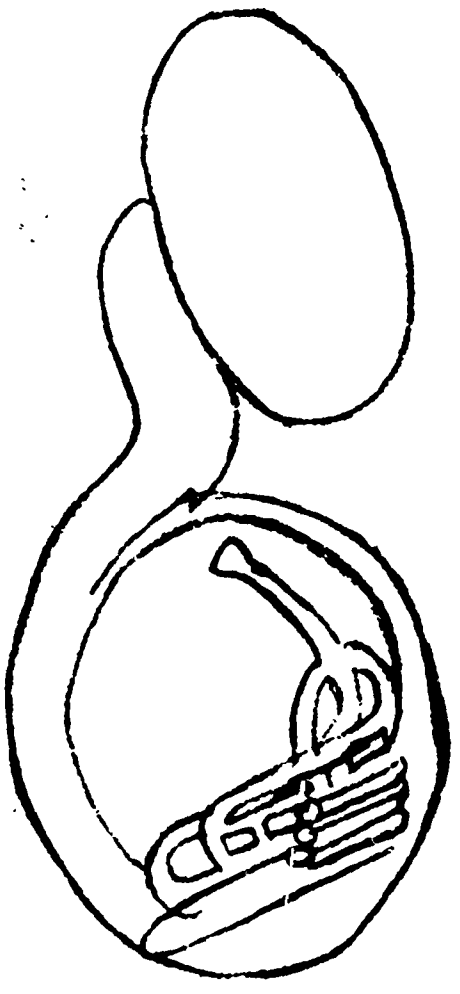
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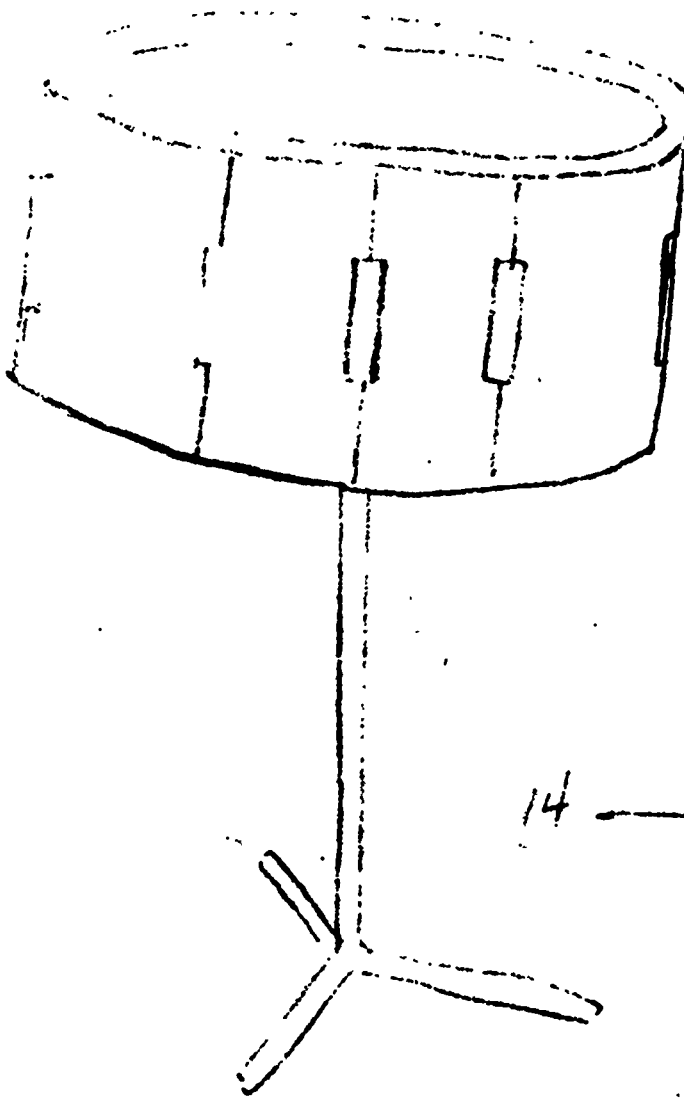
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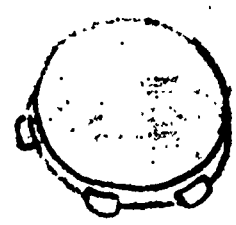
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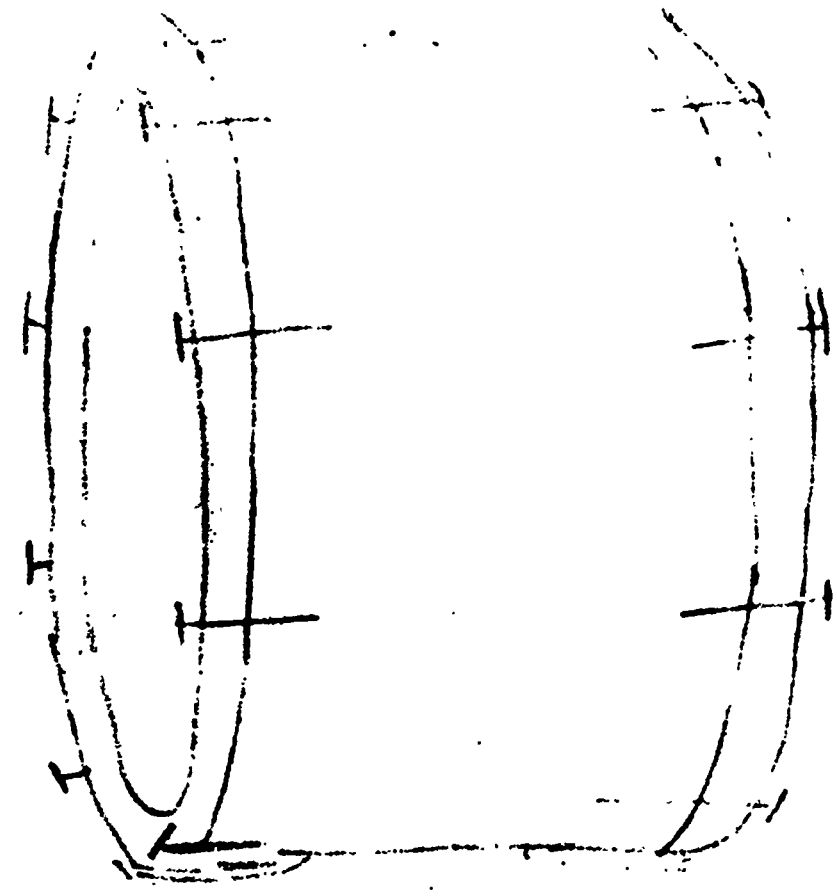


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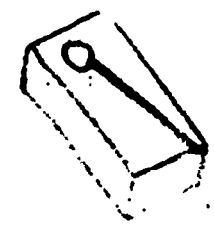


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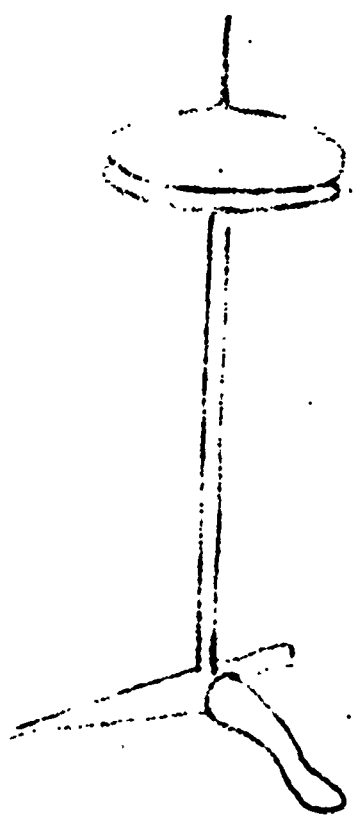


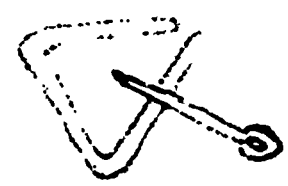
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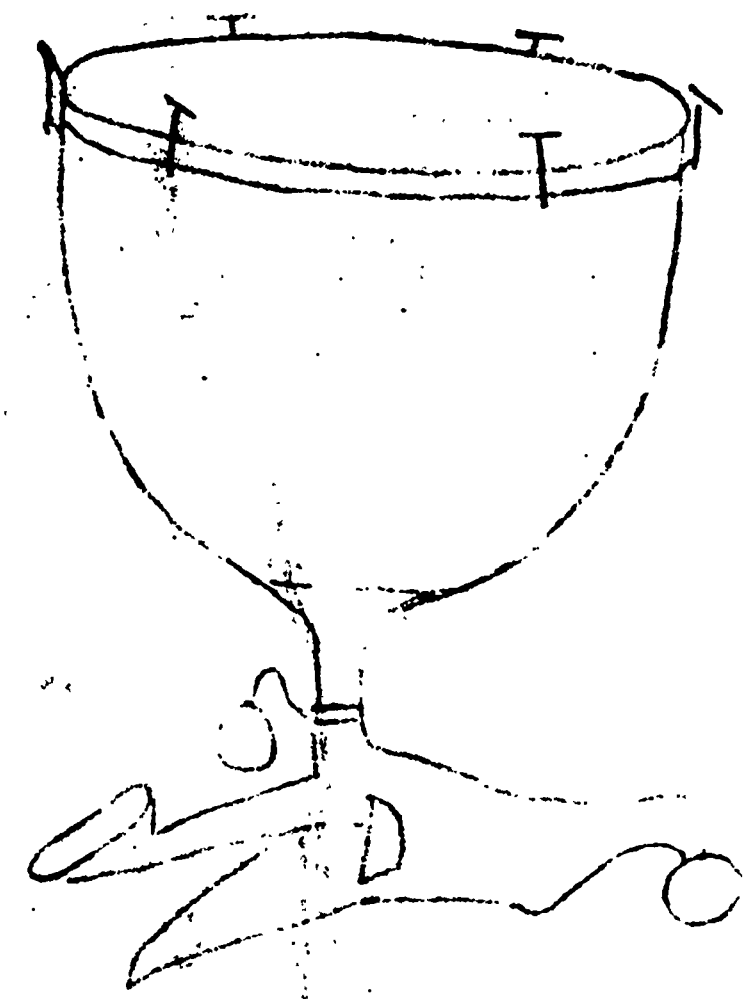
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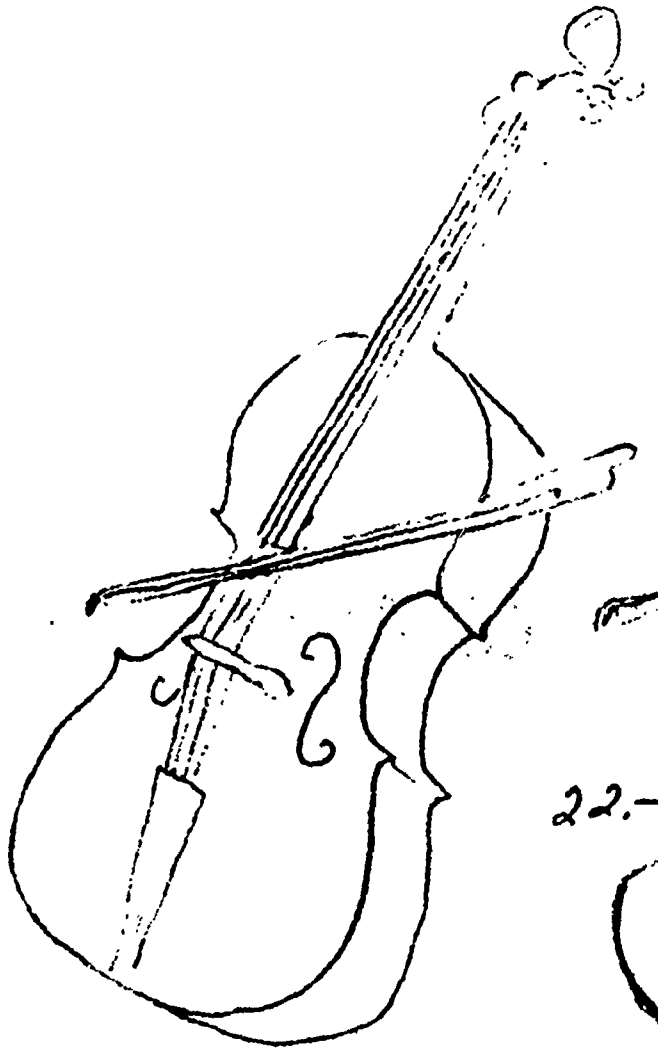




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TEACHING VALUES THROUGH CHRISTIAN EDUCATION*

Specific Value:	**Tolerance**
Subject Area:	**Religious Training**
Grade Level:	**Fourth Grade**
Time:	**3 months - 2 hours per week (St. Paul's Lutheran Church)**

Project on Student Values
3860 Plainfield, N.E.
Grand Rapids, Mich. 49505

***Materials prepared by Carolyn Calender**

TEACHING VALUES THROUGH CHRISTIAN EDUCATION

Abstract

I. Philosophical Statement. Religious education, particularly the study of prayer and using the Lord's Prayer as a reference, provides an ideal setting for teaching social values. It is important that a child learns tolerance and makes judgements accordingly, not just because God wills them but based on the values he defends.

II. Statement of General Objectives. Elicit responses from students to the study of prayer as taught, indicating an awareness of each others needs, a tolerance of others, and a respect for truthfulness and lawfulness.

III. Statement of Specific Objectives for Value Education. Students should learn to know and respect themselves in order to respect others for what they are regardless of their beliefs. They should be able to engage cooperatively in activities with other children, be truthful and be respectful of God's law.

IV. Statement of Context. This unit of study is designed for use in a weekday church school program in Battle Creek, Michigan. The average child could be regarded as "middle class". The average age is ten years.

V. Outline of Context. The lessons are introduced by means of a workbook lesson followed by a familiar bible story which illustrates the ideas being stressed. This is followed by a teacher directed discussion of God's plan for us and how this plan is reflected in society. Student thought is stimulated through open-end questions, discussion of specific situations involving the children, as well as hypothetical situations.

VI. Methods. The values are presented through the use of the curriculum material: Talking to God, familiar bible stories, Luther's Small Catechism, Basic Teachings of Christianity, and numerous value methods as suggested by Rath, et. al. Values and Teaching, evaluation tests, classroom evaluations, and discussions.

VII. Time Schedule. This unit of study should take about three months, using two hours of classroom time per week.

TEACHING VALUES THROUGH CHRISTIAN EDUCATION

Philosophical Statement

Each of us has a need to believe strongly in something. Each has a responsibility to himself and to others. Many children have misconceptions about prayer -- how to, whom to pray to, and what to say or think as they pray. It is important that these false conceptions of the students are clarified and that an appreciation of God and His loving-kindness for all His children is made real to each student through his choice of values.

A study of the Lord's Prayer provides many examples for each student to influence his choice of values, which he then must assume the responsibility of defending. The 10-year old is beginning to relate Christian truths to his actions and interpersonal relationships. He has a growing understanding of God's will and an inner motivation to obey it. He needs guidance and his awakening conscience indicates that this is a good time to help him experience forgiving love and tolerance in every respect toward others.

Statement of General Objectives

1. Present prayer: how, when, and what for
2. Relate prayer to conflicts in society: race, poverty, the right to be an individual - tolerance
3. Help the students become aware that rarely is someone or some situation all bad or all good but somewhat in between.
4. Show that each person is free to choose how he acts and he alone is responsible for those acts.
5. Establish an atmosphere of respect for each other in the classroom.

Statement of Specific Objectives

1. The student shall learn respect for God's law.
2. The student will respect himself as an individual.
3. The student will respect his fellow students.
4. The student will be tolerant of all persons although they may differ with him.

The specific objectives are disigned to have the student first, learn respect for God's will; second, learn respect for himself and his beliefs; third, respect his fellow students; fourth, demonstrate tolerance of all people. It is hoped that through learning respect for himself and tolerance of others the student will help promote a more humane community while respecting God's will.

The specific objectives for value education in terms of observable behavior are:

1. The student will listen to other ideas. These ideas may be foreign to him.

The student will attempt to find out more about these "foreign ideas" and try to be open-minded. 1.2 Willingness to Receive, Bloom's TAXONOMY.

2. He will respond orally or in writing in showing tolerance even though he may not be conforming with the other students. After listening attentively to other ideas the student will respond to them. 2.2 Willingness to Respond, Bloom's TAXONOMY.

3. The student will commit himself orally or in writing to defending his values. To give a public affirmation on a topic such as: "Should we deliberately try to encourage Negros to join our presently all white church?" 3.3 Commitment level, Bloom's TAXONOMY.

4. He will engage cooperatively with other children in working out group projects. 3.3 Commitment level, Bloom's TAXONOMY.

Outline of Content

1. Textbook: Edith M. Walters, Talking To God, Concordia Publishing House, 1966.
   A. "I Talk to God in Prayer"
   B. "Why We Pray to God"
   C. "Ask - Seek - Knock"
   D. "Pray for One Another"
   E. "God Hears My Prayers"
   F. "Teach Us to Pray"
   G. "Father, Forgive Us Our Trespasses - As We Forgive Others"
   H. "Lead Us Not into Temptation"
   I. "Deliver Us from Evil"

2. Textbook: Martin Luther, Luther's Small Catechism

Content Related to Values

1. Clark E. Moustakas, Loneliness, excerpts Prentice-Hall, Inc.,1961.
2. Gordon Parks, The Learning Tree, excerpts Fawcett, Harper & Row, 1963.
3. John Ciardi, You Know Who, J.B. Lippincott C., 1964.
   Poems:
   "Someone Had a Helping Hand"
   "Someone Made Me Proud of You"
   "And Off He Went Just as Proud as You Please"

Required: The Holy Bible

Methods

I Talk to God In Prayer - assurance that each child can talk to God in prayer and He will hear their prayers.

A. Introduce the idea that some children are "rich" while others are "poor."

How many would like to be children of rich or important fathers?

Does God hear prayers of rich children before He hears those of poor children?

B. Read and talk about the familiar Bible story of "The Prodigal Son" Luke 15:11-24.

C. Use Opinion Sheet #1 (included)

Why We Talk to God - concern for our own and others needs and because of God's command and His promise to hear us.

A. Introduce the thought that praying is talking to God.

Can we not talk to each other about our needs?

Do you have someone you especially like to talk to? Why this particular person?

Is it important to thank someone who has helped you?

B. Read and discuss the Bible story: "The Ten Lepers" Luke 17:11-19

C. Rank-Order Sheet #1 needs
Introduce use of Rank-Order with board examples:

Rank the following according to 1, 2, 3 choice:

a. skiiing
b. swimming
c. hiking

OPINION SHEET #1

Circle the best answer for you:

1. The younger son acted:
   a. as I would have.
   b. selfishly.
   c. smart.

2. The father should:
   a. not have forgiven this bad son.
   b. be commended for his treatment of his son.
   c. forgive his son but remind him often that he took the son back into his home.

3. The elder son:
   a. had a right to be angry when the father forgave his brother.
   b. behaved as a good son should.
   c. should have been willing to forgive his brother as long as his father had.
   d. knew that his father loved his brother more than he did him.

4. It is never too late:
   a. to ask for forgiveness.
   b. to return home.
   c. to talk things over.

5. The father acted like:
   a. God.
   b. a loving father.
   c. he favored one son more than the other.

6. I could forgive:
   a. my friend who took a dime from my desk because he forgot money for milk.
   b. the boy who got the lead part in the fourth grade play even though everyone said I was better in the tryouts.
   c. the black boy in school who said he hates all the white kids.

7. I could never like:
   a. someone who had done something really bad even though he said he was sorry.
   b. black kids because they swear and pick fights with the white kids.
   c. a liar.

8. I should obey my parents because:
   a. they are usually right.
   b. God tells me to.
   c. they love me.

RANK-ORDER #1

List your preferences 1, 2, & 3:

1. The thing most important to me
   a. health.
   b. friends
   c. time to do what I want

2. The weather turned suddenly cold while I was hiking with my friends
   a. I'll wear the jacket Mom made me take for awhile, then let someone else wear it for awhile.
   b. I'll keep my jacket for myself - there is no reason for everyone getting chilled.
   c. John has a cold but Jim is a better friend so I'll share with him rather than John.

3. The Smith family had a fire at their house. Most of their clothing was burned. I would:
   a. offer my new corduroy pants to Raymond along with a shirt and socs.
   b. call the other guys to find out if they had anything to give the Smith family.
   c. not do anything. I heard my dad say that the Smiths have insurance to cover the loss.

4. I would sooner play
   a. by myself.
   b. with my best friends.
   c. with some new kids in the neighborhood.

5. I like to play
   a. marbles.
   b. basketball.
   c. by myself putting a model together.

6. My best friend is ill. I will
   a. visit him if he is well enough for visitors.
   b. send him a get well card.
   c. remind him that he said he would be my partner for the three-legged race.

7. The ground is covered with leaves.
   a. Ben and Tom are raking Ben's yard. I'll wait until they get half done and then offer to help.
   b. I'll surprise dad and rake our yard.
   c. If I help Ben and Tom maybe they will help me.

Ask - Seek - Knock - show that we have the privilege of asking for something for ourselves. Some things are free for the asking if we are worthy of them.

A. Introduce the fact that certain organizations operate to help individuals who request and need help.

example: The Red Cross

Have you ever asked for help for yourself? Help for what?

Have you asked for help for others?

B. Discuss the Bible verse and lesson:
Ask, and it will be given to you;
Seek, and you will find;
Knock, and it will be opened to you.

C. Use open-ended questions:

1. I would ask my father for . . . Because . . .
2. When I asked my parents for a new bicycle . . .
3. Some things I might ask for are . . .
   a.
   b.
   c.
   d.
   e.
4. God tells us to ask for . . .
5. If I asked for.....I probably would not get it because . . .

D. Read: "And Off He Went Just as Proud as You Please"
Invite discussion of names being personal and something to be proud of.

Read: "Someone Made Me Proud of You"
Discuss

Pray for One Another - to instill the willingness to forgive and the need to pray for all people even those who exhibit hatred.

A. Introduce the idea that you should pray for your enemies as well as your friends.

Point out that actions speak louder than words.

When should you pray for your enemies?

How do actions show our real feelings?

B. Read and discuss the "Stoning of Stephen" Acts 7:54-60.

Read and discuss "Jonah" Jonah 1 and 2
Point our that this story is simply illustrative of the fact that one can pray anywhere and at any time.

C. Use Opinion Sheet #2

D. Read: "Someone Had a Helping Hand"

E. Use a Proud Whip
I am proud of the time I asked for help when . . .

God Hears My Prayers - to teach that God hears and answers prayers.

A. Introduce the idea of patience whether in awaiting an answer to prayer or in association with others.

B. Read and discuss: "The Wedding at Cana" John 2:1-11. Jesus urged patience.

C. Oral exercise on Agree-Disagree questions.

OPINION SHEET #2

Circle the best answer for you:

1. A boy in my class gave me a bloody nose. I should:
   a. be friends with him anyway.
   b. tell him I don't like him.
   c. wait until he says he is sorry before I forgive him.

2. Bruce was goofing off and tore my math paper.
   a. I'll tell the teacher so she will discipline him.
   b. I'll ask him why he did it.
   c. Even though he says he's sorry, I hate him.

3. Cheryl doesn't know how to mount butterflies. I would tell her to:
   a. read a book on mounting butterflies.
   b. get her materials together and maybe we can work together to mount them.
   c. forget the assignment if she is so dumb.

4. The lunch room ran out of meat. I would:
   a. throw a temper tantrum.
   b. be satisfied with a substitute.
   c. ask God to perform a miracle and provide meat.

5. My jacket is missing from the coat-rack. I would:
   a. believe John when he says Joe took it.
   b. start looking for it.
   c. tell the teacher there are a bunch of thieves in the class.

6. Mother is ill. I would:
   a. ask God to make her better.
   b. invite my friends in to keep me company.
   c. do whatever I could to help her.
   d. ask someone to help her when I couldn't.

7. The story of Jonah:
   a. I believe Jonah lived in a big fish. The Bible said so and it's true.
   b. This is a colorful story to illustrate that I can pray anywhere.
   c. It is a stupid story and doesn't mean a thing.

Getting the feel of the class as a change in pace. What feelings and relationships exist?

Play Snap Judgement using the following statements: (Students in groups of six)

A. "Honesty always pays"

After each of the six has given an opinion, throw out the following thoughts:

1. Leslie is wearing her hair in a new way. What will you tell her when she asks if you think her hairdo is becoming when you really think it looks terrible?
2. Scott made the baseball team and asked that no one tell his dad the good news until he has a chance to.
   What will you tell Scott's father when you accidently run into him in the store and he asks if you know who made the team?
3. The parking meter would not turn when you inserted the proper coin. Will you ask your mother to move the car to another meter?
   You tried to put the coin in the meter so you were honest even if the car isn't moved.

B. "Being fair in games is more important than winning"

1. The basketball coach says that the word lose is never used; it is not a part of the teams vocabulary. The players constantly remind themselves that, "we will win - our teams the best". Why do fans blame the referee if he calls a foul on our team? If you are always the winner at a game, what must you opponent be?

Do not attempt to draw any conclusions. Be willing to discuss any ideas that may result from this lesson at another time.

Distribute Evaluation Forms I & II.

VOTING SHEET

State whether you agree or disagree:	Agree	Disagree
1. I should wait my turn in the lunch line.	_____	_____
2. The fieldhouse is almost full for the regional basketball tournament. I will ask someone in line, who is almost to the ticket window, to buy tickets for me and my friends so we will be sure to get in.	_____	_____
3. I won't ask my Jewish friend to gym night at St. Paul's. It's just for us Lutherans.	_____	_____
4. Dad's friend says, "the black people have brought all their troubles on themselves.	_____	_____
5. Sometimes I get disgusted with myself.	_____	_____
6. Dad said that my old baseball glove is good enough until I really know how to play the game.	_____	_____
7. Kids who don't learn their lines well for the play should be kicked out of the cast.	_____	_____
8. Anyone who does not believe in God is evil.	_____	_____
9. Lutherans are better Christians than people who go to other churches.	_____	_____
10. It is my duty to tell others how wrong they are if they don't do what I know is right.	_____	_____

EVALUATION FORM #1

Clues About Classroom Life

This form is to help the class and their teacher get ideas about how to make the class more interesting and important. Each person needs to contribute his ideas. Be a detective and look for clues to a "good day" and a "bad day" in your class. There are no right or wrong answers.

What are some clues to a good day in our class? What things happen that are signs of a good day?

1. _____

2. _____

3. _____

4. _____

5. _____

What are some clues to a bad day in our class? What happens that tells you class is not going as it should?

1. _____

2. _____

3. _____

4. _____

5. _____

What are some things that should happen a lot more than they do to make a better class?

1. _____

2. _____

3. _____

4. _____

5. _____

EVALUATION FORM #II

My Teacher

Pretend that you could have your teacher change in some way. For each number, check the box that best tells how you would like your teacher to act in this class. There are no right or wrong answers.

	Much more than she does now	The same as she does now	Much less tha she does now
1. Help with work	_____	_____	_____
2. Yell at us	_____	_____	_____
3. Smile	_____	_____	_____
4. Show that she knows how we feel	_____	_____	_____

5. Trust us on our own _____ _____ _____

6. Let us decide how we will work _____ _____ _____

7. Make us behave _____ _____ _____

8. Make us work _____ _____ _____

Evaluation Forms I and II are modifications taken from SRA diagnosing classroom behavior.

Teach Us to Pray -- to teach that a pleasing attitude is proper rather than a self-righteous hypocritical one. Discuss and define: hypocrite and self-righteous

A. Introduce swearing, name calling, discrimination as being contrary to God's will.

B. Read and discuss: The Lord's Prayer Matthew 6:9-13, Luke 11:1-4.

Define: petition

Discuss the third petition Luther's Small Catechism

What is God's will?

Do you try to do what God wills?

Discuss the fourth petition

What do you think we are asking God for when we pray, "Give us this day our daily bread?"

Should God provide for us when we pray this petition but not for the people who do not pray?

If God knows our needs, why ask him for our daily bread?

C. Read pp. 99-101. The Learning Tree, Gordon Parks

Is God's will being done in Cherokee Flats?

Are the administrators right in refusing the Negro students admission to the white school because of over-crowded conditions?

Was Sarah right, leading a group of Negro parents to fight the administrators decision?

Was the formation of the first Negro PTA God's will?

Read the conversation between Newt and Doc Cravens: pp. 216-17.

Discuss racial discrimination.

Father, Forgive Us Our Trespasses - as We Forgive Others. -- The obligation we have toward God includes our relationship to each other. Your actions indicate your attitude toward others.

A. Suggest that we want to be forgiven and do not want to be reminded of our sins. God said, "I will not remember you sins." Isaiah 43:25.

Should you expect forgiveness from others when you are usually willing to forgive and forget?

B. Read: Matthew 18:23-35.
Discuss the unforgiving servant.

C. Role Playing

1. Carl forgives his sister for breaking his new bow. He asks her to play catch with him.

Does Carl really forgive his sister?
What makes you answer as you do?

2. Sandra and Lois are having a quarrel. Lois becomes very angry and scratches Sandra's face. Sandra tells Lois she forgives her. A few days later Sandra tells some friends, "Look what Lois did to my face."

Does Sandra really forgive Lois?
How do you know?

3. Ken is a good student but seldom has a chance to respond in class. Joe is rather loud and always talks out of turn and often gives the wrong response.

How would you feel if some loud-mouth always jumped in with an answer, usually wrong, when you knew the correct one and didn't have a chance to give it?

Lead Us Not into Temptation -- to lead the students to a greater awareness of how the devil tempts them and how they may overcome such temptation.

A. Introduce the idea that the world tempts us to be deceitful, act shamefully and feel despair, but our choice of values with God's help can overcome temptation.

Would you be tempted to skip school on the first nice spring day when your friends suggested to you that you join them?

Do people tempt you?

Would you ignore the new boy in school who acts differently because the other kids say he is square?

Would you daydream while the class is working on an assignment because it is boring busywork?

B. Read and discuss: Jesus Is Tempted, Matthew 4:1-11 & Luke 4:1-13.

C. Proud Whip:

I am proud of the time I resisted temptation when . . .

D. Devil's Advocate (example included)

At the end: Invite anyone who has something to say to do so.

DEVIL'S ADVOCATE #1

I want to play the devil with you. You know all this stuff we have been talking about - what God wants us to do and what we should do for ourselves and others? Well, I don't know if what we have said is right. Someone I admire says that the poor people are poor because they are too lazy to work; maybe he's right. He also says that the black people are lazy, no-good, bunch of trouble makers, and he should know because he works in a building that employs a lot of them as janitors. Then there are the Jews - they are really a queer bunch. They go to church on Friday, pretty odd I'd say ! They don't even believe that Jesus is the Son of God. Have you ever listened to how funny they talk?

I think we all should do just as we please and not even try to understand other people. I'll do what I want and the heck with everyone else.

So spoke the devil.

Deliver Us from Evil - to strengthen the students trust in God and to create an awareness of the fact that some unpleasant even harmful things sometimes happen to divert them from evil.

A. Suggest that some things happen in life which as the time seem bad but later help us learn a lesson.

Can you think of something bad that happened to you but later turned out good?

Many people think that going to school is pretty bad at times. Have you ever heard someone say, "I'm sure glad I finished school and got an education?"

B. Read and discuss: Job is Delivered from Evil, Job 1; 2; 42:10-17.

Job was a remarkable person. In spite of all the evil in his life, he still had faith that the Lord would take care of him.

C. Read; "The Lonely Experience," Loneliness, Clark E. Moustakas

Discuss: Loneliness can be a creative experience.

Loneliness can help us know ourselves.

No one else can know what you feel in your innermost thoughts.

Read: Luther's explanation of the four ways we may suffer evil. (Explanation of the 7th petition)

D. Value Sheet (included)

VALUE SHEET

Choose A or B. Mark your choice for each number with a circle around A or B. Before you choose, say the Phrase "I ought to...."

Example: I ought to .....A. go straight home after school.
.....B. fool around town so I won't have to do any work.

1. A. Work harder than most of the others in class.
   B. Work at least as hard as most of the others in class.

2. A. Dress better than most of the other kids.
   B. Look neat and not worry if others are dressed better.

3. A. Do things because my friends do them.
   B. Do things because I think they are right even though my friends don't.

4. A. Like only those people who believe as I do.
   B. Like people who believe in God.

5. A. Ask for help for the needy.
   B. Ask for help for myself first.

6. A. Enjoy myself doing things alone.
   B. Enjoy myself doing things with others.

7. A. Feel that most things are either "right" or "wrong."
   B. Feel that many things are neither right nor wrong.

8. A. Defend my ideas.
   B. Let others tell me what is right or wrong.

9. A. Feel that everyone misbehaves once in a while but the important thing is not to make the same mistakes over again.
   B. Feel that the most important thing in life is to ask God's forgiveness.

10. A. Always say what I think is right about others.
    B. Think how others will feel before I speak.

11. A. Have my own ideas about how to treat others.
    B. Treat others the way my friends do so they won't think I'm odd.

12. A. Use the same language my friends do so they won't think I'm odd.
    B. Speak in the proper way.

13. A. Have my own firm ideas about correct behavior.
    B. Look to others for the kind of behavior which is approved by the group.

14. A. Do things without regard to what others may think.
    B. Do things which allow me to have fun and be happy.

15. A. Do things very few others can do.
    B. Do things cooperatively with others.

16. A. Get as much fun out of life as I can now.
    B. Stand by what I believe.

17. A. Do what I can for the sake of a better community.
    B. Feel it is important to behave like most other people do.

18. A. Feel that when I do my best I am better than most people.
    B. Feel that even when I do my best I am no better than anyone else in God's eyes.

19. A. Have my own ideas about religion.
    B. Try to agree with others about religion.

20. A. Feel that hurt and unhappiness are important in the long run.
    B. Feel that if God really loves me, He will not let anything hurt me.

GRID

Objectives / Content	Respect for God's law	Tolerance of others	Respect of self	Respect for others needs	Total
Textbook Lessons	5	2	1	2	10
Bible stories	7	2	1	5	15
Values Materials	5	17	11	12	45
Selected Readings	4	12	5	9	30
Total	21	33	18	28	100

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AND OFF HE WENT JUST AS PROUD AS YOU PLEASE

Said Billy to Willy,
"You have a silly name!"
Said Willy to Billy,
"Our names are much the same."

Said Billy to Willy,
"That is not true.
Your name is silly,
Just like you.

"Your name's a silly shame.
My name is fine.
For my name, my name,
My name is *mine!*"



SOMEONE MADE ME PROUD OF YOU

Someone—I forget just who—
Said there's *nothing* you can't do.
He said that you could tie your shoe,
See the sky when it is blue,
And count *all the way* to two!

My, but I was proud of you!
I hope that all he said was true!

SOMEONE HAD A HELPING HAND

Someone I know had a helping hand.
He was helping himself to beat the band.

Yes, he was being a help to me:
He was picking the pears out of my tree

I wanted to help him do it up brown.
So I took my saw and sawed it down.

He fell from the tree right onto his hat.
"Now why," he said, "did you do that?"

"That tree," I told him, "was very tall
I was afraid, sir, you might fall.

"With your sack stuffed full of my pears do you see?—
I wanted to help you down from the tree.

"For helping me was so kind of you
That it made me want to help you, too."



A 4

A CURRICULUM UNIT IN VALUE EDUCATION

Integrity by Studying the Life of Abe Lincoln

by

Anthony L. Clark
(classroom teacher)

Specific Value:	Integrity
Subject Area:	Social Studies
Grade Level:	Fifth
School:	Middle School
District:	Comstock Park School System
Time:	four weeks
Directed by:	Walter L. Thomas, Project Director
Sponsored by:	Project on Student Values 3860 Plainfield,N.E. Grand Rapids, Michigan 49505

INTEGRITY BY STUDYING THE LIFE OF ABE LINCOLN

The values of Mr. Lincoln influenced the values of the pupils in this study. There is a behavioral change and an improvement in choices.

The pupil was acquainted with this part of his heritage and exposed to the values with which we wanted him to identify.

We were able to determine a class value change of 251 points between the pre and post test. The values equated were responsibility, perseverance, and honesty.

This unit was carried out in a fifth-grade social studies class of 31 pupils meeting thirty minutes per day. The pupils' reading ability ranged from three years below grade level to three years above grade level.

All available films and filmstrips were used as well as records and plays to bring about pupil interaction.

Daily class discussion with emphasis on alternatives, choices and consequences.

This unit took thirty days.

1 day was used for pretesting and introduction
8 days were used for material about family and boyhood
6 days were used for material about youth and slavery
6 days were used for material about politics and election
8 days were used for material about the war years and freedom
1 day was used for evaluation and discussion

A forced-answer instrument of 40 questions was used.

16 questions re:	responsibility showed improvement	157 points
12 questions re:	honesty showed improvement by	68 "
12 questions re:	perseverance showed improvement by	26 "

Forty percent of the class time was allotted to responsibility and it received 62% of the gain; 30% of the class time was allotted to honesty, it received 27%; 30% of the class time was allotted to perseverance, it received 11%.

Before our next class we will use Professor Thomas' Item Analysis to improve our instrument.

INTEGRITY BY STUDYING THE LIFE OF ABE LINCOLN

Philosophical Statement

A pupil's specific appreciation or attitudes may be called his values. These determine his self-concept. Research conducted at all age levels indicates a positive relationship between self-concept, school achievement, adjustment and behavior. If this unit can effect a change in the pupil's values of integrity by causing him to be aware of his attitudes toward honesty, perseverance and responsibility, it should bring about a personality change and this should include an improvement in the pupil's grades.

Where values are concerned it is not so much what people tell the child he should do, as it is the kind of models the significant figures provide for him to emulate. One cannot so much teach values as offer appropriate models for identification.

Statement of General Objectives

In this unit we wish to acquaint the pupil with part of his heritage and to expose him to the values with which we wish him to identify. The pupil will learn facts and fiction in the life of Lincoln. He will receive practice in story-telling and role-playing. He will become aware of the choices Lincoln had to make. The choices he made determines the kind of United States, to a significant degree, we now have. Had he possessed other values he would have made other choices. The values of perseverance, honesty, and responsibility will be equated.

Specific Objectives for Value Education

Teachers have been marking pupils in behavior since we have had report cards. There is a section in every report card called "Work Habits" on "Citizenship" or it may have a space without a title. In this section of the card we have items called "completes work", "works independently", and "follows instructions". There usually are other and more terms used. The teacher shows by marking or leaving the square blank, the appraisal of the pupil's behavior. We have not been giving the child any help or instruction to enable him to improve in this area. The objectives of this unit are to find what value changes can be observed in a pupil after the unit is finished. Values may be expressed and not internalized. The pupil knows what he ought to do but will he choose this as his behavior? The index will be devised to find out his real values. If the pupil is induced to make more of the right choices in his values there will be an observable improvement in his behavior. There will also be a noticeable improvement in his self-concept and his grades.

A pupil who depends on his neighbor for the answers, without the neighbor knowing it, will have an opportunity to become aware of his concept of honesty. The pupil who does not get his work finished and the one who thinks it is too hard, may learn a little about perseverance. Some pupils who do not listen to or follow instructions may become aware that they have values about responsibility. The teacher may find out a little more completed work is turned in. He may observe that during written work fewer eyes endeavor to check the answers on other papers. If we have a behavior change we will know that some of the values have been internalized.

Statement of Context

This study will take place in the new Middle School in the Comstock Park System. The parents are nearly all in a socio-economic middle class. It will be a fifth grade with thirty pupils of average ability. This will be a regular unit of school studies. The class period will be thirty minutes daily. The school is part of a system with a very low per pupil valuation. The district is composed of middle-class homes and many of the pupils have both parents working. It is a short commuting distance to the metropolitan area of Grand Rapids, Michigan. The parents show a great amount of interest in the children at conference time but often the rest of the year their interest seems to be more in their jobs.

Outline of Content

In this study of the life of Abe Lincoln we divided it into four parts in order to allocate our time to the values equated This is also shown on the grid that follows on page 14. We wanted to bring about value changes in the ratio of time and material used. Our results were as follows:

Responsibility	16 questions	40% expected	62% received
Honesty	12 questions	30% expected	27% received
Perseverance	12 questions	30% expected	11% received

The four areas studied, family and boyhood, youth and slavery, politics and election and war years and emancipation provided overlapping material. Learning experiences from one area would fortify the pupil for the next area. It is difficult to tell which learning experience has helped with a specific value.

The Methods

Books will be important to us in getting an interaction between the student and the values of honesty, perseverance and responsibility. The following list of books were chosen by Dr. Barnes and they offer therapeutic value in accepting responsibility.

Beskow, Elsa, Pelle's New Suit, Grades 1-2
Buck, Pearl, The Big Wave, Grades 3-6
Dalgliesh, Alice, The Bears of Hemlock Mountain, Grades 2-5
Fisher, Aileen, Homestead of the Free, Grades 5-8
Thompson, Mary, Pattern for Penelope, Grades 8-11

Problematic situations may be used, such as this one, for discussion purposes.

> As we started our play we were very enthusiastic about it. But Jerry and Bob and several of the boys aren't interested anymore. They're tired of it. Now everybody would rather do something else. But we promised to get the play ready for PTA meeting. What shall we do about this matter?

The sample situation above deals with the values we are espe cially concerned about in this study. Perseverance is probably foremost. Pupils will see that honesty and responsibility are also involved. The addition of any amount of this kind of material is appropriate as it will provide experiences for the pupil to use in the development of making choices.

Ruth Stephenson says "If the valuing process necessitates conscious recognition of alternatives the speaking-listening and/or the reading-writing skills must be used to expose them to analysis. The environmental climate which tends to lend support to the classification of values is essentially the same as that needed to foster creativity and spontaneity in oral and written expression."

Discussion activities will be alternated with various visual aids. These buzz sessions permit examination of alternate values, consequences and public affirmation of the choices. The teacher needs to develop skills as a discussion leader so that he is "guide not God". A list of questions by Rath is provided with this study in order to help in all conversational activity.

Dramatic play and role playing provide presentation of life situations and problems, alternative solutions and consequences of choices. A play may be written by a pupil or several together. Some will be read from books and one chosen for presentation. Pupils should voluntarily choose the parts they wish. Role playing may be used for effective value classification. Children should be guided in the selection of both negative and positive and alternative behaviors.

Decision-making is also induced by "open end" stories. The one below is based on a situation involving the pupil's aspect of responsibility. The ending of the story depends on the answer each child gives defending his own judgment of guilt or innocence of the characters.

Virtue of Authority--Equal Responsibility

Officer O-Day was a careful and considerate policeman. He enjoyed being a policeman most of the time. He liked helping people and helping them avoid trouble before it started. Arresting people made him very unhappy and disappointed in his friends.

Mr. O'Day enjoyed his job much more in the daytime because there were always lots of friends to talk to---especially the children of the neighborhood. They were all his special friends because he told them stories, helped them find a place to play, and talked seriously with them sometimes, too. He warned of the dangers and disappointments of breaking the law and the harm it did to other people.

The streets of the neighborhood were very dark and dreary at night. In this section of town there weren't many street lights and not many cars whose lights brightened the night. One night Officer O'Day came upon some trouble. A man's voice yelling for help and for the police came from a dark store. Mr. O'Day went forward slowly and carefully thinking that the criminal might still be around. Just then he saw in the darkness what looked like a man coming out of the store carrying something. The man saw the policeman and started to run. Officer O'-Day yelled to the man three times to stop running, but the man ran on down the street. As he had been trained, Mr. O'Day drew his gun and fired. The run-a-way man who looked like a robber, fell to the sidewalk, dead. By this time other policemen were there and when they investigated what had happened, they found that the store had been robbed an hour ago. The owner had just come to and began to

yell when Mr. O'Day and the man just both happened to come along. The man who ran and was shot was not carrying any loot, so he had evidently been trying to help and instead had gotten scared.

Check just one box.
Write your answer to the last question.

- ☐ Officer O'Day should be held responsible for killing the man.
- ☐ I don't know
- ☐ He is not responsible since it is his job to protect the people

If you lived in that neighborhood what would you think?

Time Schedule
This unit takes thirty days.
The first day was used for introduction and pretesting
8 days were used for family and boyhood
6 days were used for youth and slavery
6 days were used for politics and election
8 days were used for war years and emancipation
1 day was used for evaluation and discussion

The first eight days, family and boyhood, are used evenly in regard to the three values equated, responsibility, perseverance and honesty. This is also true the last eight days. The six day sections are concerned with two of our values.

The decision making activity of the pupils will not be impaired if the schedule is altered. Much material is available and some of it is overlapping.

Evaluation

Tests are used during the unit to provide experiences in making choices. The instrument used to evaluate behavioral changes as a result of this value education unit is a list of items calling for a decision. This index was given before and after the unit. The pupil marked each numbered item; strongly agree; agree; disagree; and strongly disagree. The first test was filed and later compared with the final one to determine the results. A suggested instrument follows this report.

Pre and post test scores and the comparisons are shown. We have a total gain of 251 points for the three values equated.

Evaluation and Interpretation

Learning experiences transferred from one part of the unit to the next vertically and also we had even a greater amount of transfer horizontally. The results we obtained on "honesty" were about as expected. "Responsibility" was higher than expected, while "perseverance" was rather disappointing. This may be due to either material presented, method of presentation, or pupil reception, or a combination of them.

Recommendations

Next year this teacher will put a little extra attention on the value "perseverance". I will try to find out why there was only a 11% gain when according to time and effort used it would be reasonable to expect the gain to be close to 30%.

Before our next class we will use Professor Thomas' Item Analysis to improve our instrument. Each item on the instrument will be studied in order to select the best ones. Some may be revised and the undesirable ones will be eliminated.

THIRTY CLARIFYING RESPONSES
(from Values and Teaching by
Louis E. Raths and Others
PP. 230-231)

1. Is this something that you prize?
2. Are you glad about that?
3. How did you feel when that happened?
4. Did you consider any alternatives?
5. Have you felt this way for a long time?
6. Was that something that you yourself selected or chose?
7. Did you have to choose that; was it a free choice?
8. Do you do anything about that idea?
9. Can you give me some examples of that idea?
10. What do you mean by _____ can you define that word?
11. Where would that idea lead; what would be its consequences?
12. Would you really do that or are you just talking?
13. Are you saying that . . . (repeat the statement)?
14. Did you say that . . (repeat in some distorted way)?
15. Have you thought much about that idea (or behavior)?
16. What are some good things about that notion?
17. What do we have to assume for things to work out that way?
18. Is what you express consistent with . (Note something else the person said or did that may point to an inconsistency)?
19. What other possibilities are there?
20. Is that a personal preference or do you think most people should believe that?
21. How can I help you do something about your idea?
22. Is there a purpose back of this activity?
23. Is that very important to you?
24. Do you do this often?
25. Would you like to tell others about your idea?
26. Do you have any reasons for saying (or doing) that?
27. Would you do the same thing over again?
28. How do you know it's right?
29. Do you value that?
30. Do you think people will always believe that?

Content (& methods) \ Objectives	Responsibility	Perseverance	Honesty
Family and Boyhood stories and plays film and filmstrips oral & written reports class discussion	10	10	10
Youth and Slavery stories and plays films and filmstrips records and songs role playing story telling	10	10	
Politics and Election debates use all methods of motivation mentioned and any other available	10		10
War Years and Emancipation Use the greatest variety of material available. Mold plaster heads of Lincoln.	10	10	10

The percentage figures under the objective values are a guide to the kind and number of questions on the test.

Test Scores of the Class on the Forty Item Instrument Used

1	3	16	13
2	26	33	7
3	47	55	8
4	27	27	
5	28	32	-4
6	29	33	4
7	5	5	
8	15	16	1
9	-3	10	13
10	30	38	-8
11	-20	-24	4
12	29	38	9
13	37	50	13
14	36	41	5
15	37	45	8
16	7	3	4
17	8	15	7
18	27	24	-3
19	36	26	-10
20	41	46	5
21	41	41	
22	23	35	12
23	9	20	11
24	-4	7	3
25	33	32	-1
26	-6	-20	14
27	43	34	-9
28	30	27	3
29	-4	-16	12
30	31	15	16
31	-25	-4	21
32	-22	-13	9
33	43	38	5
34	-25	20	45
35	16	26	10
36	37	30	-7
37	13	-2	15
38	24	23	-1
39	28	19	-9
40	7	32	25

Read each statement carefully and then decide how you feel about it. Mark your answer in the proper space on this sheet.

If you Strongly Agree you put an (x) under SA
If you Agree you put an (x) under A
If you Strongly Disagree you put an (x) under SD
If you Disagree you put an (x) under D

	SA	A	D	SD		SA	A	D	SD
1					21				
2					22				
3					23				
4					24				
5					25				
6					26				
7					27				
8					28				
9					29				
10					30				
11					31				
12					32				
13					33				
14					34				
15					35				
16					36				
17					37				
18					38				
19					39				
20					40				

Honesty questions 3, 4, 8, 14, 17, 21, 22, 33, 35, 36, 39, 40

Perseverance " 1, 5, 6, 10, 12, 13, 14, 18, 19, 20, 24, 38

Responsibility " 2, 7, 9, 11, 15, 23, 25, 26, 27, 28, 29, 30, 31, 32, 34, 37

Pupil's Bibliography

Bishop, Curtis Kent. Little League Heroes Lippincott, Hard work and his father's help enables Joel Carroll to make a Little League Team. This is Texas and Joel is a Negro.

Burchard, Peter. The Story of a Yankee Soldier and a Southern Boy. Jed is a 16 year old Yankee soldier who finds a young Rebel in need of help.

D'Aulaire, Ingri. Abe Lincoln. An introductory biography and picture book.

Hall, Rubylea. Davey. 12 year old Davey's dream of further education seems impossible for him in a Florida sharecropper's family. Everyone must work to provide the bare necessities of life.

Hunt, Mabel Leigh, Ladycake Farm Lippencott, A present day Negro family overcomes prejudices and hostility in an all white rural community. The children also earn respect and acceptance in the school.

Lampman, Evelyn Sibley. Elder Brother. Richard Bennett. This story presents a good picture of Portland's Chinatown.

Levy, Mimi. Carrie and the Yankee, Viking, Carrie, a 10 year old slave girl helps guide a wounded Union soldier back to his own regiment during the Civil War.

Raftery, Gerald. Twenty-dollar Horse, Messner, When the carnival horse which Teddy and Jack have bought turns out to be a trick horse they become celebrities. The friendship of the boys and the joint ownership of the horse are threatened when Teddy's family cannot find a better place to live because they are Negroes.

Smith, Fredrick Shumway. Courageous Comrades, This is an adventure tale of two young boys who move in 1836 from Massachusetts to what will be Milwaukee.

Sterling, Dorothy. Mary Jane, Doubleday, Mary Jane is one of two Negroes to enroll in a desegregated junior high school. Her feelings are well described as she faces open taunts from, and rejection by her classmates.

Waltrip, Lela Rufus. Quiet Boy, This is a story of a twelve year old boy living on a present-day Indian Reservation in Arizona. Quiet Boy's father died in the war. In a letter to his son he had told him to learn all he could of the white man's ways and language.

RESPECT FOR ONE'S SELF, FOR OTHERS AND FOR CITIZENSHIP*

Specific Values: Respect

Subject Area: Social Studies

Grade Level: 4th

Time: 7-9 months

Project on Student Values
3860 Plainfield, N. E.
Grand Rapids, Michigan 49505

*Materials prepared by Shirley A. Collier

RESPECT FOR ONE'S SELF, FOR OTHERS AND FOR CITIZENSHIP

Abstract

I. Philosophy. The public school must help the child, Negro and white, develop an adequate self-concept so that he can find satisfaction for his basic needs in socially approved ways, and relate in positive ways towards others who differ from him in race, socioeconomic level, nationality, or style of life.

II. General Objectives.
   A. To provide suggestions for incorporating Negro history and culture into the social studies curriculum.
   B. To raise the level of self-concept and racial identification of the children to one of America's oldest minorities.
   C. To create a new image of the worth, dignity, and contributions of the Negro-American.

III. Specific Objectives.
   A. Awareness of personal worth and ability.
   B. Appreciation of the equal worth of others.
   C. Acknowledgment of the responsibilities of citizenship.

IV. Context. Fourth grade.

V. Content. Factual and fictional literature appropriate for intermediate children, films and filmstrips, recordings, and cultural exchange through letters, visits, and resource people will constitute the content of this unit.

VI. Methods. All methods usually employed in developing social studies skills coupled with value-education methods employed by Rath, Harmin, and Simon in Values and Teaching will structure the "how" of the unit.

VII. Time Schedule. Approximately 7-9 months.

B. Skills

1. Increase ability to think critically about alternatives and consequences when problem-solving.
2. Increase proficiency in oral and written expression.
3. Increase use of maps, globes, and charts.
4. Improve ability to listen.

C. Values

1. Awareness of responsibility to understand one's self and others better.
2. Develop an appreciation for the ideas and opinions of others.
3. Understanding and respect for the heritage and culture of people of different races, colors, and nationalities.
4. Sensitive to the responsibilities involved in citizenship.
5. Awareness that being different neither denotes superiority nor inferiority.

III. Statement of Specific Objectives for Value Education

The behaviors that will be accepted as indicating that the values of respect for self, for others, and for citizenship have been internalized are:

A. Awareness of personal worth and ability

1. Initiates ideas and suggestions.
2. Willingly attemps new activities.
3. Volunteers for and completes tasks requiring leadership and assumption of responsibility.
4. Sees the humor of a situation, even when the joke is on himself.
5. Looks a person in the eyes when talking or listening.
6. Takes success and disappointment in his stride--keeps trying.
7. Takes pride in his work.

B. Appreciation of the equal worth of others.

1. Listens to the suggestions, ideas, and opinions of others.
2. Accepting of the physical, and mental, abilities and limitations of others.
3. Identifies with the problems and happinesses of others.
4. Defends the rights of others against his peers.
5. Verbally admires the accomplishments of others.
6. Refrains from name-calling.

C. Acknowledges the responsibilities of citizenship.

1. Disagrees without resorting to physical aggression.
2. Assumes responsibility for his own actions, good or bad.
3. Practices cooperation and sharing in group activities.
4. Thinks for himself.

RESPECT FOR ONE'S SELF, FOR OTHERS, AND FOR CITIZENSHIP

I. Philosophical Statement

"The public school must help the child develop an adequate self-concept so that he can find satisfaction for his basic needs in socially approved ways, and relate in positive ways toward others who differ from him in race, socioeconomic level, nationality, or style of life. The ability to understand that people differ and why they differ is particularly crucial in a rapidly changing society of great mobility. The traditional skills of reading, writing, and arithmetic are no longer enough. 'Human relations skills,' or the ability to relate adequately to people who differ, are also essential in the heterogeneity of American democracy."[1]

II. Statement of General Objectives

The purpose of this unit is to provide suggestions for incorporating specific, accurate information of Negro history and culture in the intermediate social studies curriculum. At the same time, it will serve as a means of awakening the black child to a realization of the vast reservoir of ability and heritage that lie within himself and his racial group; arousing all children to an awareness that all human beings are dependent upon one another, share the same basic needs, are the product of their social, economic, and political times, and are entities of considerable worth and dignity.

A. Understandings

1. A belief in the dignity and worth of the individual is the basis of democracy.
2. America is a land of many people, and each group of people has made valuable contributions to the community, the country, and the world.
3. Minority groups in the United States are Americans; their hopes, and their destiny, are firmly united with the hopes and destiny of the whole nation of peoples who make up America.
4. People desire to be judged on the basis of merit, not physical characteristics.
5. The needs, fears, desires, and hopes of people are basically the same the world over.
6. In a democracy, people seek laws which will help them obtain "life, liberty, and the pursuit of happiness."

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[1]Donald H. Bouman and James Hoffman. The Dynamics of School Integration: Problems and Approaches in a Northern City, William B. Erdman Publishing Co., Grand Rapids, Michigan, 1968, p. 12.

IV. Context

The unit will be used in a fourth level classroom. Approximately 80% of the children will be Negro. Income and occupation will vary within the group. Prime emphasis: social studies with carry-over into all areas of the daily curriculum.

V. Content

A. Books for Children

1. Evans, Eva — All About Us (An understanding of people--their similarities and differences)

2. Evans — People Are Important (The importance of understanding others regardless of differences in appearance, habits, and ways of living)

3. Fisher, Dorothea — A Fair World For All (A clarification for young people of the rights and responsibilities of all mankind)

4. Schloat, G. Warren — Duee, a Boy of Liberia (Customs and ways of life present the dignity of the country founded by American slaves who returned to Africa in the early 1800's)

5. Schloat — Kwaku, a Boy of Ghana (A modern country named after an African empire that existed in 300 A. D.)

6. Carpenter, Frances — African Wonder Tales (Myths and folktales) "Who Can Break a Bad Habit?"; "Two Ways To Count to Ten"; "The Proud Camel and the Rude Monkey."

7. Young, Margaret — The First Book of American Negroes (Presents past and present of Negro in an interesting, factual way)

8. Faulkner, Georgene — Melindy's Medal (A new home fosters self-respect and pride)

9. Hayes, Florence S. — Skid (Resourcefulness and quick thinking turn rejection into acceptance)

10. Justus, May — New Boy in School (Lennie feels insecure and shy in an integrated school)

11. Shotwell, Louisa Roosevelt Grade (Problems of making friends when you follow the crops--text never reveals the characters are Negro, only the illustrations)

12. Weiks, Mary Hays The Jazz Man (Poignant fellings of a boy handicapped physically and socially)

13. Brooks, Gwendolyn Brozeville Boys and Girls (Poems reflecting the world as a child of the inner city see it)

14. Lerner, Marguerite Rush Red Man, White Man, African Chief (Medical explanation for skin color)

15. Beim, Lorraine Two is a Team (Friendship of two little boys who live in the same neighborhood)

16. Millender, Dharathula Crispus Attucks: Boy of Valor (The run-away slave who was first to die for American freedom in the Boston Massacre)

17. Clayton, Edward Martin Luther King: The Peaceful Warrior

B. Audio-Visual

1. Minorities Have Made America Great --Filmstrip--Warren A. Prod. (Graphic and factual treatment of five groups who have made important contributions to the growth of America)

2. Growing in Citizenship Series---Filmstrip--McGraw-Hill (Realistic situations in which children are made aware of their responsibilities to other members of their class, families, and community)

3. Goof Film--(Recognizing and appreciating the worth of others regardless of their behavior) ACI

4. Heritage ACI--Film--(All people have certain God-given rights that must be recognized and respected)

5. I Wonder Why ACI-Film--(Approach to a Negro child's feelings about prejudice)

6. The Toymaker ACI--Film- (Being "different" creates suspicion)

7. People are Different and Alike University of Michigan--Film--(It's easy to see differences among people--how they look, where they live, what they own, but people are more alike in their needs-love, friendship, etc.)

8. What Color Are You — Encyclopedia Britannica--Film-(Explains why all people don't look alike and have the same color skin)

9. Let's Be Good Citizens at Play — Gateway Productions, Inc.--Film--(Fun and friends depend on one's attitude and ability to appreciate opposing points of view)

10. Americans All — University of Wisconsin-Film--(A plan to combat prejudice)

11. Brotherhood of Man — Brandon--Film--(Man's new interrelationships in the world today)

12. Our Town Is the World — National Film Board of Canada--Film--(Getting along together in the community underlies relationships of the world as a whole)

13. Negro Heroes from American History — Atlantis Productions, Inc.--(Designed to evoke maximum identification by the student; creates a new image of the value of one of America's oldest minority groups)

C. Recordings

1. Folk Songs of Africa

2. American Negro Folk and Work Song Rhythms — Ella Jenkins

3. It Could Be a Wonderful World — Motivation Records

4. Negro Peotry for Young People — Folkways

5. The Dream Keeper — Children's Music Center; Langston Hughes

6. Sing a Song of Friendship — Children's Music Center

7. People Got to be Free — The Rascals (Atlantic)

8. I Got To Be Me — Della Reese

D. Cultural Exchange

1. Letter and tape exchanges with children in Hawaii, British Honduras, and Africa.

2. Visits to area schools of differing socioeconomic levels and racial backgrounds.

3. Invite in African speakers from local colleges.

4. Visits to the Art Gallery and Museum.

E. Because many teachers will not be familiar with African and Negro history and culture, a few suggestions are offered as follows:

1. Books

a.	Embree, Edwin	Peoples of the Earth
b.	Bennett, Lerone	Before the Mayflower
c.	Vlahos, Olivia	African Beginnings
d.	Davidson, Basil	A Guide to African History
e.	Kimble, George H T. Steel, Ronald	Tropical Africa Today
f.	Adams, Russell	Great Negroes, Past and Present
g.	Bouma, Donald H. Hoffman, James	The Dynamics of School Integration

2. Films

a. Portrait of a Disadvantaged Child: Tommy Knight McGraw-Hill
b. The Savages (Is it the people or their surroundings which are savage?)
c. Portrait of the Inner City School A Place to Learn
d. Slavery (Based on the testimony of former slaves)
e. History of the Negro in America Series (Traces the historical background of the struggle to fulfill the promise of American democracy--the realization of freedom and equality for all.

VI. Methods

It is expected that the teacher will utilize all the methods and skills usually used to obtain positive learnings in social studies. In addition to these non-value teachings, there will be certain methods aimed at ascertaining value learnings. These are described below.

A. Pre-Sampling of values prior to any use of content.

B. Discuss the word "respect". Allow children to define in terms of their own experience.

C. Introduce Kwaku, A Boy of Ghana

1. Locate Ghana on the map.

2. West Africa is the part from which one out of every ten American citizen's ancestors came.

3. Discuss the differences and similarities between Kwaku's way of life and ours.

4. Would you like to have Kwaku as a friend?

5. Use Folk Songs of Africa as a means of gaining information about music and customs of Africa.

6. Compose a letter to Kwaku telling him about America.

    a. Would you tell him about the racial disturbances?
    b. How would you explain that sometimes people do not want to go to school with others of different races?

7. Invite a Nigerian or Ghanian student to come and visit with the class.

D. The following Rath methods would be employed as the rest of the content is utilized.

1. Value-Cards: the child is allowed to express his feelings and thoughts on a 3 x 5 card. These are confidential.

2. Provocative Question

    a. How often do you do things of which you are not proud?
    b. How often do you do things just because others expect you to do them that way?
    c. When, if at all, is it right to tattle?
    d. When, if at all, is it right to take a dare?
    e. Should the majority of the class be able to do anything with the class?

3. Proud Whip: Tell something that makes you feel "tall." Progress up and down aisles of room asking children to complete "I am proud of ..." or "proud that...."

4. Public Interview: Gives child opportunity to be in the spotlight. Teacher or pupils ask various questions which require the interviewee to share his thoughts and ideas with others. The child may pass, not answer, any question put to him, and he may terminate the interview at any time.

5. Voting: Technique for bringing forth ideas and thoughts which might otherwise be difficult to make in public. The teacher poses a series of questions and students state a position by show of hands.

a. How many would want to be told if they had bad breath which was annoying to others?
b. Who here watches television more than four hours a day on the average?
c. How many of you have no fathers living in the home?

End voting with a "thank you, that was interesting," and go back to regular class work.

6. Value Continuum: Technique for getting at a range of alternatives involved in an issue. Teacher poses a problem, a value line is drawn on the board, extreme positions are at either end, and children pick a position some where along the continuum which best expresses their position in the issue. Use comical names for the polar positions.



Chewing Gum in School

7. Open-Ended Questions: a one shot effort for getting children to reveal some of their attitudes, beliefs, activities, and other value indicators. Examples:

a. My best friend can be counted on to .....
b. Some people seem to want only to .....
c. People can hurt my feelings the most by .....
d. My advice to the world would be .....

8. Action Projects: provide an opportunity for a child to put his values into practice not just talk about them.

9. Role-Play:

a. Three friends arguing on a corner.
b. Political converntion activities.

10. One-Legged Conference: Quick value-clarifying exchange with an individual child.

11. Picture without a caption: Example-- Picture of a little boy dressed in a baseball suit playing a violin. Two other boys are peeking in the open window.

Ask children to supply a caption describing what is going on. Discuss the various captions then pose various questions.

-How do you feel about the little boy?
- How do you think his two friends are making him him feel about himself?
-How would you feel in his place?

12. Cartoons and comics: Children identify with the comic heroes as well as the psychology of Charlie Brown.

All these methods are structured to place the child in a position of having to make a choice. The teacher must remember that the choice, whether it happens to coincide with hers or not, is the child's. Her role is to open the thinking of the child to the awareness of the choices and alternatives open to him.

VII. Time Schedule

This unit has been constructed so that the teacher will lift out portions of the content and incorporate them into specific subject area plans.

Time emphasis: Mid September to March.

1.	Books	40%
2.	Audio-Visual + Recordings	30%
3.	Cultural Exchange	30%

VIII. Evaluation

Value samples will be taken prior to the content being introduced, at intervals of four to six weeks, and at the conclusion of the unit. This hard data plus soft data will comprise the basis for evaluation.

GRID

Specific Objectives* \ Content and Methods**	1	2	3	%
A	20	10	10	40
B	10	10	10	30
C	10	10	10	30
	40	30	30	100

Specific Objectives*

A. Awareness of personal worth and ability
B. Appreciation of the equal worth of others
C. Acknowledgment of the responsibilities of citizenship

Content and Methods**

1. Books
2. Audio-Visual/Recordings
3. Cultural Exchange

Breakdown of Values-Sampling Statements

Specific Objective	Statement Number
A. Awareness of personal worth and ability	1, 7, 10, 11, 12 14, 20, 21, 22, 25 27, 30.
B. Appreciation of the equal worth of others	2, 6, 8, 13, 16, 23, 28, 29.
C. Acknowledgment of the responsibilities of citizenship.	3, 4, 5, 9, 15, 17, 19, 24.

Sampling

Directions: Please place a cross (x) after the group of words, phrase, which you select to complete the sentence.

1. After carefully listening to your teacher explain two-place multiplication and you still do not understand, you should . . .

   a. slam your book closed and slump in your seat._____
   b. quietly go up to your teacher and ask her assistance. _____
   c. ask your neighbor for help._____

2. The tardy bell is about to ring when you spot a baby bird lying near the entrance. You should . . .

   a. pay it no attention._____
   b. go to your room and ask your teacher for permission to bring the bird inside._____
   c. stop to see what is wrong._____

3. Today is library day and Debbie has forgotten her book. She should . . .

   a. call and ask her mother to bring it to her. ._____
   b. pretend she isn't interested in going to the library._____
   c. say she has forgotten it and will bring it in the afternoon. _____

4. Kristie has let you look at her latest Charlie Brown book, and Laura wants to see it, also. She should . . .

   a. snatch the book out of your hands._____
   b. wait until you have finished._____
   c. suggest you look at the book together. _____

5. On your way to school, you see David kick a neighbor's dog. You should . . .

   a. act as if you didn't see it, especially since David is larger than you ._____
   b. tell David to leave him alone or you'll tell the teacher._____
   c. go tell the neighbor. _____

6. Pam's pencil is longer than yours, so you should . . .

   a. reach over and take it. _____
   b. not sharpen yours so often. _____
   c. complain to your neighbor. _____

7. You have just gotten back your math paper and you have five problems wrong. You should . . .

   a. go on with today's lesson._____
   b. slip your paper into the back of your book. _____
   c. rework the problems to try and locate your mistake. _____

8. You are late and the children are pledging allegiance to the flag when you come into the room. You would . . .

   a. stop inside the door and join the pledge.
   b. wait outside the door until the pledge is finished.
   c. run into the room slamming the door behind you.

9. It is clean-up time after art. You start to collect the scissors, but one child tries to keep his because he is almost finished. You would . . .

   a. pick his scissors up last.
   b. complain to the teacher.
   c. snatch them out of his hand.

10. You are in a hurry to get to school, and a stranger offers you a ride. You should . . .

    a. act as if you didn't hear the offer.
    b get into the car.
    c. say your mother said not to accept rides from strangers.

11. You are with your parents, and you see the principal coming down the street. You would

    a. pretend you didn't see him.
    b. introduce your parents.
    c. leave your parents and go over to say hello.

12. While someone else is talking, you should . . .

    a. talk to your neighbor.
    b. listen politely.
    c. ask to go to the restroom.

14. Lilli is new in our school. To make friends, she should . . .

    a. wait for others to speak.
    b. be friendly to everyone.
    c. smile.

15. When standing in line to get water, you should . . .

    a. cut into the line so you can be first.
    b. wait your turn.
    c. push others so they'll hurry up.

16. Kwaku is a little African boy. He doesn't always say the reading words like you do. You should . . .

    a. laugh when he makes a mistake.
    b. tell the other children he's a foreigner.
    c. offer to help him figure out the word.

17. You know John has two apples in his desk. You should . . .

    a. open the desk and take one.
    b. ask John to share one with you.
    c. tell the teacher.

18. Your brother is in a fight during recess. You should . . .

    a. try to stop the fight.
    b. help your brother defend himself.
    c. report it to the teacher on duty.

19. When the safety tells you something, you should . . .

    a. ask him who he's trying to boss.
    b. pretend you don t hear.
    c. listen and follow directions.

20. Tom is always boasting that his bicycle is the fastest on the block. You would . . .

    a. argue that it isn't.
    b. tell him to be quiet.
    c. offer to race him.

21. You teacher has asked a question. You should . . .

    a. shout out the answer.
    b. raise your hand.
    c. let someone else answer.

22. When you talk with others, you should . . .

    a. look at them.
    b. hang your head.
    c. mumble.

23. Robert knew that Dexter couldn't come to school because he didn't have any shoes. Robert should . . .

    a. stay home with him.
    b. offer a pair of his shoes for Dexter to wear.
    c. tease Dexter about his absence.

24. On the way to school, you accidently hit Mark with a pebble. You would . . .

    a. threaten to beat Mark if he tells.
    b. deny it.
    c. apologize.

25. When your friends want to play touch-football, you would . . .

    a. play by yourself.
    b. hide the football.
    c. suggest another game just as exciting.

26. When the class is voting for room officers, you should. . .

    a. refuse to vote because no one put your name in.
    b. let others tell you who to vote for.
    c. vote for the people who'll do the best job.

27. You have an idea for a school project. You would . . .

    a. tell your buddies.
    b. present the idea at the next Student Council meeting.
    c. keep quiet because other people might laugh at you.

28. Before you make friends with the new boy on the block, you should . .

    a. see what kind of clothes he wears.
    b. find out how your friends feel about him.
    c. challenge him to a fight.
    d. do all of these.
    e. do none of these.

29. Because America has a lot of different people, you should . . .

    a. play with children just like your self.
    b. get to know as many different kinds of children as possible.
    c. be a snob.

30. When you are asked your opinion on bussing children, you should . . .

    a. hunch your shoulders and shake your head.
    b. think about the answer.
    c. try to express exactly how you feel.

The work presented or reported herein was preformed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endoresement by the U.S. Office of Education should be inferred.

DEVELOPING RESPECT AND RESPONSIBLE BEHAVIOR THROUGH CHILDREN'S LITERATURE*

Specific Value:	Respect
Subject Areas:	Reading Social Studies Art Language Arts
Grade Level:	Fourth
Time:	Nine Weeks

Project on Student Values
3860 Plainfield Ave., N.E.
Grand Rapids, Michigan 49505

*Materials prepared by Shirley Collier

DEVELOPING RESPECT AND RESPONSIBLE BEHAVIOR THROUGH CHILDREN'S LITERATURE

Abstract

I. Philosophical Statement. The school, a community of interacting heterogeneous humanity, must meet the challenge of educating its young citizens to the realization that respect and responsible behavior are the fundamentals of effective human relationships.

II. General Objectives. This unit serves as a device for improving the skills of listening and critical thinking, for extending and enriching vocabulary for increasing oral and written language facility while utilizing children's literature to develop the value of respect and responsible behavior essential to human interactions.

III. Specific Objectives. Student behavior should reflect respect for self and others and a willingness to assume obligations and responsibilities as individuals and as members of the group.

IV. Context. Fourth Grade.

V. Content. Books and stories written for, by, and about children and presenting a variety of problem-solving situations while introducing different social and racial backgrounds comprise the "what" of this unit. In addition, timely and thought provoking cartoons and contrived critical incidents add variety and stimulation needed for oral and written expression. Hopefully, such content will lead the children to see the desirability of incorporating the values of respect and responsible behavior into their own evolving value system.

VI. Methods. Various methods including value-sheets, clarifying responses, contrived critical incidents, filmstrips, and field trips are used.

VII. Time Schedule. Nine weeks.

DEVELOPING RESPECT AND RESPONSIBLE BEHAVIOR THROUGH CHILDREN'S LITERATURE

Philosophical Statement

The school, a community of interacting heterogeneous humanity, must work to help its young citizens acquire the values which will help make them competent in an urban, industrial, and democratic society.[1] The challenge is not to overcome a hostile set of values, but to help pupils whose values are underdeveloped and confused to clarify their values and work effectively toward the realization of them.[2]

Respect for self and others and a willingness to assume obligations and responsibilities are values which the teacher and school can help students develop and clarify as being desirable and fundamental to effective human relationships.

Statement of General Objectives

This unit serves as a device for improving skills of listening and critical thinking, for extending and enriching vocabulary, and for increasing oral and written language facility while utilizing children's literature to develop the value of respect and its obligation of responsible behavior so essential human interaction.

To:

1. Promote appreciation for democratic values.
2. Develop appreciation of the value and proper use of personal and public property.[3]
3. Develop a willingness to respond positively to rules and regulations.
4. Acquire knowledge of and appreciation for racial heritage.
5. Promote an appreciation for ideas and abilities of others.
6. Promote individual and group cooperation.
7. Increase respect for authority-figures.

Statement of Specific Objectives

To:

1. Respect personal property - his own and others.
    a. Not write in, color in, or otherwise deface his books.
    b. Keep desk washed and neat on the inside.

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[1]Havighurst, Robert J. "Overcoming Value Differences," The Inner-City Classroom: Teacher Behaviors. Charles E. Merrill Book Co., Columbus, Ohio, 1966, p. 51.

[2]Ibid., p. 56.

c. Admonish others to pickup after themselves.
d. Refrain from rock throwing and hitting windows with balls.
e. Suggest ways to beautify the building and grounds.

3. Willingly respond postively to classroom and school regulations.
   a. Not fight. (decreased)
   b. (refrain from name-calling.
   c. Decrease tardiness.
   d. Line up quickly and quietly.
   e. Not be reported by Safeties.

4. Willingly respond to authority-figures.
   a. Be polite and courteous to adults.
   b. Accept correction from other teachers.
   c. Comply with requests of crossing guard, play ground aides, and custodians.
   d. Feel a responsibility for having textbooks at school and completing assignments to best of his ability.

5. Respect the rights of others.
   a. Not interrupt when others are answering or speaking.
   b. Take turns in games, gym, or other activities.
   c. Think about other people's feelings before speaking.
   d. Not sit in another person's seat or bother things in another person's desk without permission.

Statement of Context

This unit is being taught in a fourth grade class of Alexander School, an inner-city school located in the southeastern section of Grand Rapids. The majority of the twenty-seven students are non-white, and there is a heterogeneous range of abilities and social backgrounds relected within the group. The neighborhood is composed of home owners and renters. There is a high degree of transiency among those who rent.

Implementation of the unit occurs primarily in the area of reading with carry-over into the areas of social studies, art, and language arts.

Outline of Content

Books and stories written for, by, and about children and presenting a variety of problem-solving situations while introducing different social and racial

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[3]Saint Louis Public Schools . "Respect for Public Property," Journal, Research and Survey Series No. 21, Vol. 11, No. 2, pp. 2-3, January, 1959.

backgrounds comprise the "what" of this unit. In addition, timely thought provoking cartoons and contrived critical i[illegible]s add variety and stimulation for oral and written expression. Hopefully, [illegible] content will lead the children to see the desirability of incorporating the values of respect and responsible behavior into their own evolving value systems.

The following books will be read to the children by the teacher, and they are presented in the order in which they will be read.

1. Lentil, Robert McCloskey, 1940.
   Lentil is a little boy who wants to sing and whistle but is unable to do either. His experiences provide an entertaining introduction to respect for individual abilities and responsible behavior.

2. John Henry, Steel Drivin' Man, Adele DeLeeuw, 1966.
   Who could help being delighted with the incredible feats of this character from American folklore! It's a "tall-tale" which has something to say about responsibility.

3. The Hundred Dresses, Eleanor Estes, 1944.
   A little Polish girl in an American school wants to win the acceptance of her classmates. There's a message in respect of others differences and abilities.

4. The Little Island, Golden MacDonald, 1946.
   Children often think of themselves as little islands, self-contained and with no responsibilities toward others. This book explains that the little island is really part of the world.

5. Teacher's Pet, Miska Miles, 1966.
   Lottie's family are migrant workers. When they decide to settle down on a farm, Lottie's troubles begin. The title provokes discussion and the story raises value issues and alternatives.

6. Bright April, Marguerite DeAngeli, 1946.
   April Bright, a Negro Brownie Scout, helps her troop to understand people of different races.

7. All About Us, a book written for and by children on Negro history and contributions; original work of fifth graders at Stephens School, Detroit, Michigan.

The Methods

1. Raths' Methods
   a. Value-Clarifying Discussion
      1) The Picture without a Caption
      2) Cartoons, comic strips, etc.

b. Role-Playing
c. The Contrived Incident
d. The Zig-Zag Lesson
e. Open-ended Questions
f. Autobiographical Questionnaire
g. The Public Interview
h. Decision-Making Interview
i. Voting
j. Action Projects

2. WASP filmstrips, Exploring Moral Values (Lois E. Rath)
   a. Prejudice -- Filmstrips 1-3
   b. Personal Values--Filmstrips 4-7
   c. Authority---Filmstrips 8-11
   d. Honesty--Filmstrips 12-16

3. Fieldtrips
   a. Guests of Beckwith School, Grand Rapids, May: Puppet show.
   b. Cooperative nature-study trip with Oakdale Christian fourth grades in Nella Snapper's room.
   c. Class trip to Mackinac Island, stay over-night, June 6-7.

Time Schedule

This unit takes nine weeks. One allowance per book. (Books are not lengthy)

Teacher readings----------150 minutes per week

Language Arts----------290	"	"	"
English 140			
Handwriting 75			
Spelling 75			
Social Studies----------125	"	"	"
Art---------- 75	"	"	"
Total	640 minutes per week		

Evaluation Data

1. Hard Data: Pre and Post Value Evaluation

2. Soft Data: Observations made during class.

Evaluation and Interpretation

Any work in this area will be done post-unit testing. Objectives, methods, and student behavior will serve as the basis for evaluation and interpretation.

Recommendations:

These will come in June, and will be based on observations made during the nine week period.

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Books

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de Leeuw, Adele. John Henry Steel-Drivin' Man, Garrard Pub., Champaign, Illinois, 1966.

Estes, Eleanor. The Hundred Dresses, Harcourt, Brace and Co., New York, 1944.

McCloskey, Robert. Lentil, E.M. Hale and Co., Eau Claire, Wisconsin, 1940.

MacDonald, Golden. The Little Island, Doubleday & Company, Inc., New York, 1946.

Miles, Miska. Teacher's Pet, Little, Brown and Company, Boston, 1966.

Publications

Saint Louis Public School Journal, Unit on Respect for Public Property, Volume 11, Number 2, pp. 2-5, January, 1959.

Stephens School Special Ability Social Studies Class, All About Us, Detroit, Michigan, 1963.

Filmstrips

WASP Filmstrips, "Exploring Moral Values," Warren Schloat Productions, Pleasantville, New York.

GRID

Content (& Methods) / Objectives	A. Books	B. Value Clarifying Discus.	C. Role-plays	D. Contrived Incident	E. Zig-Zag	F. Open-ended ?	G. Autobio. ?	H. Pub. Interview	I. Decision-Making Interv.	J. Voting	K. Action proj.	L. WaSP Filmstrips	M. Fieldtrips	Totals
1. a														
1. b														
1. c														
1. d														
2. a														
2. b														
2. c														
2. d														
2. e														
3. a														
3. b														
3. c														
3. d														
3. e														
4. a														
4. b														
4. c														
4. d														
5. a														
5. b														
5. c														
5. d														
Totals														

EXAMPLE STATEMENTS FOR POST-VALUE SAMPLING

Directions: Fill the blank at the end of each statement with one of the following: strongly agree (SA), agree (A), disagree (D), or strongly disagree (SD).

1. Rules help us to enjoy our parks and playgrounds. _____
2. Clothes do not make the person. _____
3. School belongs to you. _____
4. We are responsible for the way our neighborhood looks. _____
5. Our neighborhood is the vicinity in which we live. _____
6. The best way to get respect is to demand it. _____
7. The best way to get respect is to give respect. _____
8. If there were more understanding in the world we would have fewer problems. _____
9. No one has an opportunity to decide which race he will belong to. _____
10. You have to know a person before you can say you like or dislike him. _____
11. School books are both personal and public property. _____
12. Your school is only as good as you make it. _____
13. It takes the efforts of all of us to keep our school beautiful. _____
14. The majority always rules in a democratic society. _____
15. Fighting is for cowards. _____
16. Name calling says you lack a vocabulary with which to express yourself. _____
17. Teachers only correct those who make mistakes. _____
18. Children should always be polite to grown-ups. _____
19. Grown-ups should be polite to children. _____
20. Tardiness shows a lack of respect for your fellow students. _____

EXAMPLES OF OPEN-END QUESTIONS

1. A new girl is standing alone in the hall. What would you do?

2. It's your turn to correct the spelling books and the firebell rings. What would you do?

3. You see the principal at the door but your teacher does not. What would you do?

4. You are playing kick-ball. The ball is kicked over the fence into a neighboring yard. What would you do?

5. The school bell is about to ring and you see a hurt pigeon on the sidewalk. What would you do?

EXAMPLE OF A CONTRIVED SITUATION

Concept: What to do after witnessing misbehavior. Would a good citizen, remaining silent, be a good citizen?

Situation: You are a fourth grader at a school, and it is about five minutes before morning recess. You have seen your best friend for a joke stuff soap up the water faucet in the restroom. Another student goes to wash his hands and gets soaked from the spray of the water. Most of the boys in the restroom think the joke is quite good. However, the teacher has explained that this is damaging to school property and that sitting in wet clothes is dangerous to one's health. She has said if this happens again everyone will lose a recess.

If you shared the secret, would you tell? Remain silent?

Is your chief responsibility to uphold school regulation or a friend?

Is it possible to do both?

ABOUT ME

1. My name is _____

2. I live at _____

3. My telephone number is _____

4. I am _____ years old.

5. My birthday is _____

6. My teacher's name is _____

7. I have _____ brothers.

8. I have _____ brothers.

9. I am in the _____ grade.

10. My father works at _____

11. My mother works at _____

12. My three favorite T.V. programs are:

    1.
    2.
    3.

13. I feel good when _____

14. I worry when _____

15. I feel important when _____

16. I like to _____

17. I don't like to _____

18. I feel jealous when _____

19. I think _____

20. In my free time I like to _____

21. When I grow up, I would like to _____

GRID

Content and Methods \ Objectives	Respects personal property	Responsibility for public property	Responds to rules and regulations	Responds to authority-figures	Respects rights of others	Totals (Min./%)
Books (6)	200 3.47%	240 4.16%	320 5.55%	360 6.25%	320 5.55%	1440 24.98%
Raths' Methods (12)	600 10.41%	500 8.68%	628 10.9%	576 10%	576 10%	2880 49.99%
WaSP filmstrips (15)	144 2.5%	100 1.73%	188 3.26%	144 2.5%	144 2.5%	720 12.49%
Field trips (3)	56 .97%	100 1.73%	188 3.26%	188 3.26%	188 3.26%	720 12.48%
Totals	1000 17.35%	940 16.3%	1324 22.97%	1268 22.01%	1228 21.31%	5760 99.94%

UNIT ON RESPECT FOR PUBLIC PROPERTY

Grades 4-8

Objectives

1. To assist pupils in developing a philosophy of life which includes an appreciation of the value and proper use of personal and public property.

2. To develop an understanding of public property: types, costs, and methods of financing.

3. To help develop a responsibility for the proper use and care of public property.

Key to Audio-Visual Aids

(Available through the Division of Audio-Visual Education)

For content and grade placement refer to DAVE catalog and supplements. Page numbers are given for quick reference.

F Film
FS Filmstrip
* Guide included

Content:

1. A good citizen has respect for personal property---his own, other peoples.

Suggestions:

Relate incidents that show respect for personal property.

Make a list of personal property found in the home as: your room, clothing, other belongings, etc.

Make a list of personal property belonging to the family as: home furnishings, automobile, etc.

In making lists and discussing points, bring out the idea of care for and use of personal property. Lead pupils to see that the obligation holds for rented property as well as for property personally owned.

Discuss what is meant by personal property of our neighbors such as: lawns, gardens, vacant houses, stores, churches, etc.

Relate incidents that show respect for property of our neighbors.

Draw pictures or cartoons showing how to care for personal property.

F 1453Q---Good Sportsmanship---* 10 min., p 55.

Content:

2. A good citizen has respect for public property.

Suggestions:

Have a family campaign on "Respect for Personal Property" in the home.

Discuss what is meant by public property. (Public property nearest you is your neighborhoo

Make a list of public property in your neighborhood.

(List should contain: sidewalks, streets, street lights, gutters, etc.)

Make a list of public property found in your neighborhood but not in every neighborhood as: library, fire engine house, part, playground, etc.

FS 2123R---Places We All Own---color, p. 92CC.

Use a check list made by pupils and teacher and take a field trip through the neighborhood.

FS 2123M---Robbie's Neighborhood---color, p. 92CC.

Discuss good and bad points noted in the neighborhood and set up some standards and plans for better care.

FS 2123S---In and Out of the Neighborhood---color, p. 92CC.

Note on your way to and from school 5 or 6 points which show neighborhood pride. Note 5 or 6 points which show lack of respect for property or rights of others.

Write to the city departments for information about cost of upkeep of city property.

Draw graphs showing cost of upkeep of street department, garbage department, etc.

Make dioramas, murals, "picture show," posters to show proper respect for public property. Have stories ryhmes, jingles written to go with these illustrations.

Have a debate on "Why we are responsible for the care of our neighborhood."

Draw cartoons showing an unattractive neighborhood scene and how it could be made attractive.

FS 2347U---Working Together---p. 83.

Content:

3. A good citizen has respect for schools.

Interior

Suggestions:

Discuss---Why we have schools.
How schools are supported.
What is our duty toward our school? All schools?

FS 2134M---Education in America---color, p. 92H

F 1036K---The Public School Story---20 min.---color, p. 62Q* (7-8 only)

Draw a plan of a well-arranged classroom showing waste can, bulletin boards, desks, flowers, shades, etc.

List essentials for keeping a classroom orderly. Keep this check list and use at intervals to check against your own room.

Make a check list for care of other parts of the building as: halls, walls, stairways, basements, gymnasium, etc.

Find out what it costs to build a public school, one classroom.

Find the cost of the equipment you use as: desks, pencils, books, paper, etc.

(Pupils who have older brothers or sisters attending private schools or colleges may be asked to report on the cost of the books they use.)

FS 2347W---The New Book---p. 83.

Make up rhymes, jingles, or slogans on respect for our school.

Exterior

Make a list of features which show a school building is well kept.

FS 2347T---Schoolground Discoverer---p. 83.

Use this list to rate your school and report your findings to the class and to the principal.

Discuss our responsibility in caring for our school.

Formulate plans to make your school more attractive.

Show by murals, dioramas, "picture shows," etc. how an unattractive school scene might be made attractive.

Make posters encouraging care of our school.

Give talks in lower grades on "Why we should care for our school."

Content:

4. A good citizen has respect for public transportation.

Suggestions:

Discuss conduct on the bus.
- How to get on and off.
- Care of the interior.
- Respect for people in the bus.
- Respect for people on the street.
- Courtesy to driver.

FS 2346T---Good Manners on Street and in Public Conveyances---color, p. 92A

Draw pictures to illustrate the above.

F 1455a---Are Manners Important"---10 min. p. 62U

Content:

5. A good citizen has respect for other public educational and recreational facilities.
   A. Parks
   B. Playgrounds

C. Theatres
D. Highways
E. Public meeting places
(restaurants, auditoriums, churches, etc.)

Suggestions:

Draw a map or use an outline map of your city. Show where the public parks and playgrounds are located.

List the recreational activities that can be enjoyed in our parks.

List the cultural and educational programs carried on in our parks.

Bring in pictures and clippings showing how our parks and playgrounds help us.

Have a round table discussion on the value of parks and playgrounds to the citizens of our city.

Discuss the abuses of our parks and playgrounds.

FS 2347K---Larry Learns Respect---p. 92II

Bring out some suggestions for the better care of our parks and playgrounds.

Find out the cost of the upkeep of the various parks.

F 1035D---Big City---23 min., p. 62AA.

Appoint committees to report on different parks and playgrounds in our city giving: name, location, size, interesting places in the park, value to the city, value to the people, abuses due to improper use of the parks and playground, recommendations for better care by the public.

Invite someone connected with the Park Department to talk to the class or school about our parks.

Give talks before parent organizations on "Respect for Public Property" and ask for their help and cooperation.

Follow suggestions similar to the above for: theatres, highways, public meeting places, etc.

F 1235C---A Visit to the Waterworks, *---10 min. ---color, p. 62FF.

FS 2346R---Good Manners at the Movies or in the Theatre---color, p. 92D

FS 2346Z---Table Manners---color, p. 92D

Write a class letter to the superintendent telling him of the activities you have been carrying on in order to make our city a better one.

PRE-VALUE SAMPLING

Directions: Fill the blank at the end of each statement with:

SA: Strongly Agree
A: Agree
OR
D: Disagree
SD: Strongly Disagree

---

1. Sidewalks, streets and gutters are public property. _____
2. The world would be a happier place if everyone looked alike. _____
3. We are our neighbor's keeper. _____
4. Streets, gutters, and sidewalks are personal property. _____
5. We are each responsible for the appearance of our school. _____
6. A neat desk says something about you. _____
7. We all pay for broken school windows. _____
8. Always speak your mind no matter who it hurts. _____
9. Noise lets people know you are alive. _____
10. Everyone should be teacher's pet. _____
11. If someone hits you, you have the right to hit them back. _____
12. You can have more friends if you are a kind person. _____
13. The best way to judge people is by the clothes they wear. _____
14. One way to judge a person is by the way he or she treats other people. _____
15. Rules are made to be broken. _____
16. Rules give everyone the same opportunity. _____
17. You have a right to pick flowers in your neighbors yards. _____
18. Teachers have no right to tell you what to do. _____
19. You don't hurt anyone by being tardy for school. _____
20. The principal and teachers are at school to help you get an education. _____
21. You are responsible for your own behavior. _____
22. Rules and regulations keep you from having fun. _____
23. Policemen do us a great service. _____
24. You are responsible for keeping Alexander School neat, clean, and beautiful. _____
25. You don't have to pick-up trash and papers in the schoolyard because that is the custodians job. _____
26. It is all right to fight at school as long as you don't get caught. _____
27. We should always accept the decisions of the majority of your classmates. _____
28. We must learn to cooperate and understand each other. _____
29. We must respect the rights, property, and opinions of others. _____
30. You should respect all teachers and try to do what they ask. _____

Name _____

Date _____

VALUE SAMPLINGS

SA + 2 D - 1
A + 1 SD - 2

PRE 4-1-68
POST 6-6-68

Boys 7 / Statements	1		2		3		4		5		6		7	
1+	+1	+2	+1	+1	+2	+2	-2	+1	+1	+2	+1	+1	+1	+1
2-	-2	-2	-2	-2	-1	-1	-1	-2	-2	-1	-2	-2	-2	-2
3+	+1	+2	-2	-2	-2	+1	-1	+1	-2	-2	-1	+1	-2	-1
4+	+1	+2	+2	+2	-2	+1	+2	+2	+2	+2	-1	+2	-1	+1
5+	+2	+1	+1	+1	+1	+2	+1	+1	-1	-1	+2	+2	+2	+2
6+	-1	-1	-1	+1	+1	+1	-2	-2	+1	+2	+1	-1	+1	+2
7+	+1	+2	+2	+2	+1	+1	-2	+1	+2	+2	-2	-2	+1	+1
8-	-2	-2	-2	-2	+1	-1	+1	-1	-2	-1	-2	-2	-1	-1
9-	-1	-1	+1	+1	+1	-1	+2	+1	-1	-1	+2	+2	+1	-1
10+	+2	+2	+1	+2	+1	+1	+1	+1	+1	+2	-1	+1	-1	-1
11-	+2	+2	+1	+1	-2	-2	-1	-2	+2	+2	-2	-2	+1	-1
12+	+1	+2	+2	+2	+1	+1	+2	+2	-2	-1	+2	+2	+2	+2
13-	-1	-1	+1	+1	-1	-1	+1	-1	+1	-1	-1	+1	-2	-2
14+	+1	+2	-1	-1	+1	+1	+1	+2	+2	+2	+2	+2	+1	+1
15-	-2	-2	-2	-2	-2	-2	-2	-2	-1	-2	-2	-1	-2	-2
16+	-1	+1	+1	+1	+1	+2	+1	+1	+1	+1	+2	+2	+1	+2
17-	-1	-1	-1	-1	-1	-1	-1	-1	+2	-1	-2	-2	-1	-1
18-	-1	-1	-1	-2	-1	-2	-2	-2	+1	-1	-2	-2	-1	-1
19-	-1	-2	+1	-1	-1	-1	-1	-2	-2	-2	-2	-2	+1	-1
20+	+2	+2	+1	+2	+1	+1	+1	+1	-1	-1	+1	+1	+2	+1
21+	+1	+2	+1	+1	+1	+1	+2	+2	-1	+1	+2	+1	+1	+2
22-	-1	-1	-1	-1	-1	-2	-1	-1	+1	+2	-1	-1	-2	-2
23+	+2	+1	+2	+1	+1	+1	+2	+2	+2	+1	+2	+2	+2	+2
24+	+2	+2	+1	+1	+1	+2	+1	+1	-1	-2	+2	+2	+1	+2
25-	-1	-1	-1	-1	-1	-1	-1	-1	-2	-1	+1	-1	-1	-1
26-	-2	-2	-1	-2	-1	-2	-1	-1	+1	-1	+1	+1	-1	-2
27+	+1	+1	-1	+1	+1	+1	+1	+1	-2	-1	-2	-2	+1	+1
28+	+1	+1	+1	+1	+1	+1	+1	+1	-1	+1	+2	+2	+1	+2
29+	+2	+2	+2	+2	+1	+2	+1	+2	+1	+1	+2	+2	+1	+1
30+	+2	+2	-2	-1	+1	+1	+2	+2	-2	-2	+1	+2	+1	+2

Boys 8, 9, 10 were absent on 4-1-68. Ironically, the same three boys were also absent on 6-6-68.

VALUE SAMPLINGS

SA +2 D -1 PRE 4-1-68
A +1 SD -2 POST 6-6-68

Girls / Statements	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1+	+2/+2	+1/+2	+2/+1	+2/+2	+2/+2	-1/+1	+1/+2	+1/+1	+2/+1	+1/+1	+2/+1	+1/+1	+1/+1	+2/+2	+1/+1
2-	-1/-2	-2/-1	-1/-1	-2/-2	-1/-1	-2/-2	+1/-1	-1/-1	-1/-2	-1/-1	-2/-2	-1/-1	-2/-1	-2/-2	-2/-2
3+	+1/+1	+1/+1	-1/+1	+2/+2	-2/-1	-1/-1	-1/+1	+1/+1	-2/-1	+1/+1	-1/-1	+2/+2	-1/+1	-2/-2	+1/+1
4+	+2/+2	+1/+1	+1/+2	+1/+1	-1/+1	+1/+1	+1/+1	-1/-2	+1/+1	-1/+1	+2/+2	-2/+1	+1/+1	-2/-2	-2/-1
5+	+2/+2	+2/+1	+2/+2	+1/+2	+2/+2	+1/+2	+1/+1	+2/+1	+2/+2	+2/+2	+1/+1	+1/+1	+2/+2	+1/+2	+2/+1
6+	+2/+2	+1/+2	+1/+1	+2/+2	+1/+1	+2/+2	-1/+1	+1/+1	+1/+1	+2/+2	+2/+1	+1/+2	+1/+1	+2/+2	+1/+1
7+	+1/+1	+2/+2	+1/+1	-1/+1	-1/-1	-2/-2	+1/+1	+2/+2	+1/+1	+2/+1	-1/+1	+1/+2	-1/-1	-2/-1	-1/-1
8-	-2/-2	-2/-2	-2/-2	-1/-1	-1/-1	+1/-1	-2/-2	+1/+1	-2/-2	-1/-1	+2/+1	-2/-2	-1/-1	-2/-2	+2/+1
9-	-2/-2	-1/-1	+1/-1	+2/+1	-1/-2	-1/-1	+2/+2	-1/-1	-1/-1	-1/-2	-1/-1	+1/+1	+1/-1	+1/+1	+1/-1
10+	+2/+2	-1/-1	+1/+1	-1/+1	-1/-1	+1/+2	+1/+2	+1/+1	-2/-1	+2/+2	+2/+1	+1/+1	+2/+2	+2/+2	+1/+1
11-	-2/-2	-2/-2	-2/-2	-1/-1	-1/-2	+1/-1	-1/-1	+1/+1	-1/-1	-2/-2	-1/-1	-2/-2	-2/-2	+1/+1	-2/-2
12+	+2/+2	+1/+1	+1/+1	+2/+2	+2/+1	+2/+2	+1/+1	+1/+1	+1/+2	+1/+2	+2/+2	+1/+1	+1/+2	+1/+2	+1/+2
13-	-1/-1	-2/-2	-1/-1	-1/-1	-1/-2	-2/-2	-1/-1	-2/-2	+1/+1	-1/-1	-2/-2	-2/-2	+1/-1	-2/-2	-1/-1
14+	+2/+2	+2/+1	+1/+2	+2/+2	+1/+1	+1/+1	+1/+1	+1/+1	+2/+2	+2/+1	+2/+1	+1/+2	+2/+2	+1/+1	+1/+1
15-	-2/-2	+1/+1	-2/-2	-2/-2	-2/-2	-2/-2	-2/-2	-1/-1	-2/-2	-2/-2	-1/-1	-1/-1	-2/-2	-2/-2	-2/-2
16+	+2/+2	+1/+1	+2/+2	+2/+2	+1/+1	+1/+2	+1/+1	-1/-1	+2/+2	+2/+2	+1/+1	+1/+1	+1/+1	+2/+2	+2/+2
17-	-1/-1	-2/-2	-2/-2	-1/-2	-1/-1	-1/-1	-1/-1	-2/-1	-2/-2	-2/-2	-1/-2	-2/-1	-2/-2	-2/-1	-2/-2
18-	-2/-2	-1/-1	-1/-2	-2/-2	-1/-1	-1/-1	-2/-2	+1/+1	+1/+1	-1/-1	-2/-2	-2/-2	-2/-2	-2/-2	-2/-2
19-	-2/-2	-1/-1	-1/-1	-1/-1	+1/+1	-1/-1	+1/+1	+1/-1	-1/-1	-1/-2	-1/-1	-1/-1	-2/-2	-2/-2	-2/-2
20+	+2/+2	+2/+2	+2/+2	+2/+2	+2/+2	+2/+1	+1/+1	+2/+2	+2/+2	+2/+2	+1/+1	+1/+1	+2/+2	+2/+2	+2/+2
21+	+1/+1	+2/+2	+2/+2	+1/+1	-2/-1	+2/+2	+1/+1	-1/-1	+1/+2	+1/+1	+2/+2	+2/+2	+1/+1	+1/+1	+2/+1
22-	-1/-1	-1/-1	-2/-2	-1/-1	-1/-1	-1/-1	+2/+1	-2/-2	-1/-1	-2/-2	-2/-2	-2/-1	-1/-1	-1/-1	-2/-2
23+	+1/+2	+1/+1	+1/+1	-1/-2	+2/+2	+1/+1	+2/+2	+2/+2	-2/-1	+1/+1	+2/+2	+2/+2	+1/+1	+1/+1	+2/+2
24+	+2/+2	+2/+2	+1/+2	+1/+2	+1/+1	+1/+1	+1/+1	+2/+2	+2/+2	+2/+2	+2/+2	+2/+2	+2/+2	+1/+1	+1/+1
25-	-2/-2	-1/-1	-2/-1	-2/-2	-1/-1	-1/-1	+1/-1	-2/-2	-2/-2	-2/-2	-2/-2	-2/-2	-2/-1	-2/-2	-2/-2
26-	-2/-2	-1/-2	-1/-1	-1/-1	-1/-1	-2/-2	-1/-1	-1/-1	-2/-2	-2/-2	-2/-2	-2/-2	-2/-2	-1/-1	-2/-2
27+	+1/+2	+2/+2	+1/+1	+1/+1	+2/+1	+2/+2	+1/+1	+2/+2	+2/+2	-1/+1	+2/+2	+1/+1	-1/-1	+2/+2	+1/+1
28+	+1/+2	+2/+1	+2/+2	+2/+2	+1/+1	+1/+2	+1/+2	+1/+1	+2/+2	+1/+1	+1/+1	+2/+2	+1/+2	+2/+2	+1/+1
29+	+2/+1	+1/+2	+1/+1	+2/+2	+1/+2	+2/+1	+1/+1	+2/+2	+2/+2	-1/+1	+2/+2	+2/+2	+2/+2	+2/+2	-1/-1
30+	+2/+2	+2/+1	+1/+2	+1/+1	+1/+1	+2/+2	+2/+2	+2/+2	+1/+1	+2/+1	+2/+2	+2/+2	+1/+2	+2/+2	+2/+2

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RESPECT FOR AMERICA*

Specific Value: Respect for America

Subject Area: Language Arts

Grade Level: Five

Time: Twelve Weeks

Project on Student Values
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Grand Rapids, Michigan 49505

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RESPECT FOR AMERICA

"As the happiness of the people is the sole end of government, so the consent of the people is the only foundation of it."

_____John Adams

Abstract

I. Philosophical Statement. This unit is presented to touch each student in regard to Respect for America which is so important today. Through the pupil's choices, they will practice the PROCESS OF SEARCH (Sidney Simon) in value training.

II. General Objectives. Some value choices in regard to respect for America will result in satisfaction. Others will cause frustration. The student must understand this as he considers alternatives. It is desired that he become a better citizen through his own choices.

III. Specific Objectives. The pupil must KNOW, FEEL, and DO in regard to respect for America choices. He should know that various values are desirable; he must feel honor and admiration for others; and he should practice respect for himself and others by performance which can be indexed.

IV. Context. Fifth.

V. Content. Poetry, Narration, Speeches, Writings, Projects

VI. Methods. Language Skills, Values Strategy (Proud Whip, Rank Order, Values Voting) and Machinery (Films and Recorder).

VII. Time: Twelve Weeks.

RESPECT FOR AMERICA

Philosophical Statement.

This unit was presented to touch the mind (KNOW), the heart (FEEL), and the will (DO) of each individual student in regard to respect for America and those who help, past and present, to make our country the great land that it is. It was desirable that each pupil form his own ideals through his choice. Ideally, he evaluated his choices, fixed his convictions, learned to relate to others, was helped to meet life's important problems, and grew in maturity as he began the practice of the PROCESS OF SEARCH, (Sidney Simon). Since many of the students are neglected in respect teachings in their various homes, and due to the lack of respect portrayed in all areas of life today, the consideration of these values was a necessity in the classroom.

General Objectives

Through various methods of Language Arts skills, the student was allowed to make choices concerning his respect for America, his respect (degree of recognition given to persons in their capacity as human beings) for others in relation to America, and a realization of his own self-respect. He was helped to realize that there are consequences which result from both respect and disrespect and he learned that various choices concerning his values proved to be undesirable both in and out of school.

Specific Objectives.

The pupils were to increase in KNOW as a result of the respect lessons. They became aware that certain values bring satisfaction and others cause confusion and frustrations.

The students were given a new appreciation (FEEL) for America and a deeper honor for those who do service for this great country.

The students were exposed to the DO in regard to their values. Some of the practices to be considered were:

1. The student learned how one shows respect to the country as he handles and cares for the American flag.

2. The student was exposed to the proper behavior when it is necessary that the teacher leave the classroom.

3. The pupils were allowed to discuss respect in relation to other teachers in the school.

4. A discussion was held in regard to the respect unit---Most of the students enjoyed the unit and seemed to see the usefulness of such value teaching.

5. The students performed well on the tests concerning the KNOW in relation to values. However, the daily practice always presents a true and sometimes different picture. (See evaluation)

Statement of Context

This unit of study took place in an inner-city school in Grand Rapids, Michigan. Approximately 30 students took part in some phase of the unit study. However, some pupils transferred out of the school and others came in during the course of study. Therefore, the hard data will not contain a perfect analysis of progress from the pre-test to the post-test. Due to the immaturity of the children and the disability in reading, it was necessary that the teacher be the leader of the unit study. In another situation, the students could often take over the leadership duties. These children are seemingly normal in non-verbal areas. The unit was implemented for Fifth graders through Language Arts skills.

Outline of Content

Value aims were combined with Language skills as respect was taught. Through this content, the students saw that values are incorporated in all areas of our lives; and that there are many alternatives in choices. The timing of the sections was somewhat changed in order for the pupils to give their political speeches during the week before election for the President of the United States. The areas of respect that were stressed were:

Respect for America:

1. Respect for the American flag---The students were taught concerning symbolism, allegiance, pledge, honor and admiration. Every day they were given a chance to promise their loyalty to America. They were given a chance to show how the flag should be cared for and why.

2. Respect for those who have made the freedom of America possible--- The students studied about many who sacrificed themselves in behalf of their own country. Therefore, one should respect these. Who are we to complain and misuse our freedom when others have fought and died to preserve it.

3. Respect for God---The students discussed and realized that God is the Provider of all the good things Americans have. Therefore, He, the Protector, deserves love and Respect and this is exhibited by thankfulness for our country and its many blessings.

4. Respect for liberty---The aim was to show the greatness of a democratic form of government over other political forms practiced in the world today. The students were made conscious of the fact that a loyal cit.. n defends his country verbally and even bodily even though he realizes she is not perfect. However, she is the best country in the world and if anyone thinks not, he should be allowed to live in the country he defends.

5. Respect for those in authority over us---Students and teacher were made conscious of the fact that there is always someone to whom man must give account of his actions. Mere verbalizing of respect is not enough; since "Actions speak louder than words."

6. Respect for peers---The pupils were made to realize that it is important to show good manners and courtesy to others in the classroom. This is part of respect for a fellow American.

7. Respect for self---Various methods were used to emphasize that one race, color, or creed is not superior to another. One should be thankful to his Creator for his color and position, no matter what it may be. However, it is the responsibility of each one to use his opportunities for betterment and not to look down on others no matter what position they may hold.

8. Respect for those in governmental position---The students were shown that respect should be shown for all men in political positions even though one does not have to agree with them or vote for them. Disagreement should not bring hate and violence, but a thorough examination of beliefs and prejudices. The pupils participated and became very interested in the election.

Methods

1. Testing---Pre-testing and post-testing were used to provoke thought and discussion.

2. Discussion-Rhythm and content of patriotic poems were investigated and discussed. Poems were on ditto sheets for marking and word learning. Stories were also discussed.

3. Records---Rhythm and listening skill development were exercised through patriotic music investigation. The message of the poem-song was discussed and debated:
   "The Star Spangled Banner"

4. Narration-Research, reading, and reporting concerning leading Americans, past and present were beneficial to the class. A few of the good readers of the class participated in this area.

5. Filmstrips and movies---These were used to present new aspects concerning respect and also for follow-up activities. Some of the films shown in the unit were unavailable. Those shown were:

   "Freedom of Speech"
   "Poems for Fun"
   "Columbus"
   "Story of Abraham Lincoln"
   "Citizens in a Democracy"
   Movie on Good Sportsmanship

6. Decision-making---The children wrote stories and paragraphs concerning their ideas of respect in relation to the "why" and "how" of this value. They were allowed to vote for the man of their choice in a mock election.

7. Dramatic play and role playing---These were used in regard to election speeches. Each student was given the assignment and opportunity to play the part of a candidate and give a political speech. The listeners were to show respect for the man speaking.

8. Debate---Sides were taken in regard to respect in certain situations. Each was allowed to express reasons for his particular beliefs. Some saw that their arguments were poorly grounded.

9. Self-selection---Independence was stressed through the selection of independent reading materials. It was found that the children wanted to pick books read to the class and recommended by the teacher. Tape recorder used to record voices---self-respect.

10. Communication---Respectful letters were written to many states for conservation (Respect for the land-science unit taught along with respect unit) materials. Most of the students received materials from these sources. Conservation songs were learned and filmstrips shown.

11. Projects---Each student was assigned to provide a project to demonstrate respect to the class. Some made posters others made models. A few gave speeches and reports and most of the class made pictures.

The methods used in this particular situation were held in relatively firm control. In other situations, these methods could be more flexible. In this particular unit presentation, the teacher always maintained control, not as a dictator but as the leader.

Time Schedule

This unit consisted of 36 lessons spread over a period of 12 weeks. Every week 3 lessons were taught. The first lesson began on September 10, 1963 with the

pre-test and the post-test was given on November 26, 1968. A review was held on November 28, 1968 for Dr. Thomas. The sections consisted of:

Section I---Pre-test and 6 lessons on poetry. Respect for country, flag, Americans, God, liberty, and others was realized.

Section II-- Narration and creative writing, 6 lessons. Respect for individual loyal Americans emphasized and dramatization of stories. Creative writing included manners and courtesy.

Section III- Self-selection, 6 lessons. Respect for self and respect for characters in the reading materials--Why and how these characters deserved or did not command respect of others.

Section IV- Letter-Writing and reports, 6 lessons. Respectful communication and reporting on respect shown on TV programs.

Section V-- Political Party Speeches, 6 lessons. The students learned respect for all political workers, even though they did not favor the particular party.

Section VI- Projects, 6 lessons. The students presented individual projects to the class to demonstrate what they had learned concerning respect.

Evaluation Data

Test scores: A decision test was given as a pre-test. A rank order test was given also. These were both given as a post-test to see how much was gained or lost in KNOW concerning respect before and after the unit was presented.

There were 29 students who took part in the unit study. However, due to transfers, only 17 took both the pre- and post-tests.

17 students: Report of KNOW in relations to respect. Based on 20 questions:

6 students---stayed the same
10 students---gain of 19 points
1 student----loss of 1 point

The other 12 students took part in the unit. There were 5 students who took part in the pre-test and 7 others who were present for the post-test.

The rank order test was relatively stable, with only a few slight changes.

It is hard to evaluate the FEEL apart from the DO in regard to respect. However, there seemed to be a very slight improvement in both.

Evaluation and Interpretation

Objectives: The general objectives stated in the paper were seemingly realized and accomplished as stated in the paper. The specific objectives were more difficult to realize. The students improved in the KNOW area and portrayed some improvement in the FEEL; but the DO objectives were not fully realized. However, it is believed that the pupils began the journey of the DO and will continue to practice more fully the KNOW. Behavior changes were not evidenced as hoped for; but this may take much time and more effort.

Methods: Those used were fairly effective. However, if the unit were taught again, more machinery would be acquired for use since visual aids are very important in impressing these children. Next time, teaching the value of respect through the implementation of a different skill would be interesting. Nevertheless, the Language skills provided a good occasion for the teaching of respect.

Content: The presentation of the value, respect, through poetry was well received. Narration was enjoyed by the pupils. Political speeches and projects were effective in the unit. Letter-writing was very profitable since this skill brought results---material to each student in his name through the U.S. mail. The self-selection unit was too long for these students Reading disability was responsible for this inefficiency. Creative writing and reporting were not as effective as hoped. Poor reading and writing skills contributed to this.

Instruments: More decision-making questions should be given and less attention given to the score on the rank order test.

Student Values and Behavior: It is important to recall that changes of behavior do not occur over night. Changes of behavior are evident now and then in little incidents which occur in the classroom. Even though the formal presentation of respect through Language Arts skills has been completed, this value continues to be discussed each day in one way or another. Therefore, it is a moment of appreciation when a student exhibits something that has been presented in the unit. Consequently, the teacher may never know the full or even part of the good that has been accomplished through the presentation of Respect for America.

Recommendations

More attention should be given to the DO in regard to respect since this area is so important. One can KNOW the right way to behave; but it is much harder to put this into practice in daily life. The relation of KNOW, FEEL, and DO must be emphasized strongly.

It was felt that some of the questions on the testing instrument were not of the best quality. These should be studied and revised to fit the particular situation. The items were better suited to the group taught by the teacher last year. The group is somewhat different this year. Therefore, revision is necessary.

More outside resources would be contacted in regard to the unit, since those contacted for social studies skills were well received and appreciated by the students.

Conclusion

The teacher feels that the overall presentation of the unit was "good." It seemed to be beneficial to both students and teacher.

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GRID

Objectives / Content + Methods	Know	Feel	DO					Totals
			Country	Others	Classroom	Peers	Self	
Section I	5	3	5	5	0	0	0	18
Section II	5	3	4	4	0	0	0	16
Section III	1	2	0	0	0	0	4	7
Section IV	5	6	0	2	2	3	2	20
Section V	3	6	8	4	2	1	0	24
Section VI	5	4	3	0	1	1	1	15
Totals	24	24	20	15	5	5	7	100%

Sections

Section I	Poetry
Section II	Narration & Creative Writing
Section III	Self-Selection
Section IV	Letter-Writing & Reports
Section V	Political Speeches
Section VI	Projects

Objectives

KNOW	Learning about the values of Respect
FEEL	Feeling admiration for others.
DO	Practicing Respect

TEST

Part I

1. If your best friend says he hates America, should you . . .

    a. Laugh at him
    b. Ask him why
    c. Beat him
    d. Avoid him

2. When you are asked to take care of the flag, should you . . .

    a. Roll it into a ball
    b. Fold it into quarters
    c. Fold it in triangle form
    d. Stuff it into a drawer

3. When a man in politics is giving a speech on TV, you should . . .

    a. Turn to another channel
    b. Make fun of the speech
    c. Listen to the speech
    d. Leave the room

4. When your brother is arrested for going through a red light, you should. . .

    a. Hate the police
    b. Hate your brother
    c. Respect the police
    d. Hate all laws

5. If the law told you that you could not go to church, you should . . .

    a. Stay home
    b. Go to a show
    c. Sneak to church
    d. Obey God's law and go

6. If you had an old American flag you don't want, should you . . .

    a. Play with it
    b. Throw it in the trash
    c. Give it to some little kids
    d. Burn it alone

7. If you were old enough to get a draft card, should you . . .

    a. Hide it in a drawer
    b. Carry in in your billfold
    c. Let your brother play with it
    d. Burn it

8. If someone in the classroom goes to a different church than you do, you should . . .

   a. Call him names
   b. Tell him he is wrong
   c. Not speak to him
   d. Ask him about his church

9. If the teacher lets you pick out any book you like you should . . .

   a. Pick one by yourself.
   b. Pretend to pick one
   c. Ask your friend to pick one for you
   d. Have the librarian pick one for you

10. If the teacher asks you to write a business letter, you should . . .

   a. Have an older sister do it
   b. Not do it
   c. Try to write one
   d. Tell the teacher you can not

11. If you were 22 and had to work during all voting hours, you should . . .

   a. Forget to vote
   b. Make special arrangements
   c. Say it doesn't matter
   d. Grumble about it

12. If you were allowed to pick one of four books for school, you should pick . . .

   a. One about Popeye
   b. One about Casper
   c. One about the Three Stooges
   d. One about John F. Kennedy

13. If mother is sick, you should . . .

   a. Go out and play
   b. Try to keep the little ones quiet
   c. Stay away from home
   d. Tell mother you are bored

14. If the teacher leaves the room, you should . . .

   a. Talk with your friends
   b. Keep on working
   c. Start a tag game
   d. Sleep

15. If someone has your pencil, you should . . . .

a. Sneak it away from him
b. Tell the teacher he stole it
c. Fight him
d. Talk it over with him

16. If your teacher says, "There may be no God", you should . . .

a. Believe him
b. Tell mother
c. Hate him
d. Discuss it with him.

17. If someone tells you to take something from the teacher's purse, you should . . .

a. Do it
b. Beat him
c. Tell the teacher
d. Explain why you will not

18. If you knew that someone plotted to kill the President of the United States, you should . . .

a. Report it to the police
b. Tell your best friend
c. Forget it
d. Wait and see what happens

19. If another teacher, not yours, tells you not to run in the halls, you should . . .

a. Tell her she's not your boss
b. Stick out your tongue and run
c. Not pay attention
d. Obey her

20. If the man you like is not chosen as a final candidate, you should . . .

a. Tell your friends not to vote
b. Vote for one anyway
c. Do not vote
d. Picket so others can't vote

Key

1. b	6. d	11. b	16. d
2. c	7. b	12. d	17. d
3. c	8. d	13. b	18. a
4. c	9. a	14. b	19. d
5. d	10. c	15. d	20. b

TEST

Part II

RANK ORDER

A	B	C
Museum	Play	Respect
School	Sing	Tolerate
Church	Read	Love
D	**E**	**F**
Flag	John F. Kennedy	Minister
Book	Martin Luther King	Teacher
Coat	Jesus Christ	Friend
G	**H**	**I**
Obey	Loyalty	Peace
Hate	Kindness	War
Fight	Obedience	Quiet

J

Die
Heaven
Hate

ERIC

POEMS:

"The Flag Goes By" ------by Henry Holcomb Bennett

"Father in Heaven, We Thank Thee" ------Ralph Waldo Emerson

"I Love You, Mother" ------Samuel F. Smith, 1832

MUSIC:

"The Star-Spangled Banner" ------Francis Scott Key

"America" ------Samuel F. Smith, 1832

NARRATION:

"The Soldier's Reprieve" ------Mrs. R.D.C. Robbins
The Boys' and Girls' Readers

"America's Mountaintop Hymn" ------Helen J. Bean
NRTA Journal

"Columbus" ------Stepping Stones to Literature - by Arnold & Gilbert

"The Story of an American Patriot" ------Edward Eggleston
New Essentials of English

LETTERS:

Written to Conservation Offices of various states

POLITICS:

Speeches listened to on television. These could be used even though it may not be presidential election year.

Audio-Visual Materials Available From Audio-Visual Department, Grand Rapids Public Schools

RESPECT

Filmstrips & Movies

A. Respect for America

1. "Flags of Our Country" -- 61016
2. "Foundations of Democracy in the United States" -- Series JHO
3. "Citizens in a Democracy" -- 40300
4. "Citizens Participates, The Parties, Pressure Groups, Voting, Elections" -- 50062 & 50062 continued
5. "Freedom of Speech" -- 40670
6. "Freedom of Worship" -- 40671
7. "Growth of American Democracy" -- 501,71
8. "Independence is Declared" -- 40977
9. "The Star Spangled Banner" -- 73203
10. "Stars & Stripes on Display" -- 20221

B. Respect for Others

1. "Clara Barton" -- 40306
2. "Columbus" -- 40332
3. "Florence Nightingale" -- 40130
4. "Benjamin Franklin" -- 40166
5. "George Washington's Mount" -- 50264
6. "Story of George Washington" -- 41868
7. "Story of Abraham Lincoln" -- 41858
8. "John F. Kennedy- From boyhood to President" -- 40063

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9. "Courtesy at School" -- 10125, 10126
10. "Are Manners Important" -- Mp 10027
11. "Everyday Courtesy" -- 10171
12. "Growing Up In Serving Your Community" -- 50170
13. "Manners at School" -- 41250
14. "Manners At Home" -- 41249
15. "School Courtesy" -- 41717
16. "School Helpers" -- 41718

C. Language Arts Film to relate with Respect Activities

1. "Body of Composition" FS 40196
2. "Building Good Sentences" -- FS 40225
3. "Building Reports" -- FS 40226

4. "Digging For Facts" -- FS 40456
5. "Poems For Fun" -- 10469
6. "Using the Encyclopedia" -- 42349
7. "Letter Writing For a Reason" -- 41133
8. "Do Words Ever Fool You" -- FS 40694
9. "How Pronouns Help" -- 10885
10. "Body and Closing Sentence" -- FS 40192

THREATS IN REGARD TO CHOICES CONCERNING RESPECT

1. From Democracy--to Communism----or Materialism
2. From Concern---to Apathy--------or Indifference
3. From Freedom---to Subversion-----and Aggression
4. From Individualism---to State-Control
5. From Voting Freedom----To Controlled Elections
6. From Religious freedom----To controlled Religions
7. From Private Ownership----To State-ownership
8. From Speech Freedom------To State-Controlled Speech
9. From Rule by the People----To Dictatorship
10. From people Production----To State production

CHOICES AND ALTERNATIVES TO CONSIDER IN REGARD TO RESPECT

1. Ought I to serve my country in the armed forces?
2. Ought I to burn my draft card as my friends are doing?
3. Ought I to rebel against my country, or ought I to try and change those things which I oppose?
4. Ought I to praise my country to foreigners, or ought I to denounce the inconsistencies found in my country?
5. Ought I to have fun when I am abroad and forget that I am a representative of my country?
6. Ought I to break the laws of my country when I am in disagreement with them?
7. Ought I to take part in the political programs set up by my country; or should I turn toward and promote another form of rule other than democracy?
8. Ought I to respect minority rights even though they conflict with my opinions?
9. Ought I to consider the worth and welfare of the individual as essential and most important?
10. Ought I to defend the hard-earned rights of America?
11. Ought I to respect honest differences of opinion among loyal Americans?
12. Ought I to respect the personal and property rights of others?
13. Ought I to evaluate the expanding role of government service even though my interests may not be governmental?
14. Ought I to use my time to understand the purposes and methods of pressure groups?
15. Ought I to respect and support the decisions of the majority even though I agree with the minority?
16. Ought I to be loyal to elected officials, even though I may disagree with their proposals and policies?
17. Ought I to champion democracy when I feel it is full of inconsistencies?
18. Ought I to abide by a verdict of the court when it conflicts with my religious values?
19. Ought I to obey God rather than men?
20. Ought I to believe that I should love God above all?

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THE COMPARISON OF VALUES AND CUSTOMS BETWEEN TWO CULTURES INCLUDING THE CHILD'S OWN*

Specific Values:	**Appreciation and tolerance**
Subject Area:	**Social Studies**
Grade Level:	**Fourth Grade**
Time:	**Six Weeks**

Project on Student Values
3860 Plainfield Ave., N.E.
Grand Rapids, Michigan 49505

***Materials Prepared by Frances Cox and Julie Lamberts**

THE COMPARISON OF VALUES AND CUSTOMS BETWEEN TWO CULTURES INCLUDING THE CHILD'S OWN

Abstract

I. Philosophical Statement. Children's understanding of their own culture deepens as they compare it with that of others.

II. General Objectives. To develop greater appreciation for our own culture and tolerance for the ways of other people.

III. Specific Objectives.

A. To help children realize the need for belief in the supernatural as a basic part of lives of all groups.

B. To help children comprehend the significance of the family as the basic and universal unit of social organization.

C. To help children understand tendency of all people to live in groups.

IV. Context. Fourth grade.

V. Content
&

VI. Methods Films, filmstrips, books, scrapbooks, visit various churches and museum, discussions, build family tree, role playing.

VII. Time. Six Weeks.

The Comparison of Values and Customs between Two Cultures Including the Child's Own

Philosophical Statement

Children's understanding of their own culture deepens as they compare it with that of others. Comparing how they live, feel, and believe may become an instrument in clarifying their own cultural values. Learning concepts and facts in the area of Social Studies gains the dimension of exploring values of our own culture.

Statement of General Objectives

The objectives of this unit will be related to social studies material suitable for the fourth grade. First, we will attempt to build a background for the anthropological concept of culture, specifically how people live in different regions and how they get along with other people.

We will study and compare two cultures, that of the Algonquin Indians, already studied earlier this year, and our own. How the two cultures relate to their environments, homes, economics, and most particularly their social organizations and religions or belief systems will be included in the unit.

Our value objectives will be to develop a greater appreciation for our own culture and a tolerance for the ways of other people. Pupils should be made aware that the "strange"

culture they are studying is an example of the complexity and variety of other cultures. Analyzing our belief systems, we will consider the reasons and purposes they serve.

In considering religious values of two cultures, our aim is to explore the quality of "agape" and the individual and universal need of man for a "skyhook". We will explore the role of the "supernatural" in religion. Positively, we will note significant similarities in belief systems, and important and superficial differences.

The social organization study of the two cultures should improve understanding of basic groups and how the needs of primitive and modern groups require disciplines and censures. Tribal taboos and justice will be relate to government restrictions and laws. We will attempt to bring the child into the picture more personally by relating the role of the individual in both the primitive and the modern day scene. As they explore their own beliefs and mores, we hope to help them become more fluent in describing their own ways as well as comparing them with those of others.

Statement of Specific Objectives

1. To help children realize the need for belief in the supernatural as a basic part of lives of all groups.
    a. Help children realize all religions have established beliefs.
    b. Help children conceptualize place of worship and ritual in all religions.
    c. Help children understand the place of religion in total culture of group.

d. Help understand religious leadership in all religions.
e. Teach children within each culture certain objects, signs, symbols, places, even animals which have religious significance.

2. To help children comprehend the significance of the family as the basic and universal unit of social organization.

   a. To enable children to understand basic function of family to perpetuate the group and their culture.
   b. To understand a household as comprised of family and any other person who lives more or less permanently with family.

3. To help children understand tendency of all people to live in groups.

   a. Help children learn composition of community may be on the basis of people's place of residence or common interest of members.
   b. To understand major community control is with individuals of population who remain together to make control effective.
   c. To understand social control must increase as size of the group increases.

Statement of Context

The class that will be participating in this unit in Cox's room is a group of thirty-one fourth graders from Ottawa Hills Elementary School. There are three non-white students. Basically, the children are from upper-middle class socio-economic backgrounds, with above average ability and performance. Classroom space is limited, but the group is enthusiastic. The unit will basically be taught as a social studies unit, but art and music could also be coordinated with it.

In Lamberts' room, there will be twenty-seven third and fourth year students participating in the unit. The school is also Ottawa Hills Elementary, so the socio-economic backgrounds

of the children in this room are similar to the ones in Cox's room as described above. There are two non-white students in this room. This will primarily be used as a social studies unit, but art, music, and English will also be brought into the study.

Outline of Content and Methods

Religion

Content	Method (Learning Experiences)
1. To help children realize the concepts of men about relations to supernatural as basic motivation of all groups.	Children study likenesses and differences in own and Algonquin culture (shelter, clothing, food, etc.). Michigan My Michigan text, films, filmstrips, other reading.
	Both have religion. What is religion?
a. Help children recognize all religions have established beliefs.	Read legend or myth to illustrate belief in supernatural. What is supernatural? Discuss and draw pictures.
1) Different religions in America. Americans believe in word of God.	Moral Values Filmstrip, The Sabath What does religious freedom mean? Discussion: we believe in God but go to different churches.
2) Algonquins worship Manitou and lesser spirits.	Show film Wild Goose. Show filmstrip "Woodland Culture" including religious myths, customs, symbols.
b. Help children conceptualize place of ritual in all religions.	
1) Americans attend church or synogogue	In scrapbook, paste pictures of churches and synogogues. Discuss.

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Content	Method (Learning Experiences)
2) Algonquin Indian ceremonial dances and tribal gatherings.	Michigan My Michigan text and filmstrips.
c. Help children understand place of religion in total culture of group.	
1) American religious practices presuppose many denominations; also separation of church and state.	Visit various churches. Make bulletin board display of differing places of worship (church, synogogue, Buddist temple, etc.)
2) Algonquins: no denominations, no separation of church and state, religion as part of tribal life.	Algonquin people all believe same way. One religion.
d. Help understand religious leadership in all religions.	
1) Americans-full and part-time leaders.	Discuss religious leaders in U.S., priests, ministers, rabbis, bishop deacons, etc.
2) For Algonquins, shamans; all participate.	Designated leaders, medicine men. Use library sources also materials available through Department of Indian Affairs.
e. Teach children within each culture certain objects, signs, symbols, animals which have religious significance.	
1) Cross predominates in America today.	Note pictorial evidence, religious jewelry, etc.
2) Totem poles, sun and animal symbols for Algonquins,	In museum visit, reading materials and pictorial evidence.

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Social Organization

Content	Method (Learning Experiences)
1. To help children comprehend the significance of family as basic and universal social organization.	
a. To enable children to understand basic function of family to perpetuate group and culture.	Show film, Why is My Name Anderson?
b. To understand household is comprised of family and others who live permanently with family.	Build a family tree. S.R.A. Lesson 1: Getting to Know the Family. S.R.A. Lesson 2: Families are Alike
1) American nuclear family, most frequently nuclear family.	Scrapbook, household groups engaged in activities. Draw pictures of ow Compare size differences.
2) Algonquin family extended, includes grandparents, other relatives.	Construct Algonquin villages, lodge: teepees, other dwellings. Draw family members or construct people from pipe cleaners, clay, etc. Use filmstrips, library materials. Discuss what family is. Any class member part of an extended family? Refer to book Your Family Tree.
	Conclusion: review basic concepts. Have children report or make other projects (plays, panels, poems, stories) on "How would my family life be different if I were an Algonquin girl or boy?"
2. To help children understand tendency of all people to live in groups.	If I went to Mars, would I go by myself? Why or why not?

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Content	Method (Learning Experiences)
a. Help children learn composition of community may be on basis of people's residence, common interests, mutual support.	Why do people move to Grand Rapids Send home questionnaire. Tell what children see as walk or drive around city. List things most communities have: post offices, stores, schools, banks, churches,e
1) Americans normally organized by place of residence, activities within area, interests conditioned by socio-economic factors.	Add community activities to scrapbook.
2) Algonquin tribal relationship between groups with common residence area and dependent on livelihood of similar area. Loose relationship between tribes with similar language.	Algonquin community more or less permanent depending on conditions of sustenance and security from alien tribes. Seasonal conditions might move tribe, so community could happen to be where they were situated at time. Bring out idea of clan, also classroom and one across the hall.
b. Help to understand major community control is with those who stay together to make control effective.	
1) American social control is expressed by designated leadership in household, neighborhood, city, county, state, and nation.	Read S.R.A. Families and Needs. Have policeman or lawyer talk about laws of community and their need.
2) Algonquin control leadership by tribal chiefs and consul.	Role play social control of Algonquin tribe. (Source materail in text and other books.)

Content	Method (Learning Experiences)
c. To understand social control must increase as size of groups increases.	
1) Americans have public officials, policemen, firemen, teachers, etc.	In scrapbook, have children group public officials. Show film on role of officials. Ask children about control over them of grandparents, aunts, uncles, etc.
2) Algonquins have chiefs and council leaders. Spasmodic attempts to unite tribes under over-all leadership.	Text and role playing.
	Conclusions: review main concepts. Discuss from background of text, outside reading, films, filmstrips, the social makeup and control of Algonquin household and tribe.
	Use technique of unfinished story, relating incident of Indian boy or girl, involved in misdemeanor, to illustrate social control in Algonquin tribe. Let the class decide upon probable treatment and outcomes in terms of culture.

Time Schelude

The entire unit should span a six weeks period. About two weeks would be allowed for the development of the section on the comparison of religious cultures. The remaining four weeks would be devoted to the study of the social organization within the Algonquin and American cultures.

Projected Evaluation

Evaluation would be a continuous process as children's performance through activities and discussions indicate increased understanding of subject matter and clarity about values related. Material is deliberately flexible in this unit to allow for children's contributions, interests, and reactions.

Grid

The explanation of the Roman Numerals and letters used on the following grid may be found on page 12.

	I	II	III	IV	V	VI	VII	VIII	IX	X	TOT.
A	6			4							10
B	4										4
C	2										2
D	2										2
E		8									8
F			4								4
G				4	4						8
H						4					4
I							4				4
J							6	4		4	14
K							10				10
L							4				4
M								4			4
N								4			4
O									4		4
P									6	4	10
Q										4	4
TOTALS	14	8	4	8	4	4	24	12	10	12	100%

Grid Interpretation

Specific Objectives

I. To help children realize all religions have established beliefs
II. To help children conceptualize the place of ritual in all religions
III. To help children understand the place of religion in the total group culture
IV. To help children understand the religious leadership in all religions and its need
V. To teach children the objects signs, symbols, places, animals in the religions studied
VI. To understand the basic function of the family to petperuate the group and its culture
VII. To understand the household as comprised of the family and all others who live more or less permanently with them
VIII. To learn the composition of a community on the basis of people's place of residence or common interest
IX. To understand major community control is with the individuals of the population who remain together to make control effective
X. To understand that social control must increase as the size of the group increases

Method (Experiences)

A. Discuss what religion is, the religious leadership of both cultures
B. Read legends or myths to illustrate belief in supernatural
C. The Sabath- filmstrip
D. The Wild Goose- film
E. Make a scrapbook, including pictures of various places of worship and the symbols of differing religions
F. Visit area churches and synogogues
G. Read Michigan My Michigan for information on Algonquins
H. Why Is My Name Anderson? film
I. Make family trees
J. Begin a scrapbook, including household groups, community activities, public officials
K. Construct Algonquin Indian village
L. Children's reports (plays, stories, poems, etc.) on Algonquin life
M. Send home family questionnaire on why people move to Grand Rapids
N. Discuss idea of mobility within Algonquin communities
O. S.R.A. Families and Needs-have lawyer or policeman talk
P. Role play social control in Algonquin tribe
Q. Unfinished stories

RESPECT FOR OTHERS...THROUGH STUDY OF MICHIGAN INDIANS*

Specific Value: Respect for Others

Subject Area: Social Studies

Grade Level: Fourth Grade

Time: Eight Weeks

Project on Student Values
3860 Plainfield N.E.
Grand Rapids, Mich. 49505

*Materials prepared by Margaret DeKiep

RESPECT FOR OTHERS... THROUGH STUDY OF MICHIGAN INDIANS

Abstract

I. Philosophical Statement. In times of unrest children need to become aware of their attitudes toward others and perhaps through this unit to affect a behavioral change in his association with others.

II. General Objectives. The general objectives are to assist children to become aware of and appreciate contributions of other races, through an understanding of people of other times. In so doing, to develop a respect for the dignity and worth of others and inspire a desire to help others.

III. Specific Objectives.
- A. To accept others regardless of race, color, or religion
- B. To work with other students
- C. To express and defend his selected value alternatives
- D. To assist other students
- E. To value ideas and contributions of others

IV. Context. Fourth Grade

V. Content. Unit on Michigan Indians include readings in text, reference books, Indian stories, fiction, audio-visual materials and art project.

VI. Methods. Pre-test, goal sheet, discussions, value sheet, value continuum, unfinished stories, reports, field trip to Museum, art project, visual aids, evaluation data.

VII. Time. Eight Weeks.

RESPECT FOR OTHERS...THROUGH STUDY OF MICHIGAN INDIANS

Philosophical Statement.

In this time of unrest students need to be wise, tolerant, and compassionate. If a pupil becomes aware of his attitude toward others during this unit, perhaps a behavioral change can be affected which will help him appreciate the dignity and worth of an individual not only of a different race, color, or religion, but also his peer with whom he may differ.

Statement of General Objectives

To acquaint children with the facts about Michigan Indians; their life, customs, contributions, and problems. To identify and clarify his attitudes toward others and give him experiences in which he can formulate value alternatives.

Statement of Specific Objectives

A. To assist other students
B. To judge peoples of other races, cultures, and religions in terms of their behavior as individuals
C. Allows for differences of opinions
D. Expresses pleasure in stories of other people
E. Expresses consideration of others
F. Is able to formulate and differentiate among value alternatives
G. Liscuss and defend his selected value alternatives

Context

Fourth Grade - Wide range of ability - majority from lower and average middle class. Varied backgrounds - 28 students, 3 students living with one parent, 5 with step-parent, many with both parents working.

Content

The content of this unit will be taken from the Michigan Social Studies unit dealing with the Michigan Indians. We will use all available resources; text books, supplemental books, resource books, reference books, and newspaper articles. The library also has a supply of Michigan books both fiction and non-fiction. We will also use classroom 10 Television Program called "Open Door to Michigan." A field trip to the Grand Rapids Museum will be included in the program. Colored pictures with factual material from Michigan Historical Commission, "A History of Michigan in Paintings" are excellent reference materials. Michigan week resource handbooks also give many suitable visual aids. The Michigan State Library also sends monthly bulletins with reference materials. Art projects will also be included. I will also read to them Holly Wilson's "Snowbound in Hidden Valley," a story of an Indian family in the Upper Peninsula.

Methods

The following methods will be used throughout the unit. In most cases they will be used over and over wherever applicable. It is difficult to anticipate exactly

where in a situation a method may be appropriate. A few suggested ideas will be given for each but this is by no means restrictive. Many other instances may arise where these methods may be used to allow students to examine their values and choose alternatives.

A. DISCUSSION

1. Zig Zag Method - "Have you traveled very much? Have you visited the Fort at Michilimachinac? Did you buy any Indian Souvenirs? What do you think of the situation of the Michigan Indians?" - Discussion

2. Devil's Advocate - Using recent newspaper article concerning paying Indians for land taken from them. The Indians lost their land fairly. They were most interested in the trinkets of the white man. If they were not intelligent to realize the worth of the land, why should we care now that some of them are living in poverty? If they weren't lazy they would get jobs. They made their choice so what it is to us? We are to see their old customs and culture but why don't they want to stay that way? - Discussion should follow - having students consider alternatives to many notions about Indians' individual worth and rights of others.

3. Clarifying Responses - from Sidney Simon's "Values and Teaching." Use wherever possible. Usually informally and individually but also incorporate into discussion where value indicator has shown a statement or action that suggests a value issue involvement. In this way students are forced to examine what they prize and to affirm them in front of class, to examine other alternatives, listen and accept other's opinions. It will help him look at his life action and ideas and think about it and perhaps use it as an opportunity to clarify his understanding.

Observe verbal responses and behavior during these discussion periods.

B. ROLE-PLAYING - with unit material - room, school, playground, and life situations.

1. Indian and white man during exploration period
2. Indian and white man in factory today
3. Situation from playground or room
4. Someone from a different race enrolled in our room
5. Situations from "Snowbound in Hidden Valley"
6. Other less structured situations

C. VOTING

Use questions concerning other races. "Are you for or against mixing of racial groups? Do you know someone of a different race? How many have friends of a different race, school, church, nationality? Perhaps children can prepare a voting list later in session.

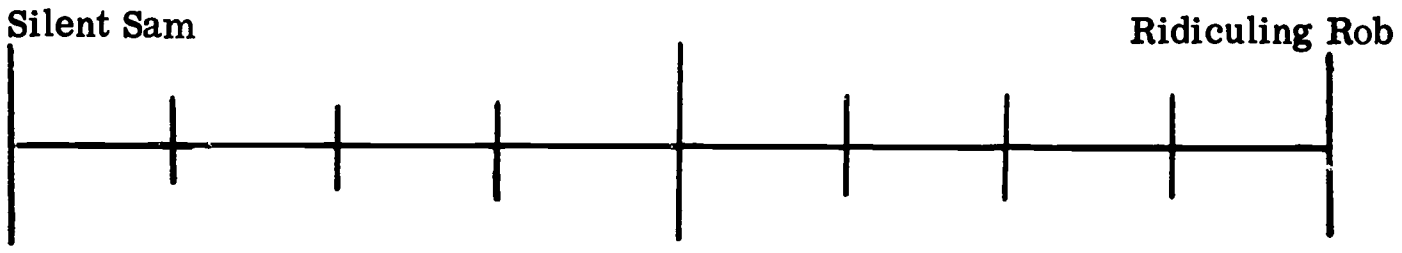
D. REPORTS

1. Book Report - After reading Snowbound in Hidden Valley use suggestive questions from Values for Teaching
   a. What character is most like you? What did he do that you would like to do?
   b. What character did you dislike? Why? What did he do that you would have done differently?
   c. What things were done and said in the story that many people today believe and do concerning Indians?
   d. What alternatives were open to the main characters?
   e. How would the main characters stand in terms of racial conflict in our community?
   f. How would you have felt if you were Jo and adopted into an Indian tribe? How did you feel about the ceremonial?
   g. What do you think the main characters achieved?
   h. Do you think all the people in town agreed with Jo's parents? Why or why not?
   i. Which character did you admire most? Why? Do you know anyone like him?

2. Individual Report - Research paper on tribe of their choice. Use figure 2 page 122 "Values in Teaching" as some suggested questions for material on the Indian today.

E. VALUE CONTINUUM

A new pupil comes into our room. He is quite different from you in speech, dress and color. How would you react to him? Whom would you be like? Where would you place yourself?



Ridiculing Rob immediately dislikes and make fun of the student. He uses all situations to ridicule him. He asks teacher to move his seat. He even suggests parents may ask for a transfer for him.

Silent Sam pays no attention to the new student. He can't be bothered to ever say "hello." He acts as though the student isn't there.

F. VALUE SHEETS - Work Sheet

Use these for beginning units "Indian Stories," "How Indians Live," "White Men Come," "Father Marquette."

Suggested work sheet for "English Soldiers Capture Michigan"

1. Why do you think the French who lived in the forts stayed after the English took over?
2. If you had been there what would you have done as a Frenchman?
3. How would you have felt as an Englishman coming into Fort Michilimackinac?
4. Why do you think the Indians were so unhappy about the English moving in?
5. Explain why you think Pontiac formed his conspiracy? Why do you think it failed?
6. Have you ever visited Fort Michilimachinac? What did dislike?
7. How did you feel after reading "The Massacre at Fort Michilimackinac?" Were you more sumpathetic to the French, English, or Indians? Why do you think it wise to stage this historical event every year? Explain your answer.

H. FIELD TRIP TO MUSEUM - Observe attitudes, behavior, and comments during visit.

I. ART PROJECT

Discussion of ideas - Pupil may use any media and material to show Indian life. Arrange exhibit during Michigan week so other rooms in school and parents can be included.

J. EVALUATION DATA

Pre-test, goal sheet, post-test

GRID

Objectives / Methods	Acceptance and Tolerance of Others	Cooperates and Assists Others	Responsible for Own Behavior	Appreciates & Listens to Others	Defends Rights of Others	Total
Discussions	5		2	5	4	16
Reading	1	3	3			7
Stories	6	3	4	5	3	21
Role Playing	5	1	4	4	2	16
Art Project	5	3	3	1	1	13
Reports	4	2	2	4	2	14
Field Trip	2	4	4	1	2	13
Total	28	16	22	29	14	100%

GOAL SHEET

Behavioral Factors	Initial	Sustained	Quality
Cognitive:			
1. Name 3 Michigan Indian tribes.	____	____	____
2. Recognize and list familiar Indian names in Michigan.	____	____	____
3. Discuss 2 contributions of Michigan Indians.	____	____	____
4. Read 2 Indian stories.	____	____	____
5. Write a creative Indian story.	____	____	____
6. Used reference materials.	____	____	____
7. Compare in short paragraph treatment of Indians by the French, English, Americans.	____	____	____
8. Explain Pontiac's Conspiracy in terms of reason, strategy, and outcome.	____	____	____
9. Construct art project to show some facet of Indian life.	____	____	____
Affective:			
1. Assists another student.	____	____	____
2. Listens to others.	____	____	____
3. Accepts another's opinion.	____	____	____
4. Acknowledges openly another's rights.	____	____	____
5. Discusses own opinion on a controversial subject.	____	____	____
6. Is able to point out alternatives for certain stated situations.	____	____	____
7. Is willing to accept responsibility for own behavior.	____	____	____
8. Defends rights of others.	____	____	____
9. Expresses and displays consideration of others.	____	____	____
10. Cooperates with other students.	____	____	____
11. Expresses praise of others' work.	____	____	____
12. Shows tolerance of others who are not in "in group."	____	____	____
13. Judges people of other races, cultures, religions and occupations in terms of their behavior as individuals.	____	____	____
14. Is able to formulate and differentiate among value alternatives.	____	____	____
15. Discusses and defends his selected value alternatives.	____	____	____

TEST - Multiple Choice

1. An Indian enrolled in your room would you
   a. ignore him
   b. say "hello"
   c. make fun of him
2. Some Indians need help, we should
   a. give them money
   b. ignore them
   c. help them improve their education and opportunity
3. If your friend had braces on her teeth and felt self-conscious about them, would you
   a. laugh at her
   b. talk to her about them
   c. pretend they weren't there
4. While some one is reporting to the class, would you
   a. get up and go to the wastebasket
   b. listen carefully
   c. draw a picture
5. If a member of the room needed help with his project, would you
   a. tell him to finish his own---you did
   b. tell him you were busy
   c. help him
   d. do it for him
6. If you were in charge of the class for opening exercises, would you
   a. give everyone a chance to participate
   b. call on your friends only
   c. call on those you thought were not prepared
7. If you are chosen a safety next year, would you
   a. report everything you see
   b. report the unsafe practices of students
   c. not report anyone
8. At the drinking fountain, would you
   a. give cuts to your friends
   b. stand and wait your turn
   c. push everyone around
9. Someone has a different suggestion than you - would you
   a. shout him down
   b. accept his suggestion
   c. discuss his suggestion and decide cooperatively on the best suggestion
10. You are working on a school project, would you
    a. spend enough time to do it well
    b. ask your parents to do it
    c. get it done as fast as you can regardless of what it looks like

11. A few pupils in your school are in the Special Education Room. On the playground would you
    a. call them "retards"
    b. be friendly
    c. ignore them

12. You are coming in from recess and the hall is crowded. The pre-school handicapped children are crossing the hall. Would you
    a. push right through them
    b. wait til they have gone
    c. go around them carefully

13. Someone pushes you in the hall. Would you
    a. hit him
    b. go tell your teacher
    c. do nothing about it

14. Your friend wants you to do something you think is wrong. Would you
    a. do it anyway
    b. not do it
    c. try and talk him out of it

15. You hear someone say "The only good Indian is a dead one." Would you
    a. walk away laughing
    b. get mad and fight
    c. tell him some of the contributions the Indians have made and are making to our society.

RANK ORDER

Number the items in the order you would do them 1, 2, 3

Watch TV
Play outdoors
Clean your room

Read a book
Do your homework
Play with your friend

Help with dishes
Clean garage
Cut the lawn

Take out the garbage
Draw a picture
Play records

Take care of little sister or brother
Go to the store
Go to your friends house

RANK ORDER

Number Jo's characteristics as you think most desirable. Use number one as the best, then 2, 3, etc.

Thoughtfulness of others
Friendly to Indians
Disgusted with Aunt
Defended Orata before others
Understanding of Boyd
A good student
Disturbed by other's treatment of Orata
A good athlete
Scared when first lost
Intolerant of some Indian customs
Brave during time when snowbound

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DESIGN FOR A CLASSROOM STRUCTURE TO PROMOTE THREE VALUE AREAS: RESPONSIBILITY TOWARDS SELF, TOWARDS OTHER, AND TOWARDS PROPERTY*

Specific Value:	**Responsibility towards self, towards others, and towards property.**
Grade Level:	**Sixth Grade**
Time:	**One school year**

Project on Student Values
3860 Plainfield Blvd., N.E.
Grand Rapids, Michigan 49505

***Materials prepared by Carol C. Granger**

DESIGN FOR A CLASSROOM STRUCTURE TO PROMOTE THREE VALUE AREAS: RESPONSIBILITY TOWARDS SELF, TOWARDS OTHERS, AND TOWARDS PROPERTY.

ABSTRACT

I. Philosophical Statement. Under the broad scope of three value areas--responsibility to self, other people, and property, this unit attempts to encourage independent learning, self-discipline, and self-evaluation. I hope that it will help to remove the "teacher" from the center of his own learning experience.

II. General Objectives: To outline a procedure for classroom organization which will enable students to develop responsibility towards themselves as independent individuals, responsibility towards other people, and respect and responsibility towards property.

III. Specific Objectives for Value Education: Responsibility towards self, responsibility towards others, and responsibility towards property.

IV. Context: Sixth grade

V. Content: The unit attempts to promote the value objectives and behavior goals by
   a) allowing for individual differences
   b) providing a balance between independent and corporate learning
   c) promoting individual investigation and experimentation
   d) promoting growth of a healthy self-concept
   e) promoting personal evaluation
   f) assisting in value clarification

VI. Methods: Include self-evaluation, use of value strategies, small and large group responsibilities, critical thinking activities, personal growth techniques, etc.

VII. Time Schedule: one full school year

I. Philosophical statement. In this unit I am proposing a radical alteration from the traditional role of the teacher as a "purveyor of knowledge". It is my belief that what Carl Rogers once said about teaching and the role of the teacher is very true.

> It seems to me that anything that can be taught to another is relatively inconsequential, and has little or no significant influence on behavior...I realize increasingly that I am interested in learnings which significantly influence behavior...I have come to feel that the only learning which significantly influences behavior is self-discovered self-appropriated learning. Such self-discovered learning, truth that has been personally appropriated and assimilated in experience cannot be directly communicated to another. As soon as an individual tries to communicate such experience directly, often with quite natural enthusiasm, it becomes teaching, and its results are inconsequential...As a consequence of the above, I realize that I have lost interest in being a teacher. When I try to teach, as I do sometimes, I am appalled by the results, which seem a little more than inconsequential because sometimes the teaching appears to succeed. When this happens, I find that the results are damaging. It seems to cause the individual to distrust his own experience, and to stifle significant learning. Hence, I have come to feel that the outcome of teaching is either unimportant or hurtful.[1]

In lieu of these thought I would like to propose that the role of the teacher be defined as a "thermostat" - a term suggested to me by a friend. The teacher's main responsibility then would be to set the stage for learning and then to regulate the atmosphere - to inspire, guide, lead, encourage, and consul.

For the teacher of the young, in particular, I feel it is vitally important to accumulate and make available a host of varied materials that children can investigate, explore, experiment with, and manipulate. Attics, garages, and basements are filled with fascinating items that can provide learning experiences for children.

As John Holt has said, "...man is by nature a learning animal. Birds fly; fish swim; man thinks and learns. Therefore we do not need to "motivate" children into learning by wheedling, bribing, or bullying. We do not need to pick away at their minds to make sure they are learning. What we need to do, and all we need to do, is bring as much of the world as we can into the classroom, give children as much help and guidance as they need and ask for, listen respectfully when they feel like talking and then get out of their way. We can trust them to do the rest." [2]

Under the broad scope of three value areas - responsibility to self, other people, and property, this unit attempts to encourage independent learning, self-discipline and self-evaluation. I hope that it will help to remove the "teacher" from the center of education and

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[1] Rogers, Carl; Remarks presented to the Harvard Conference on Classroom Approaches to Influencing Human Behavior, April 4, 1952.

[2] Holt, John; How Children Learn

make the individual child the focal point of his own learning experience.

II. Statement of General Objectives

The plan of this unit is to outline a procedure for classroom organization which will enable students to develop responsibility towards themselves as independent individuals, responsibility towards other people, and respect and responsibility towards property. These values are to be inherant in the structure of the curriculum and an integral part of the entire classroom life.

Special emphasis will be placed on personal growth (personality development and introspection), critical thinking skills, independent learning, and group work on projects.

III. Statement of Specific Objectives for Value Education

The following objectives are divided into three broad categories - responsibility towards self, responsibility towards other people, and responsibility and respect for property. These objectives also form the basis for a goal sheet which will be used as an on-going method for encouraging inner reflection and self-evaluation. (See Example #1 at the end of this unit).

1. Responsibility towards self
   a. expresses pride in his work (volunteers to show and explain his work, projects, or other talents to the class)
   b. initiates and carries out learning experiences which interest him
   c. doesn't leave personal belongings lying around
   d. makes up and completes daily and weekly committments on time
   e. volunteers to serve on committees and assist with planning classroom activities
   f. will be able to exhibit the following critical thinking skills:
      1. will be able to recognize examples of generalizations
      2. will be able to recognize examples of value judgements
      3. will be able to recognize examples of extreme statements
      4. will be able to recognize examples of and distinguish between fact and opinion
      5. will be able to choose the best of three multiple choice summary sentences for a given paragraph or short article
   g. will be able and willing to discuss angry feelings
   h. voices his own ideas even though others in the class may disagree

2. Responsibility towards other people
   a. volunteers to assist other people - other classmates, teachers, and younger children whenever he can help
   b. refrains from slamming desk tops, shouting across the room, or making other disturbing noises when other students are working and studying
   c. comments favorably and praises the work or behavior of other students in the classroom
   d. refrains from speaking unfavorably about the others in the classroom and in the school
   e. listens politely when others are speaking
   f. defends other students who have been wrongly accused or offended

3. Responsibility towards property
    a. cleans up and puts away supplies that he has used
    b. doesn't use other people's property withour permission
    c. performs daily clean-up jobs in the classroom without reminders
    d. handles property carefully and volunteers to repair or replace any equipment that he damages or breaks
    e. volunteers to help clean up and care for school property other than that which is his personal property

IV. Statement of Context - This unit is designed for a sixth grade class of approximately 30 students.

V. Outline of Content

In order to promote the value objectives and behavior goals of this unit I plan to do the following:

A. to allow for the individual differences I would choose certain concepts for emphasis in all subject-matter areas and plan assignments either from the existing textbooks, supplementary sources, or teacher-made worksheets. These will make up the "bulk" of the student's daily and weekly committments. I plan, however, to allow students to work independently at their own pace on these assignments. Therefore, the structure of each subject-matter area will have to be well defined before the year begins.

B. to provide a balance between independent and corporate learning, I will omit much of the extraneous and irrelevant matter from textbooks and use teacher-directed or pupil-planned activities to supplement important concepts. (Include group work and independent projects here.) These should give students ample opportunity to pursue interest areas. I will have lists of suggested activities from which pupils may choose or which they can use as starting points for their own ideas.

C. to promote individual investigation and experimentation I will provide as many and as varied materials as possible to stimulate and encourage pupil involvement in activities which demand the use of their hands as well as their eyes, ears, and intellects. I have in mind such things as craft materials, science equipment, woodworking supplies, manipulative teaching devices (Cuisenaire rods, balance beams, measuring utensils, tape recorders, individual filmstrip viewers, projectors, headsets for listening skills, records, etc.) and many educational games.

D. In order to promote growth of a healthy self-concept and an awareness of the feelings of other people, I would like to set aside one day a week (Friday?) as Personal Growth Day. This day would have a planning period for the next week's assignments and projects as well as an evaluation period for the work of the week just completed. The day would also include an evaluation of the goal sheet (see Example #1) in which the class would vote to decide whether individuals had begun, were continuing, or had reached an honors performance of the behaviors listed. The other activities of the day would revolve around many types of personal growth activities. (See methods #10).

The Grievance Committee would also meet on this day to hear complaints and discuss problems of class procedure or conduct. (See method #11 for more detailed description).

Part of the day would also be used for public interviews, small group performances (See method #9), and for discussion of any topic of interest (See methods #11).

E. to promote a personal evaluation, decrease competition, and encourage learning as a personal goal in itself the evaluation of student progress would be strictly on an individual basis. The Value Goal Sheet (See example #1) would be the main evaluation instrument. Each student would keep his own copy. The teacher would have a copy and a master copy would be kept to show parents at conference time.

For teacher-planned activities and in subject-matter areas, I would devise my own goal sheet, on which I would list the observable behaviors desired. (Example: the student will be able to write the decimal and percent equivalents for 7 out of 10 given fractions, etc.)

Each student will correct his own paper work and use a self-evaluation instrument for the assignments and projects he completes (See example #2 at the end).

(I will avoid all letter grading unless it is insisted upon by the school system. If report card grades are required I would probably proceed as I did this year--I would have an individual consultation with each student and together we would decide what grade to put on the card.)

F. to assist in value clarification I would consistently use value strategies such as one-legged conversations, value-clarifying responses, public interviews, (see also letter E under #5 in methods). open-ended questions and stories, voting lists, thought sheets and others as suggested in Values and Teaching by Raths, Harmin, and Simon.

(The first several voting lists and value line continuums would be provided by the teacher but thereafter brought in by student volunteers.)

VI. Methods

1. Teacher planning
   a. organization of pertinent subject matter area and lists of suggested related activities
   b. teacher-made goal sheets for individual subject-matter areas and projects
2. Teacher consultations with individual students regarding assignments
3. Daily and weekly committments (see Example #3 for sample forms)
4. Student self-evaluation
   a. goal sheet (behaviors - see Ex. #1)
   b. pupil use of self-evaluation sheets on projects and assignments (see ex. #2)
   c. pupil correction of all paper work assignments
5. Value strategies
   a. value line continuums
   b. one-legged conversations, value clarification
   c. open-ended stories
   d. open-ended questions
   e. public interviews, scheduled
   f. thought sheets
6. Small group projects
   a. social studies presentations
   b. science experiments
   c. math projects
   d. original plays, stories, skits, etc.
7. Critical thinking activities
   a. worksheets dealing with examples of generalizations, value judgements, extreme statements, etc.
   b. presentation of propoganda techniques and a pupil scrapbook of 3 or more examples of each

c. teacher use of code on written materials submitted by students

8. Job wheel - revolving chart for classroom jobs
9. student presentation to the class of projects, book discussions, reports, performance on musical instruments, and other talent presentations
10. personal growth techniques (other than value strategies)
    a. role playing
    b. debating
    c. films
    d. personal scrap book - including family histories, early childhood information, school days information, plans for the future, self evaluation - learning things about myself, discussions of emotions, feelings, junior high expectations, parent-child relationships, authority, etc.
11. organization of grievance committee consisting of a chairman and 3 representatives elected by the members of the class. (This committee could be permanent or temporary. I would suggest a rather permanent group if the committee chosen is fairly stable and consistent. However, if dissatisfaction arose certainly rules for electing new members or re-electing capable members could be drawn up by the class.) After rules and appropriate penalties have been made up by the class pertaining to the areas of authority and the function of the grievance committee, the election would take place. This committee should be allowed to act in certain limited behavior problems pertaining to class procedure such as:
    a. persons disrupting project work or class discussion
    b. damaging school or personal property of others
    c. disturbing others, etc.

    The committee should be free to caucus at almost any time that a signed grievance is submitted in writing to the chairman by any student or by the teacher.

    The second function of the Grievance Committee should be to serve as a panel for discussion of any problems submitted by students (or the teacher) on a list called Topics for Group Discussion. These discussions would constitute a scheduled segment of the Personal Growth day and are not limited in any way.

12. Large group activities such as regularly scheduled gym and music classes.

VII. Time Schedule

This procedure is recommended for an entire school year. (See grid for approximate time allowance for various methods and content.)

Examples of evaluation sheets, goal sheets, etc. follow.

EXAMPLE #1 GOAL SHEET FOR STUDENT BEHAVIORS DATES FOR PERFORMANC

	Initial	Sustained	Quality
Responsibility towards self:			
a. expresses pride in work (volunteers to show and explain his work, projects, or other talents to the class.	____	____	____
b. initiates and carries out learning experiences which interest him	____	____	____
c. doesn't leave personal belongings lying around	____	____	____
d. makes up and completes daily and weekly assignments on time	____	____	____
e. volunteers to serve on committees and assist with planning activities.	____	____	____
f. is able and willing to discuss angry feelings.	____	____	____
g. voices his own ideas even though others in the class may disagree.	____	____	____
Responsibility towards other people:			
a. volunteers to assist other people--other children and teachers whenever possible.	____	____	____
b. refrains from slamming desk tops, shouting across the room, or making other disturbing noises while others are working.	____	____	____
c. comments favorably and praises the work or behavior of others.	____	____	____
d. refrains from speaking unfavorably about others in the classroom and in school.	____	____	____

GOAL SHEET (continued)

Responsibility towards property:	Initial	Sustained	Quality
a. cleans up and puts away supplies that he has used.	_____	_____	_____
b. doesn't use other people's property without permission.	_____	_____	_____
c. performs daily clean-up job in the classroom without reminders.	_____	_____	_____
d. handles property carefully and volunteers to repair or replace any broken equipment that he damages or breaks.	_____	_____	_____
e. volunteers to help clean up and care fo school property other than that which is his personal responsibility.	_____	_____	_____

EXAMPLE #2

A. Evaluation check-list for student projects

Circle one:

1. This project was completed
   a. ahead of schedule
   b. on time (but I had to hurry to get it done)
   c. late
2. For this project I used
   a. two or more sources of information
   b. one source of information
   c. no sources of information
3. For this project
   a. I used all my own ideas
   b. I used some of my own ideas and some from other people
   c. someone else told me how to do it
4. For this project
   a. I worked with two or more others
   b. I worked with one other person
   c. I worked alone
5. For this project
   a. I worked very hard
   b. I didn't work too hard
   c. I didn't work hard at all

6. On this project I feel
   a. that I did a good job
   b. that my work was O.K. but nothing special
   c. that I did a poor job

B. Evaluation check-list for daily assignments
   Circle one:

   1. On this assignment
      a. I worked to the best of my ability
      b. I did an average job
      c. I could have done better

   2. On this assignment
      a. I feel that I learned the material very well
      b. I think I understand most of the material
      c. I don't understand the material and I should get more help on it

EXAMPLE #3

Weekly Commitment

Please turn in the weekly commitment by noon on Friday of the week previous to the one for which the assignments are being made.

Name _____

Date _____

Subject Assignment

_____

_____

_____

_____

I understand that the assignments which I have listed are due by Friday of the week following the date listed above.

Daily Assignments

Name _____
Date _____

Subject Assignment

_____

_____

Special Comments:

GRID

OBJECTIVES / METHODS	RESPONSIBILITY TO SELF	RESPONSIBILITY TO OTHERS	RESPONSIBILITY TO PROPERTY	TOTALS
1	2	2		4%
2	6			6%
3	38			38%
4	2	1	1	4%
5	2	4		6%
6	2	8	2	12%
7	2			2%
8		2	2	4%
9	1	1		2%
10	2	2		4%
11	1	2	1	4%
12	6	6	2	14%
totals	64	28	8	100%

4% = 1 hour 25 hour week

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DEVELOPING APPRECIATION AND RESPECT IN MUSIC*

Specific Value:	Appreciation and Respect
Subject Area:	Music
Grade Level:	Fifth Grade
Time:	Four months

Project on Student Values
3860 Plainfield Ave., N.E.
Grand Rapids, Michigan 49505

*Materials prepared by Phoebe House

DEVELOPING APPRECIATION AND RESPECT IN MUSIC

Abstract

I. Philosophical Statement. "Music hath charms that can soothe the savage beast." I feel that music is the most under-developed area of learning experiences in existance in our classrooms today. Too often music is put into the background of the main curriculum of the school systems. This usually happens due to the feelings of the regular classroom teacher of her own inadequate ability of either playing or singing.

Music can do so much to release tensions, develop creativity, relax feelings, promote friendships, as well as just being able to give children a personal satisfaction in just singing or playing some kind of an instrument with others.

II. General Objectives. To increase the interest and satisfaction for children in singing, or playing some music on a very elementary instrument.

III. Specific Objectives.

A. Personal enjoyment beyond just the learning task. (Fun!)
B. The child should be able to identify different types of instruments that are heard.
C. Identify and name specific musical notes and terms used in reading music.
D. Identify moods of music piece.
E. Identify certain composers that are easily identifyable.
F. Develop a program to present to the entire school including vocal solos, folk dances, and group singing and playing of instruments. (Also through this program, develop more confidence in performing and speaking to a large audience.

IV. Context.

This unit is to be used in a fifth grade class.

V. Content. Unit will include group singing of folk, popular, country and western music. Also included will be activities in using the flutephone, autoharp, guitar, record player, and other rhythm instruments.

VI. Methods. The most widely used method will be a contagious enthusiasm. Employed with it will be rank order, dramatization, comparison and contrasting, and others found in the Values in Teaching text. Also used will be the unit study, "The Self Concept and Elementary Instrumental Music," by Charles A. Baughman.

VII. Time Schedule. Twelve weeks.

DEVELOPING APPRECIATION AND RESPECT IN MUSIC

Philosophical Statement

In my project, I am assuming that everyone could enjoy or express satisfaction of some sort---in regard to music. I am assuming that down deep in everyone there is some spot where music could play a role in satisfying some need. This need could be emotional, social, or even physical in some individual people.

I am also assuming that through the use of all types of music, I will be able to observe many value objectives being brought into consideration by my students.

It is my belief that through this unit I will be able to observe my students showing more interest in each other. I hope to observe them sharing not only ideas but sharing their records or tapes that they play at home and then bring to school to affirm their preference in music.

In some of the students, there will be developed the desire to continue with a musical instrument according to their own interests. Yet with the entire class, I would hope that the feeling of wanting to GROAN when they first hear of playing the flutephone will change to an attitude of its fun to do. Then they will come right out and ask to play during free time.

I will assume they will accept the responsibility for taking the flutephone home to practice and then to return it to school for our classroom use.

My personal set of assumptions concerning the philosophical statement is that I will present a wide variety of music-from folk to opera. In some way to have touched at least one area of music that would prove to be enjoyed by my students as well as to have confronted them with certain values.

General Objectives

1. Present varieties of music. (Folk, country and western, popular, classical, and opera)
2. Present music in simple enough terms so class will be able to read and write notes, staff, etc. Possible thought would be to challenge and work with talented students that may express desire to write their own songs.
3. Have records, instruments, and sheet music available to class at free time.
4. Provide students with experiences in listening to music of his own preference.
5. Provide opportunity to listen and find out other students preference.
6. To establish a positive attitude toward music in the classroom. So the student doesn't "make fun" of anyone who has a liking for different type music. (Especially working with boys who think its "sissy stuff" to like some kinds of music).
7. Provide students with an opportunity to self evaluate his own preference in music, as well as his own feelings and appreciations of music.
8. Provide the opportunity to discuss different songs and what the words mean in relation to the student's own life. Whether the student agrees or disagrees with some values brought out in the words of the song. Telling why they feel that way about it. (Especially using this objective in folk and popular music)

9. Provide students with the opportunity to play the guitar, autoharp, piano, and flutephone.
10. Use songs and musical scores that are interesting and fun. The songs should be challenging and adult like and pitched at a realistic level for the kids to be able to sing!
11. Present this whole thing so enthusiastically that the students will want to perform a program for the entire school. Letting them pick some songs and using some of the instruments that will express some of the values they as a class feel most strongly about!

Specific Objectives

I am going to put my specific objectives into these areas: student performing, student listening, student discussing, and student evaluating.

Student Performing

1. Singing alone, voluntarily, in front of the class.
2. Playing flutephone with some degree of knowledge of being able to read the notes and play songs in time.
3. Student performing with respect while others "do their thing" with their music.
4. Bringing and sharing his own favorite record.
5. Performing in responsible manner concerning school instruments he may borrow such as: tamborines, rhythm sticks, finger cymbals, and other minor instruments I may find or make as the year progresses.
6. Stating orally a desire to perform alone before the school or cooperating if asked to sing alone.
7. Requests a special song for class to sing together.

Student Listening

1. Telling why he likes or dislikes a musical score or record we have just heard-instant response.
2. Rehearing some songs to discover if response to song has changed from initial response.
3. Drawing to show mood he felt after hearing certain record.
4. Able to distinguish pitch-high or low-and things that may be out of tune.
5. Showing courtesy and respect to others that he may listen to in class that have trouble singing on key but had volunteered to sing alone.

Student Discussing

1. Tell or respond to the lyrics of some of the value laden songs. Volunteering opinions.
2. Present alternate views in relation to a value conflict where two songs may disagree.
3. Discuss background of some songs and how it may affect the degree to which you may or may not like the song.
4. Student given opportunity to discuss composers and showing an interest in researching one of them with purpose of presenting report to class. (Volunteer basis)
5. Research on own interest, any origins of instruments and report to class. (Perhaps instrument student wants to play)

6. Express how music may have helped at certain times in his life.

Student Evaluating

1. Student will be able to list in order of preference, the types of music that he most enjoys.
2. Student will be able to evaluate his own competence in playing a musical instrument by comparing his ability with others playing the same flutephone in class.
3. Student could write down why some people may not like a piece that he does.
4. Being able to rank order groups of singers.
5. Rank ordering certain composers.
6. Rank ordering certain instruments.
7. Evaluating our own music class through rate sheet.

Context

This unit will take place in grade 5 at the North Oakview School. This school is a part of the Northview School District.

The class is made up of 14 boys and 16 girls. They have been heterogeneously grouped.

The socio-economic level of the students ranges from lower middle to average middle class.

There are no black families in the area. The ethnic background of the students is Dutch, German, and some very mixed nationalities.

Content

I am dividing the content according to areas of subject. The first subject area will concern Folk Music. In preparing this unit, I find that due to my own interest in Folk Music, the majority of songs we will learn to sing will be in this category. I will use the piano, guitar, autoharp, and rhythm instruments.

Due to the ability of the students to easily relate to Folk Music and since they will easily be able to discuss the value conflicts presented in this type of music, this area will be a major part of this unit.

Included in songs to be learned are:

Where Have All the Flowers Gone
Puff the Magic Dragon
Michael Row the Boat Ashore
If I Had a Hammer
This Land is Your Land
Marchin' to Pretoria
Blowin' in the Wind
500 Miles
If I Were Free
Dona
Worried Man
Hang Down Your Head Tom Dooley

Songs to be listened to: (discussed)

Mrs. Robinson
Strangest Dream
If I Had My Way
Motherless Child
Because All Men Are Brothers
Patterns (Lyrics)
Times Are A'Changing
Little Boxes
Too Much of Nothin'
Folk Songs of the USA
Dylans Dream
The Cruel War
I Know Where I'm Goin'

The second area will cover popular tunes today. So many are difficult to learn therefore, a good share of the emphasis on this area will be listening to the songs and discussing or role playing the lyrics.

Songs to be learned:

Willowy Billowy Land
Those Were the Days
Sounds of Silence
Born Free
Happiness
Felecidad

Songs to be listened to: (discussed)

Leavin' on a Jet Plane
Eleanor Rigby
I Dig Rock and Roll Music
Within' You Without You (Lyrics)
I'm in Love With a Big Blue Frog

The Country and Western area will include the learning of these songs:

Songs to be learned:

Streets of Lorado
Leavin' Ol Texas
Home on the Range
Oh, Shenando
Red River Valley

Songs to be listened to:

Songs of the West
Open Up Your Heart
Buckaroo
Wreck of the Ol' 97
Folsom Prison Blues

This section will also include square dance music and the students will be asked to participate in some good ol' hoe-down square dancing. This tho it is a minor area of this unit will be a most interesting one concerning values and observing student interaction.

The section of classical music will be concerned with listening and creating through the moods of a score. Selections to be presented will include:

The Grand Canyon Suite (which seems to be in every school's record files!)
Dance Macabre
Sorcerers Apprentice

The music instruments and work with flutephones will be interspersed with the other program areas. This section will be strictly concerned with the skill involved in playing the instrument and learning to read the notes and time signatures. In this area, I have a textbook to follow. I have included this into the unit because there wil. be values and self evaluation methods I will be trying with the students in regard to their feelings and ability to play this little flute.

The presentation of songs in the unit and the discussion of these songs will be based on a variety of sheet music and records that I have available or that the class brings in to share.

Methods

Much of the content will be presented by learning the song, listening to others or records, presenting own ideas, discussing, and evaluating. More methods are sure to be added as we progress through students preferences. Though we may have gone on to another area of music, we will still be singing some songs we have already learned.

1. A general singing session with the children before bringing in the guitar and introducing folk music. We have a piano in the gym and the class will sing around it- just naming songs they had learned before this year.

2. Use self-concept test to get a clearer picture of what the student feels about his general ability or interest in music before having this unit. (In back of unit)

3. Discuss the beginnings of Folk Music and how it got its name and other general information concerning its background.

4. Introduce folk groups well known today through pictures on album covers or through students own picture collections.

5. Introduce songs:
    I. Where Have all the Flowers Gone
        A. Sing through
        B. Take turns singing parts - boys, girls, solos?!
        C. Discuss lyrics

1. Meaning
2. What about "When will they ever learn." Who is THEY?
3. What might the writer be trying to tell us about the way he sees our world situation.
4. What are your feelings about the war and our problems when facing war?

II. Listen to "The Strangest Dream"
   A. Discuss-Have you ever had a strange dream about peace or war? What happened?
   B. What would your world be without war?

III. Listen to "Blowin' In the Wind"

IV. "This Land Is Your Land"
   A. Sing through using ditto sheets for words
   B. Do the verses in groups
   C. Discuss lyrics
      1. Why or why not - Is this your land?
      2. How do you feel when you hear this song and sing the words?
      3. What can you do for your land?

V. Listen to: "Because all Men are Brothers." Have the students write down what their "brothers" look like.

VI. Song: 'If I Had A Hammer-" Learn
   A. Sing and clap song
   B. Act out verses and solos sing them
   C. Discuss:
      1. What is freedom to you?
      2. When are you free to choose what you want to do?
      3. What do you like to do in the classroom when you have free time?
      4. What should you do about people whose ideas of doing things in class are different from yours?

VII. Listen to: "What Did You Learn in School Today"
   A. Fill our Morel teaching questionnaire (back of unit)

VIII. Listen to: "Little Boxes" Discuss

IX. Learn: "Marching to Pretoria"
   A. Discuss
   B. March
   C. Have rhythm instruments played

6. Do a Rath's weekly reaction sheet , p. 135
   This will be done after a period of 3 weeks though it will concern a reaction study written for the week past. (End of unit)

X. Listen to: "Thru Children's Eyes
"Folk Songs USA"

XI. Learn: "Puff the Magic Dragon"
"Michael Row the Boat Ashore"

XII. Listen to: "Patterns" (Lyrics)

7. Do Rath's Thought Sheet, p. 134

8. Listen to: "Too Much of Nothin'" and while listening to it draw a picture of a person who is surrounded by "too much of nothing."

9. Listen to: "If I Were Free." Write a short composition on what the student would do if he were free. Learn song and sing it with the record.

10. Listen to: "If I Had My Way"
Do sheet on Rath's Open Ended Questions.

1. If I had my way I would ---
2. If I had my way, this next week-end I would ---
3. If my teacher had her way she would ---
4. If I had 7 wishes I would ---
5. If I could sing like --- I would ---

11. Lessons

XIII. Learn: "Worried Man
a. use sheets
b. sing after teacher
c. do duets and solos on chorus part

XIV. Listen to: "Times Are A Changin"
a. Discuss how times change
b. Discuss how people change
c. Ask provocative questions
d. Try a public interview (Rath)
Topic: "How I Have Changed"

Questions:

What ways do you feel you have changed recently?
Tell us how you've changed at home.
What worries have you had about the changes you've made with friends at school?
Who are some of the people that you would like to see that would never change?
Who are some people you would change and for what reasons or how?
Have you changed your attitude any about music class?

Have you changed in your feelings toward others who may have difficulty toward music class?

Before leaving the area of Folk Music, have the students rank order some of the songs we learned or listened to that they would like to own or that they like best.

Also, to rank order some of the groups that we talked about or listened to.

The second area to be covered is popular music. Many of the same methods will be used as were used in the first area.

1. General singing session. Class around the piano.
2. Introduce pictures of some popular groups or single recording artists.
3. Introduce songs

I. Lesson - "Those Were the Days"
   A. Sing and clap chorus
   B. Learn verse from sheets
   C. Discuss
      1. What do you look back and consider were good days?
      2. What made them good?

II. Listen to - "I Dig Rock and Roll Music"
   A. Ask provocative questions.
      1. How many do?
      2. What about rock do you like?
      3. Know anyone that doesn't like it?
      4. Why may they not like it?
      5. What have they said were their reasons for not liking rock?
      6. What do you think about their reasons for saying that?
      7. What type of rock do you like best?

III. Learn: "Sounds of Silence"
   A. Use Discovery In Song, Paulist Press Association
      1. Page 20-21
      2. Ask provocative questions

IV. Listen to: "Within You Without You"

4. Request records from home. One student each day may bring in a record that is a favorite of his at home. These will be played before school takes up in the afternoon and during any art periods or free time periods, if requested.

V. Learn: "Born Free"
   A. Use Discovery in Song
      1. Page 46-47
      2. Ask provocative questions
   B. Write essay on what it would mean if the student were born free "as the wind blows."

VI. Listen to: "Leavin' on a Jet Plane"
"I'm in Love with a Big Blue Frog"

VII. Learn: "Happiness" (from You're a Good Man Charlie Brown)
A. Use sheets and piano
B. Discuss Happiness and what it meant to writer and what it means to the student.
C. Compile a booklet from students concerning what happiness means to them by giving the aesthetic terms a concrete meaning. (Sample in back)

VIII. Learn: "Felecidad" (from the Flying Nun)

5. Rank order songs learned in this category.

6. Rank order songs learned or listened to in a mixture of both these categories.

The Country and Western area will include a section on square dancing. The class will use the records in the gymnasium. The students will learn:

Grand right and left
Do-ce-do
Honor Your Partner
Honor Corner
Swing Your Partner
Promenade

Songs on Album

Take a Little Peek
Red River Valley
Divide the Town
Lady Round the Lady
Dive for the Oyster, Dig for the Clam

These square dance sessions will be mixed with the classroom sessions of singing. Though we will not have any formal lessons on "social graces," this will give the class an opportunity to choose their partners for the dance, choose the group they prefer to dance with in the set, and even decide whether or not they want to dance.

1. Have western singers pictures brought in or shown from album covers.
2. Introduce songs:
I. To Learn: "Streets of Lorado"
A. Use sheets and piano

II. Listen to: "Songs of the West"
A. Include first, "Streets of Lorado"
B Discuss mood of music
1. What was happening to the boy?
2. How did the mood of the music match the events that were happening to him?

III. Learn: "Ol' Texas"
A. Do parts with an echo "I'm going to leave --- (echo - "I'm going to leave.")

IV. Learn: "Red River Valley"
"Home on the Range"
"Oh, Shenando"

V. Listen to: "Open Up Your Heart"
"Buckaroo"
"Wreck of the Ol' 97"
"Folsom Prison Blues"

The section of classical music will include the selections mentioned in the context section of this unit.

Composers introduced and discussed will include:

Chopin
Grieg
Brahms
Mozart
Beethovan

This section will stress methods of reporting and lecturing by the students concerning the composers, and their characteristics of the music they wrote.

There will be no value conflict situations presented but hopefully some internal conflicts will be confronted by each individual student. This may show up in their own self evaluation at the end of the entire unit.

The flutephone work will be using methods and skills as presented in the song flute method by Paul Parker and Art Johnson called "Sounds of Progress".

1. Introduce notes B, A, G. Play tune "Merrily We Roll Along"
2. Introduce notes on staff, B, A, G

Introduce quarter notes, half notes and 4/4 time. Practice these using the B, A, G notes we've learned.

3. Introduce next two notes, C, D and quarter rest. Practice.
4. Introduce F, E. Practice.
5. Introduce D, C. Also, half rest.
6. Introduce 3/4 time and ties and . dot Practice
7. Introduce half step up, using F#, Practice.
8. Introduce half step down, using B♭. Practice.
9. Do self evaluation sheet located in back of unit.

Name _____

MUSIC CLASS

Complete the following sentences sincerely and honestly.

1. During music class I usually
2. When I listen to music at home
3. If I were asked to sing a solo
4. Music makes me feel
5. When it comes to music I think I am
6. If I hear music that I don't like I
7. If someone makes fun of the music I like I
8. Music has
9. The instrument I might like to play is
10. I enjoy music most when
11. Of the students in our music class I think I
12. My favorite record is

WEEKLY REACTION SHEET

Name _____

1. Did you do anything this week of which you are proud?
2. List one or two ways in which the week could have been better.
3. Did you strongly agree with anyone this week?
4. Did you strongly disagree with someone this week?
5. Did you think about any of the things that we talked about during music class? What?
6. Of the songs we've learned, or heard, which one do you think best tells how you feel? Why?
7. What does that song say that you agree with very much?
8. What things are you most interested in doing during music class?

GOAL SHEET

STUDENT PERFORMING

Observed singing alone in front of class. ____
Plays flutephone showing knowledge of
- reading all notes ____
- counting time correctly ____
- observing rests ____

Requests specific song. ____
Returned all borrowed instruments on time. ____
Made a positive statement about music. ____
Gave written music report. ____

LISTENING

Stated a desire to listen to a specific song. ____
Observed sitting quietly when others performed. ____
Able to distinguish pitch, high or low, loud or soft. ____
Able to tell the mood of a piece. ____

STUDENT EVALUATING

Able to write why people may like other kinds of music that he may not like. ____
Able to rank order songs in different categories. ____
Differentiate between song types. ____

Included in this evaluation would be observing any of the specific objectives mentioned in the beginning of this unit

SELF-EVALUATION OF PLAYING FLUTEPHONES

Using suggestions from Charles Baughmans Self Concept and Elementary Music as a guide and using some of his questions, I have compiled some questions that I feel are pertinent to this unit of study.

1. How hard do you try in flutephone class?
   a. very hard
   b. quite hard
   c. sometimes
   d. not much

2. Do you play well?
   a. definitely not
   b. no
   c. I may be able to
   d. yes
   e. yes, definitely

3. How would your teacher rate you?
    a. poorest
    b. below average
    c. average
    d. above average
    e. the best

4. Could you play a difficult instrument?
    a. I don't know
    b. I don't think so
    c. I may
    d. Yes probably
    e. Yes definitely

5. Can you read all the notes in order to play the flutephone?
    a. no, none of them
    b. only some of them
    c. yes, I think so
    d. yes, definitely

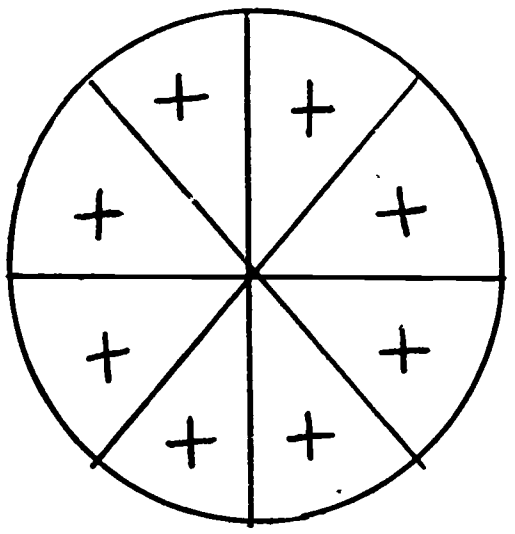
6. Will you continue with studying some instrument next year?
    a. I will not
    b. probably not
    c. I may
    d. yes, definitely

7. How would your classmates rate your ability with the flutephone?
    a. the best
    b. pretty good
    c. average
    d. below average
    e. poorest

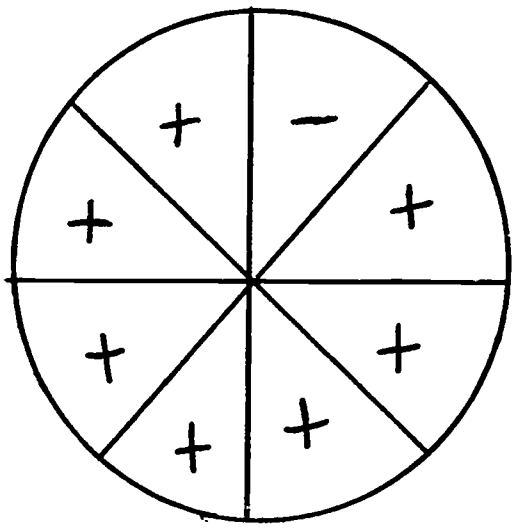
8. Some instruments are expensive to buy. Do your parents think you have enough talent or ability to spend that money on you?
    a. no
    b. probably not
    c. they might
    d. yes they would

9. Do you like to play the flutephone?
    a. no
    b. not much
    c. a little
    d. yes

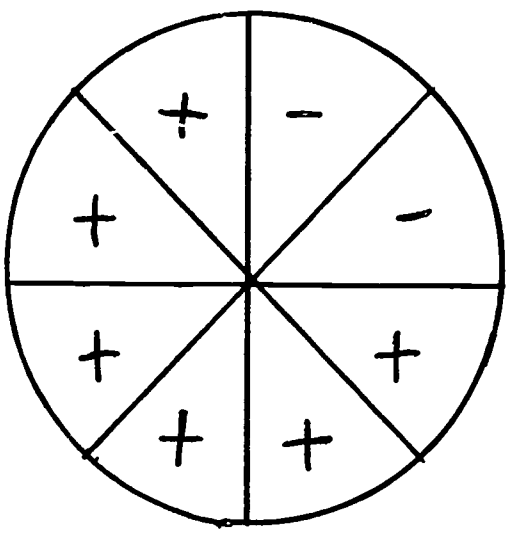
10. Would you like to become a musician and be famous if you had the ability?
    a. yes, definitely
    b. I might
    c. don't think so
    d. no, not at all



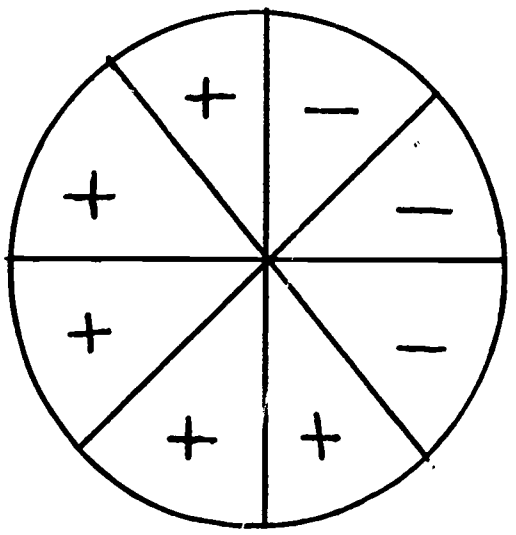
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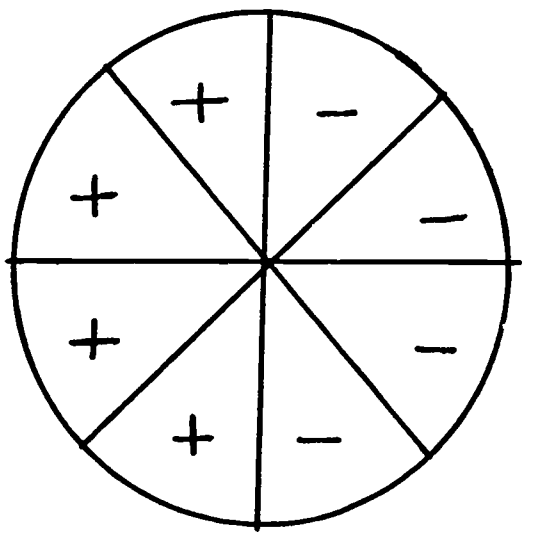
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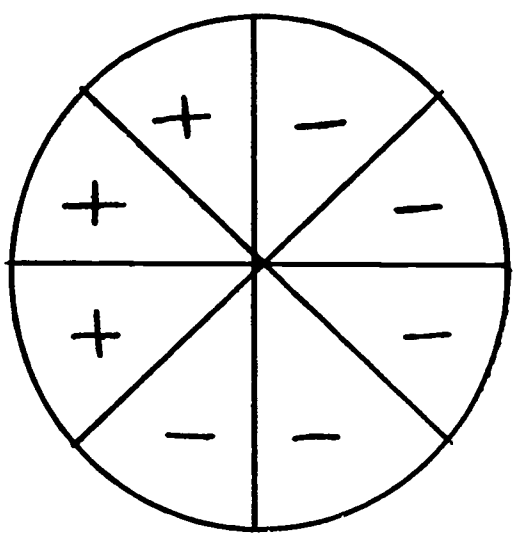
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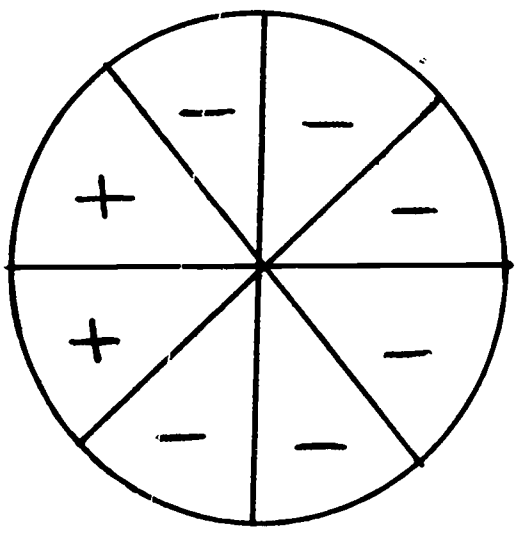
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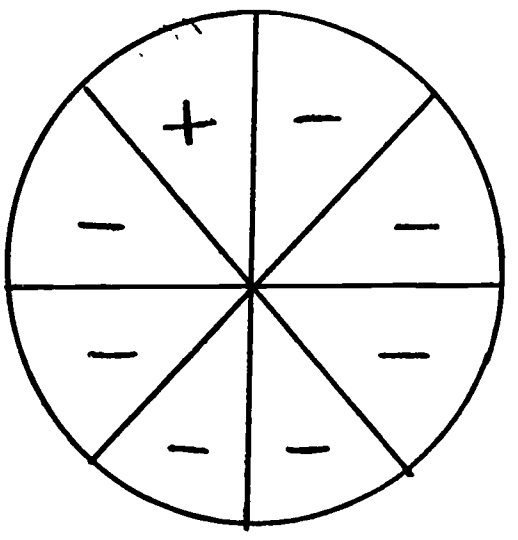
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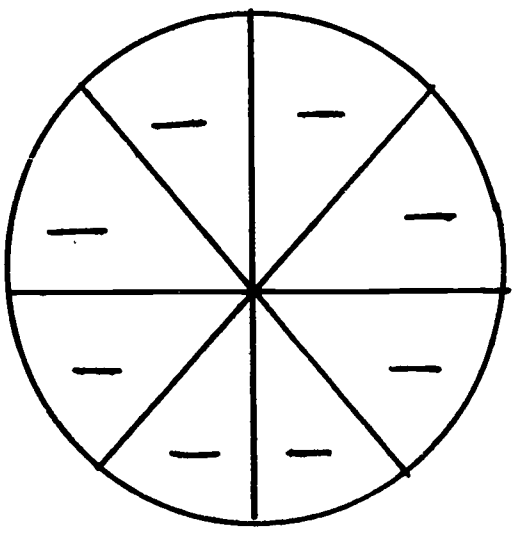
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G



H



I

This is the Morel positive, negative circle study. The positive making up the good out of the whole and the negative being the bad or not so good.

Name _____

Choose the circle that best tells how you feel in answering the questions, remember that + means the good, and - means not good.

1. How do you see yourself in music class? _____
2. Which circle best shows your ability to sing with the class? _____
3. Which circle best shows your ability to sing alone in front of people? _____
4. How would your teacher rate you in class? _____
5. Which circle shows how much you contributed to music class? _____
6. Which circle shows how you listened to others in class? _____
7. Which circle shows how you have enjoyed music class? _____
8. Which circle shows how much you have learned that was new? _____
9. Which circle shows the way you feel about most kinds of music? _____
10. Which circle shows the way your friends would rate your musical ability? _____

TIME SCHEDULE

This unit is to begin in January and last through till Easter Vacation. Our class has music 3 times a week for 15 - 20 minute periods at a time. After Easter we will be choosing, arranging, and practicing for a program to be presented to the entire school.

This time after April will be very unstructured and hopefully very enjoyable for the students. During this time we will also be free to choose instruments, play songs, and sing whatever songs or listen to whatever music we seem to be in the mood for that day. Each child will have the additional opportunity for making this choice.

This is also a very flexible time schedule due to the fact that we have no music teacher and no books and I am able to use either more or less of the projected time that I have alotted for this unit.

WORDS OF WISDOM - Written by the students of Grade 5, unedited by Mrs. House.

HAPPINESS

Happiness is beating up on your little brother.
Happiness is the first time you walked.
Happiness is hitting a baseball for the first time.
Happiness is getting a new gun.
Happiness is having a boyfriend.
Happiness is stopping time.
Happiness is riding a bike for the first time.
Happiness is being loved.
Happiness is being the little one of the family.
Happiness is having the best score in the class.
Happiness is when you do not have three sisters in the house.
Happiness is going to Ambassador College.
Happiness is to be a good boy.

Happiness is not helping old ladies across the street.
Happiness is a bedroom of your own.
Happiness is having a lot of money.
Happiness is having a beautiful horse of your own.
Happiness is no school.
Happiness is when your mother has a baby.
Happiness is having a new baby sister.
Happiness is having a dog.
Happiness is not having a little punky brother who gets into stuff.
Happiness is having a nice teacher.
Happiness is knowing how it is to win a fight with your sister.
Happiness is having no sister.
Happiness is having Charlie the Raccoon.
Happiness is not having a bedmate.
Happiness is having a mini-bike.

WORRY

Worry is when you get your report card.
Worry is when you get stuck in a tunnel.
Worry is a lickin'
Worry is when some people get in trouble.
Worry is when you're fighting your brother.
Worry is what the teacher will give you for work!
Worry is when you accidently get your parents locked in the camper!
Worry is a test. (Quote 3 people!)
Worry is when you are out of the house and your mother worries.
Worry is when someone is lost.
Worry is when you have to be looked straight in the eye by your dad!
Worry is when someone is going to tell on you.
Worry is when your dog has disappeared.
Worry is when you're getting chased.
Worry is getting blamed all the time.
Worry is when I fight a big kid.
Worry is when you are going toward a tree on a sled and the steering string is broken.
Worry is when you don't know what you got on your spelling test.
Worry is when you think the school toilet is going to flood over the floor.
Worry is when you are at school and your little brother is home.
Worry is work!
Worry is: are you going to get into a fight with your boyfriend?
Worry is having a dog with a broken jaw.
Worry is when you think you are going to get hit.
Worry is when you're scared about your little sister in the hospital.

LOVE

Love is when you don't have to eat green beans.
Love is like mashed potatoes.
Love is worry!

Love is when you love your mom and dad.
Love is candy and dogs.
Love is something nice.
Love is having boyfriends.
Love is horrible.
Love is when I like someone.
Love is mushy!
Love is myself.
Love is your girlfriend.
Love is seeing my cousins.
Love is lovable. Love is when my dog dances all around.
Love is crummy.
Love is having a boyfriend, getting a dog, it's like spring.
Love is dumb. (quote 3 people!)
Love is when a kitten finds a home.
Love is for mom and dad and God.
Love is having a boyfriend like mine.
Love is having a dog for you to care for..
Love is when you are out of school.
Love is helping a guy with motor trouble.
Love is a boy.
Love is when you have a dog.

FEAR

Fear is when you get in a crash. Fear is Social Studies.
Fear is when you jump.
Fear is getting mad at your girlfriend.
Fear is when a gun is pointed at you.
Fear is when your big brother beats you into a squash.
Fear is when you're in the ocean and a shark comes for you.
Fear is when you are in an airplane.
Fear is when your brother pounds on the window at night and scares you!
Fear is something awful.
Fear is a bear.
Fear is when your cat jumps out of a tree.
Fear is a low grade.
Fear is seeing a shadow outside in the dark, and watching a scary movie when your brother touches you and makes you jerk.
Fear is when you get in a crash-up.
Fear is when the world comes to an end.
Fear is when you get hit.
Fear is when you see stormy men.
Fear is hoping a kid doesn't pick a fight.
Fear is seeing a window peeker peeking through the window at you when you're all alone.
Fear is going by a group of teenagers!
Fear is being afraid of being beaten up.
Fear is walking in a street in a colored area.
Fear is going some place and you are not suppose to be there.
Fear is seeing a figure like thing in a dark room.
Fear is when lightening hits.

ASHAMEDNESS

Ashamedness is when you have bad breath.
Ashamedness is a lie.
Ashamedness is when you are naughty.
Ashamedness is moving the neighbor's sprinkler.
Ashamedness is when you get a low mark. (4)
Ashamedness is when you have to go and apologize.
Ashamedness is a bad report card. (2)
Ashamedness is when you do something bad.
Ashamedness is when someone is in the hospital because of you.
Ashamedness is when you get paddled from the principal and your parents find out!
Ashamedness is when you get it from your teacher.
Ashamedness is doing something wrong and everybody laughs at you.
Ashamedness is when you have to clean up the basement.
Ashamedness is breaking a window.
Ashamedness is being yelled at. (2)
Ashamedness is doing something dumb.
Ashamedness is getting into trouble.
Ashamedness is AFTER you get your report card.
Ashamedness is when you go someplace.
Ashamedness is when it rains on my pets outside.

Date:
Name:
Class

Here is a list of some statements that describe life in the classroom. Circle the letter in front of the statement that best tells how you feel about this class. There are no right or wrong answers.

1. Life in this class with your teacher has
   a. all good things
   b. mostly good things
   c. more good things than bad
   d. about as many good things as bad
   e. more bad things than good
   f. mostly bad things

2. How hard are you working these days on learning what is being taught at school?
   a. very hard
   b. quite hard
   c. not very hard
   d. not hard at all

3. When I'm in this class, I
   a. usually feel wide awake and very interested
   b. am pretty interested, kind of bored part of the time
   c. am not very interested, bored quite a bit of the time
   d. don't like it, feel bored and not with it

4. How hard are you working on school work compared with the others in the class?
   a. harder than most
   b. a little harder than most
   c. about the same as most
   d. a little less than most
   e. quite a bit less than most

5. How many of the pupils in this class do what the teacher suggests?
   a. most of them do
   b. more than half do
   c. less than half do
   d. hardly anybody does

6. If we help each other with out work in this class, the teacher
   a. likes it a lot
   b. likes it some
   c. likes it a little
   d. doesn't like it at all

7. How good is your schoolwork compared with the work of others in class?
   a. much better than most
   b. a little better than most
   c. about the same as most
   d. not quite as good as most
   e. much worse than most

Name:
Date:
Class:

Here are some questions about what happened in class today. Circle the letter in front of the statement that best tells how you feel about what happened. There are no right or wrong answers.

1. How much do you feel you learned today?
   a. don't think I learned much
   b. learned a little bit
   c. learned quite a lot
   d. learned a lot today

Tell why you feel this way _____

_____

2. How clear was it why we were doing _____
   a. very clear to me
   b. pretty clear to me
   c. not so very clear
   d. not clear at all

What do you think was the reason we did what we did?

3. How often did you feel lost during this class period?
   a. lost most of the time
   b. lost quite a few times
   c. lost a couple of times
   d. not lost at all

4. How often did you feel you wanted some extra help during this class period today?
   a. wanted help quite a few times
   b. wanted help several times
   c. wanted a little help once or twice
   d. wanted no help

   What kind of help did you want?

5. How often did you see somebody else needing help during our class period today?
   a. saw somebody needing help a lot
   b. saw somebody needing help quite a few times
   c. saw somebody needing help a few times
   d. saw nobody needing help

   How could they be helped?

6. How do you feel about what the teacher did in this last class period?
   a. very satisfied
   b. pretty well satisfied
   c. only a little satisfied
   d. not satisfied

   What makes you feel this way?

MY TEACHER

Name:
Date:

Pretend that you could have your teacher change in some way. For each number, check the box that best tells how you would like your teacher to act in this class. There are no right or wrong answers.

	Much More	A Little More	The Same	Little Less	Much Less
1. Help with work	____	____	____	____	____
2. Yell at me	____	____	____	____	____
3. Make sure work is done	____	____	____	____	____
4. Ask us to decide about how we will work.	____	____	____	____	____
5. Smile and laugh.	____	____	____	____	____
6. Make us behave	____	____	____	____	____
7. Trust us on our own	____	____	____	____	____
8. Make us work hard	____	____	____	____	____
9. Show that he or she understands how we feel.	____	____	____	____	____

GRID

Objectives / Content	Positive Response	Listening	Evaluation	Cooperation	Appreciating	Discuss	Totals
Folk A	1	3	12	20	1	3	40
Rock B	1	10	10	5	1	3	30
Western C	1	2		15	2		20
Classical D		5			5		10
Totals	3	20	22	40	9	6	100%

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RESPECT FOR INDIVIDUAL DIFFERENCES AMONG PEERS*

Specific Value:	**Respect**
Subject Area:	**Language Arts**
Grade Level:	**Fifth**
Time:	**Ten Weeks**

Project on Student Values
3860 Plainfield Ave.
Grand Rapids, Mich. 49505

*Materials prepared by Jane Kellogg

RESPECT FOR INDIVIDUAL DIFFERENCES AMONG PEERS

Abstract

I. Philosophical Statement. Children's literature is rich with exciting adventures which provide value alternatives for young readers. It is through this medium that the value of respect for individual differences will be presented to the students.

II. General Objective. To relate respect for individual differences, and the need for these differences in our society, to childrens literature.

III. Specific Objectives. Students will demonstrate respect for individual differences by:

- A. Accepting other students as individuals.
- B. Assisting other students in work and play.
- C. Praising other students rather than fault finding.
- D. Listening patiently when other class members are speaking.

IV. Context. Fifth Grade.

V. Content. The content of this unit will be comprised of materials from three literary works for children correlated with writing and art projects.

VI. Methods. This Value Teaching Unit contains numerous methods including some of the following: open-ended stories, bulletin boards, discussions, value sheets, provocative sentences, voting, unfinished sentences and reading and writing experiences.

VII. Time Schedule. Ten weeks.

RESPECT FOR INDIVIDUAL DIFFERENCES AMONG PEERS

Philosophical Statement

Each year, as teachers, we observe in some of our pupils a lack of respect and understanding toward members of their peer group. If this situation is left untended, as the year progresses, it can cause deep-rooted resentment and unhappiness in the classroom environment. Therefore, it becomes obligatory that we engage in a dialogue with our students concerning respect for individuals and their rights to be different. From this dialogue, it is hoped that the students will learn to respect, understand and encourage individuality in themselves and their peers.

Through the use of children's literature the students will be presented with the value of respect for individual differences.

Statement of General Objectives.

1. Present the value of respect for individual differences through literature.
2. Relate respect for the individual to scholastic and social situations.
3. Help students appreciate individual differences and their enrichment of our everyday lives.
4. Present students with value alternatives.
5. Provide opportunity for students to clarify their personal values.
6. Correlate writing and art projects with stories used in classroom reading.

Statement of Specific Objectives.

1. Students will assist other members of the class in both work and play situations.
2. Students will listen attentively when other class members speak.
3. Students will praise rather than find fault with other members of the class.
4. Students will accept class members who had heretofore been ignored or rejected.
5. Students will initiate changes in group membership.

Statement of Context

School:	Southridge Elementary School, Charlotte Public Schools, Charlotte, Michigan
Grade:	Fifth
General Ability Level:	Below average to above average
Number of Students:	33
Type of Community:	Middle Class
Subject Area:	Language Arts and Art

Content

Content of the unit will be based upon the following children's literary selections:

Friis, Babbis. Kristy's Courage. New York: Harcourt, Brace and World, Inc., 1965.

Friis, Babbis. Don't Take Teddy. New York: Chas. Scribner's Sons, 1967.

Neville, Emily. It's Like This, Cat. New York: Harper and Row, 1963.

These books will be read to the class and discussed and used as resource material by the entire group.

1. Kristy's Courage
   - A. Deals with the disfiguring of a small girl in an auto accident.
   - B. Consequences of her accident involve loneliness, thoughtlessness, misunderstanding, and rejection by peers.
   - C. Kindness and understanding by her physician help her regain the respect, friendship, and admiration of her peers.

2. Don't Take Teddy
   - A. Tells the story of mental retardation and its effect on two brothers.
   - B. Through the love of one brother for another we are shown the need for understanding and respect for the mentally handicapped child.

3. It's Like This, Cat
   - A. Deals with a boy and his cat, and the friendships he makes with and in spite of the animal.
   - B. Friendship, respect for individuals, and affection for animals all lead to growth for understanding.

Methods

1. The presentation of background material through the use of three literary works for children.
2. The preparation of a bulletin board offering value choices.
3. The reading of two open-ended stories. One of which will be followed by group discussion, and the second for which the students will each write an ending.
4. The organization and maintenance of a Scrap Book including: pictures, stories, and newspaper clippings discussing and/or showing individual differences among all peoples.
5. The answering of Value Sheet Number 6, Friendship, Rath's p. 95.
6. The showing of pictures without a caption, Rath's p. 117, suitable to the value of respect for individual differences.
7. The initiation of a weekly thought sheet, Rath's, p. 130, discussing any pertinent thought the student has had during the previous week.
8. The completion of a Value Sheet on group interaction, Situation B, Rath's, p. 96.
9. Observation and completion, by the teacher, of a Goal Sheet: Respect for Individual Differences. (Appendix II)
10. Open-Ended Questions dealing with mental retardation.
11. Other value clarifying techniques such as Rath's Devil's Advocate, p. 127, the Public Interview, p. 142, Provocative Questions, p. 119, and Voting, p. 154, will be used during the unit.

Time Schedule

First Week: Motivation and Introduction
- A. Bulletin Board - offering value choices
- B. Introduction and discussion of individual differences
- C. Open-Ended story - followed by discussion (Appendix I)
- D. Room selection of books available for students use.
- E. Pre-unit Goal Sheet completed by teacher (Appendix II)

Second Week: Kristy's Courage
- A. Begin reading Kristy's Courage - The Hospital, Part I.
- B. Organize Scrap Book
- C. Read - The School, Part II
- D. Initiate the weekly Thought Sheet

Third Week: Kristy's Courage
- A. Read - Hickory-Dickory-Dock, Parts III - V.
- B. Present Value Sheet on Group Interaction (Appendix III)
- C. Discuss Kristy's Courage
- D. Begin Public Interviews - as time permits and student interest dictate.

Fourth Week: Don't Take Teddy
- A. Discussion of mental retardation
- B. Completion of Open-Ended Questions (Appendix IV)
- C. Begin reading Don't Take Teddy, Chapters 1-3
- D. Read Chapters 4-6

Fifth Week: Don't Take Teddy
- A. Read Chapters 7-9
- B. Show Pictures without captions - have students write their own captions.
- C. Read Chatpers 10-14.

Sixth Week: Don't Take Teddy
- A. Read Chapters 15-18
- B. Devil's Advocate - mental retardation
- C. Read Chapters 19-21
- D. Open-Ended Questions - Mental Retardation (Appendix V)

Seventh Week: It's Like This, Cat
- A. Value Sheet - Friendship (Appendix VI)
- B. Begin reading It's Like This, Cat -- Chapters 1-4
- C. Voting Technique (Appendix VII)
- D. Read Chapters 5-7

Eighth Week: It's Like This, Cat

A. Read Chapters 8-12
B. Open-Ended Questions written by the students
C. Read Chapter 13-15
D. Art Project - water color depicting the life of Davey and Cat in New York City.

Ninth Week: It's Like This,Cat

A. Read Chapters 16-18
B. Provocative Questions (Appendix VIII)
C. Value Sheet - Friendship (Appendix VI)

Tenth Week: Evaluation

A. Post Unit Goal Sheet - completed by teacher (Appendix II)
B. Discussion and evaluation of unit with students
C. Open-Ended Story (Appendix IX)
D. Role - Playing - Acting out of selected portions from three literary selections read to students (To be planned as committee project).

Open-Ended Story: What Should Scott's Class Do?

The problem was Scott Douglas Miller - age ten, blond hair, gray eyes, white skin. He was a fairly good student, a wonderful basketball player, and he was honest and helpful around the classroom. But he was a big problem to his classmates.

If your name was Thompson or Turner, Scott treated you like a million dollars. If you lived on Sycamore Avenue or Abingdon Drive, he was your best friend. If your skin was white, he'd do anything in the world for you. But if you name was Lopez or Tolero, or if you lived on Second Street, or if your skin was brown or your eyes were slanted, Scott acted as if he didn't know you were around.

At first, nobody realized that Scott was going to be a problem. Then a boy from Mexico joined the class and later, a boy from Italy. And later still, a Negro girl became a member of the class.

Chico and Tony and Jessie were no better or worse than anybody else. There were a lot of things they could do, a lot of things they couldn't, and if you added up all their good points and all their bad, they came out about even with everybody elses. As far as the other students were concerned Chico and Tony and Jessie were as much a part of the fifth grade as the other boys and girls were - as much a part as the American flag. But Scott didn't think so.

Sometimes it seemed that he went out of his way to be mean. If Tony asked him a question, Scott would ignore him. If Chico sat down next to him, he'd move his chair somewhere else. And he never chose Jessie when he was a team leader at recess.

It got to be embarrassing, not only to Chico and Tony and Jessie but to the rest of the class as well. It almost seemed as though he wanted somebody to look down on and be rude to.

"The way Scott acts just spoils everything," Katherine said one day at lunch. "He's so mean to Chico and Tony and Jessie that it makes me feel sort of sick when I see him. You've probably noticed that he's careful not to let Miss Richards see him acting that way."

"Yes," Paul agreed. "When she has her eye on him, he acts OK. But he won't even sit at the same table with the rest of us in the cafeteria if Tony and Chico are there."

Ginny broke into the conversation. "Let's not just sit around and talk about it. Let's think of some way we can convince Scott that people can be just as good as he is even if they do look or act different. They can certainly be more fun then he is!"

"Is there anything we could say that would make any difference with Scott?" Jack asked.

"Maybe he'd just tell us to mind our own business," said Paul.

"Besides, instead of talking to him I think we ought to do something," Ginny said. "Does anybody have a good idea?"

What do you think the class should do?

(Appendix I, NEA Journal, January 1965, page 21)

GOAL SHEET

The following goal sheet will be used as a pre-and post unit behavioral observation device.

Before the unit is begun the observer will complete a goal sheet for each student in the room, indicating whether listed behaviors have been observed.

Following the unit the observer will again complete a goal sheet for each student.

After completion the two goal sheets may be compared and differences in behavioral patterns observed.

GOAL SHEET

	Initial	Sustained	Quality
To share materials with a classmate	_____	_____	_____
To assist a classmate in a work situation	_____	_____	_____
To assist a classmate in a play situation	_____	_____	_____
To help a classmate who has been absent	_____	_____	_____
To help a classmate who is new to the classroom	_____	_____	_____
To listen attentively when a classmate is speaking	_____	_____	_____
To display consideration for a classmate's feelings	_____	_____	_____
To praise a classmates accomplishments	_____	_____	_____
To accept students who had been previously ignored or rejected	_____	_____	_____
To initiate changes in small group membership	_____	_____	_____

(Appendix 2)

VALUE SHEET

Your are in a group of children with whom you would like to be friends. Two children in the group begin to tease a nearby girl who has a very strange face. Others in the group join in, although a few are silent.

What would you do in this situation?

(Appendix 3 - Group Interaction - Louis Raths, Values and Teaching, p. 96.)

OPEN-ENDED QUESTIONS

If I had a brother who was mentally retarded I would _____

When people laughed at my brother _____

If my friends wouldn't play with my brother _____

When people were kind to my brother _____

If people asked me questions about the way my brother acted I would _____

If our family were going on a vacation my brother could _____

I would feel full of terror if my brother _____

My advice to children who have a mentally handicapped brother would be _____

(Appendix 4)

OPEN-ENDED QUESTIONS

If I had a brother like Teddy who was mentally retarded I would _____

When people laughed at Teddy _____

If my friends wouldn't play with Teddy I would _____

When people were kind to Teddy _____

If people asked me questions about the way Teddy acted I would _____

If Teddy were my brother I would wish _____

If our family were going on vacation Teddy could _____

I would feel full of terror if Teddy _____

My advice to children who have a mentally handicapped brother would be _____

(Appendix 5)

VALUE SHEET

Friendship

1. What does friendship mean to you?
2. If you have friends, did you choose them or did they get to be friends by accident?
3. In what ways do you show friendship?
4. How important do you think it is to develop and maintain friendships?
5. If you plan to make any changes in your ways, please say what changes you will make: If you do not intend to make any changes in your ways, write "No Changes."

(Appendix 6 - Louis Raths, Values and Teaching, p. 95)

VOTING

When using voting as a value clarifying technique the students should be aware that: they may vote but it is not mandatory, one may raise his hand for any vote or abstain with no questions asked.

1. How many people feel that a child in the fifth grade should get an allowance?
2. How many of you believe that there should be some work, some doing of chores, before a child gets an allowance?
3. How many of you believe that chores are something you should do anyhow, and that any money you get from your parents should come from special work, work beyond mere chores?
4. If you voted for allowances, how many think that a fifth grader should get more than one dollar a week?

   How many say between fifty cents and one dollar a week?
   How many vote for a number between twenty-five cents and fifty cents a week?
   How many think the allowance should be less than twenty-five cents?
5. How many think that every child in the family should get the same allowance?
6. How many people would be willing to buy their own clothes if their allowance were doubled?
7. Do you think an allowance should be for:

   A. recreation
   B. food
   C. saving for big things, like an archery set, etc.
   D. whatever you want
   E. school supplies

(Appendix 7 - Raths, Louis, Values and Teaching, p. 154,

PROVOCATIVE QUESTIONS

1. How often do you consider the consequences of what you do before acting?
2. How do you know when something is good or bad?
3. When, if at all, is it right to tattle?
4. When, if at all, is it right to take dares?
5. How often do you do things of which you are not proud?
6. How often do you do things just because others expect you to do them that way?

(Appendix 8 - Raths, Louis, Values and Teaching, p. 119)

OPEN ENDED STORY -What Should Emily Do?

Emily wanted to be kind to Lois, but there were times she wished she hadn't every spoken to her in the first place.

It started several weeks ago when the special education class began having recess at the same time as the fourth graders. Most of the children in this class had some form of brain damage. Because they were not able to learn as quickly as other children, they were taught by a special teacher, and Emily had not seen much of them until they began coming out to recess.

Most of the special education pupils played by themselves on the front steps, but one girl, a little older than the others, always sat on the swings and watched Emily and her friends jumping rope. She looked so lonely and forlorn that one day Emily called, "Why don't you come over and jump too?"

"Oh Emily, for heaven's sake, not her!" Jean said.

"Why not?" Emily said. "She's been sitting there all week watching. She'd probably love it."

And Lois did. She was terribly awkward at it, and consequently the other girls didn't get much of a turn, but her beaming face told Emily how much fun she was having.

The next day Lois was back, eagerly waiting her turn, and the next day and the next. Finally, Jean and the other girls went off to play by themselves, leaving Emily and Lois alone on the swings.

Lois didn't seem to mind, however. She was grateful for Emily's attention and was content just to talk to her in her slow stammering way.

Now every recess, twice a day, Lois was waiting when Emily came out, her face so eager that Emily didn't dare let her down. She wanted to stay friends with Lois, but she wanted time to be with the other girls too. The trouble was that when Lois was around, they simply couldn't do the things they usually did without having her interfere.

What should Emily do?

Thoughts to Think Aloud

1. Why do handicapped children have a special need for friends?
2. Since Emily decided to be friendly to Lois, does she have a duty to spend all her time with her, every recess?
3. How could Emily get the other girls to play part of the time with Lois?

(Appendix 9 - Today's Education - October, 1968.)

GRID

Objectives / Content	1	2	3	4	5	Totals
Behavioral Obj. and Planning	5	4	3	4	2	18
Bulletin Boards	1	3	2	2		8
Unfinished Stories	2	2	1	2	4	11
Art Activities			5	4		9
Voting	1	3	3	4	3	14
Kristy's Courage	2		3	2	4	11
Value Sheets		1	2		2	5
Don't Take Teddy	2		2	4		8
Open-Ended Ques.	1	3	2		2	8
It's Like This, Cat	2		3	3		8
Totals	16	16	26	25	17	100

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SCHOOL CAMPING*

Specific Values:	Friendship, Leisure, Work, Respect, Social Organization
Subject Areas:	Social Studies, Science, and Arithmetic
Grade Level:	Sixth Grade
Time:	Six Weeks

Project on Student Values
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*Materials prepared by John Klooster

SCHOOL CAMPING

Abstract

I. Philosophical Statement. School camping can provide a vital relationship for youngsters in social living, recreational living, healthful living and work experience.

II. General Objectives. The general objective of this unit is to teach the children that friendship, cooperation, and respect are needed in life. Many things in our lives are accomplished through group efforts and others are accomplished through individual effort.

III. Specific Objectives.

A. To detect the presence of nature and man's dependence upon it.
B. To help the student identify and define goals and how to bring them to fruition.
C. To help the student describe and explain friendship and why friends are important.
D. To help the student describe and explain why good health habits are necessary in life.

IV. Context. Sixth Grade

V. Content.

Films: "Sammy, the Way Out Seal"-Walt Disney
"Savage Sam" - Walt Disney
"Our Class Works Together" - Instructional Materials Catalog
Filmstrips: "A Great American Heritage: Our Parks and Forests" - Audio-Visual Catalog
Story: "My Side of the Mountain" by Jean George
Books: Let's Go Camping by Harry Zarchy
Science for Tomorrow's World
Projects: Individual and group camping experience

VI. Methods. Oral reading, group discussions, group projects, individual projects, committees, and camping experience.

VII. Time Schedule. This unit is designed to cover about six weeks.

SCHOOL CAMPING

Philosophical Statement

School camping is an important part of outdoor education and is gaining more support because of 20th century forces which tend to separate man from nature. These forces such as industrialization, automation, specialization of vocation and urbanization all tend to push man away from the land. All these forces have an affect on how man raises his young and young people today are being deprived of learning one of their most vital relationships; man to nature. School camping can be used very effectively to reach many of our educational objectives and in getting a camping program started one might find additional potential.

General Objectives

The general objective of this unit is to teach the children that friendship, cooperation, and respect are needed in life. Many things in our lives are accomplished through group efforts and others are accomplished through individual effort.

Specific Objectives

1. To detect the presence of nature and man's dependence upon it.
2. To help the student identify and define goals and how to bring them to fruition.
3. To help the student describe and explain friendship and why friends are important.
4. To help the student describe and explain why good health habits are necessary in life.

Statement of Context

This unit will be administered to a sixth grade class of thirty students. There is a wide variety of scholastic ability as well as socio-economic groupings in this area and the "average" child would probably be "middle class."

Outline of Content

1. The main reason for showing the Walt Disney movies is to get the children to work together as a group to raise money for some of the expenses of camping. The movies are "Sammy the Way Out Seal" and "Savage Sam."

2. The movie "Our Class Works Together" is shown to get all of the children to feel that they are part of the group.

3. The filmstrip "A Great American Heritage" will be shown to spark some thought about the outdoors.

4. The story "My Side of the Mountain" is a fantastic book about a boy who is about twelve years old and lives for two years in a tree stump in the backwoods. This book will be read orally throughout the six weeks.

5. Books: Let's Go Camping and Science for Tomorrow's World.
Certain chapters from both of these books will be used throughout the six weeks.

6. The actual camping experience is the end result for all the work during the first five weeks or more. It is in essense the main goal of the project.

Methods

A. First Week
   1. Begin talking about camping in class.
      a. Have you ever gone camping? Why?
      b. What do you do when you go camping?
      c. When we go camping what types of things should we do?
   2. Discussion: Why do we sometimes have to plan ahead for things?
      a. How much money will we need to go camping?
      b. How much money will we as a class make?
      c. How will we make the money?
         1. Class projects: Walt Disney movies, hot dog sales, roller skating parties.
         2. Individual Projects: shoveling snow, saving allowance, babysitting, odd jobs.
   3. Story: "My Side of the Mountain" chapters 1-5
      Discussion: Why do you think this boy wants to live out in the woods by himself?
   4. Begin organizing committees
      a. Finance Committee
      b. Camp Rules Committee
      c. Curriculum Committee

B. Second Week
   1. Story chapters 6-10 Discuss:
      a. What friends did the boy find in the backwoods?
      b. Was it a good thing that he had these friends?
   2. Movie "Our Class Works Together" Discuss:
      a. What are some of the things that can be accomplished better by a group than by an individual?
      b. Why is individual effort needed even in group activities?
   3. At noon hour or after school show the movie "Savage Sam" to the entire school. (Movie rental is about $25.) Finance Committee may collect money and compute profits. (If you're in with the janitor, sell pop corn during the movie.)
   4. Text: Begin studying Science for Tomorrow's World chapter 7, pages 235-244.
   5. Class Discussion: When we go camping what types of activities would you like to do?

C. Third Week

1. Story chapters 11-15. Discuss:
   a. How does this boy depend upon nature?
   b. What things in nature are of real interest to you?
2. Read Let's Go Camping.
   a. Chapter 5 What to wear in the Woods
   b. Chapter 6 Sanitation and Cleanliness
3. School Roller Skating Party and Finance Committee Report
4. Text chapter 7, pages 245-266. How do plants and animals survive?
5. Curriculum committee set up classes for camp. (Teacher supervision)
6. Remind each child of the money he or she has to raise individually and ask them how they are coming along with raising it.
7. Divide the children up into class groups, six in a group.
8. Round up five college students to be counselors and teach classes.
9. Assign cabin groups.
10. Rules committee should get ideas from the class and with the help of the teacher begin making a list. (This could be done by a panel discussion with the rules committee being the panel.

D. Fourth Week

1. Story chapters 16-20. Discussion: What did the boy do with his leisure time?
2. Text, pages 267-293. Discussion:
   a. What is conservation?
   b. Name some of our natural resources. How can we conserve them?
3. Filmstrip "A Great American Heritage: Our parks and Forests"
   a. Have our forests always been here?
   b. Will they always be here?
   c. How can we make our parks and forests better?
4. Second movie "Sammy the Way Out Seal"
   Finance committee report
5. Let's Go Camping chapter 11, First Aid in the Woods. Discussion.
6. Each class goup will be given a different color neckerchief when they reach camp.
7. Hold a meeting with all the children and the counselors so that each class group can decide on a name and an insignia for their group. The insignia will go on their neckerchief. Each group should also think up a skit for an evening activity at camp.
8. Handbook should be made containing:
   a. Map of camp area
   b. Suggested individual supplies
   c. Camp rules
   d. Camp Schedule
   e. Camping class groups
   f. Cabin groups
   g. List of classes and counselors
   h. Class Schedule
   i. Rules for classes such as archery and riflery
   j. Dining hall manners, hiking manners, nature study hints, and camp craft hints.
   k. Dining hall procedures
   l. Cabin inspection hints

E. Fifth Week
   1. Story, finish. Discuss:
      a. Do you think that this boy would have continued to be happy living in the woods by himself?
      b. Do you think that surviving in the woods for two years satisfied him?
   2. Have some parents help sew the neckerchiefs and one or two children from each group can put the insignias on them.
   3. Have another general meeting to practice skits and go over the entire handbook. (Each student will get a handbook.)
   4. Bulletin board - camping scene.
   5. Roller Skating party and report by Finance Committee.

F. Sixth Week
   1. Camp - Monday, Tuesday, and Wednesday.
   2. Follow up - Thursday and Friday.

Time Schedule

This project could easily be extended more than six weeks. For the teacher it is a year project. In the fall he must secure permission from the school administration. The right camp must be selected and reserved. Speculated equipment for the trip should be taken care of. The cost of the camp must be known in order to determine how much money will be raised by the class, and how much will be paid by each individual child. The teacher must get the counselors and make sure a nurse will be on hand. Health information should be filled out by the parents for each child. Also, the teacher should look into insurance. The teacher should send home permission slips to be signed by the parents. In order to do this project the teacher should have in his mind what he wants in a camping trip. He must also know his class and how much supervision will be needed.

The follow-up will be done at the completion of the project. School camping takes much time and effort but I believe it is well worth all of it.

GOAL SHEET

Behavioral Factors	Initial	Sustained	Quality
1. To detect the presence of nature and man's dependence upon it	____	____	____
2. Identification and definition of goals	____	____	____
3. Bringing goals to fruition	____	____	____
4. Describing and explaining why good health habits are necessary	____	____	____

GRID

Objectives / Content	1	2	3	4	Total
A	3	4	1	1	9
B	0	5	4	0	9
C	5	3	1	1	10
D	10	8	10	9	37
E	8	4	1	2	15
F	5	5	5	5	20
Total	31	29	22	18	100

Objectives

1. To develop an awareness of nature and how man depends upon it.
2. To help the student understand what goals are and how to go about accomplishing them.
3. To help the student describe and explain friendship and why friends are important.
4. To help the student describe and explain why good health habits are necessary in life.

Content

A. Walt Disney Movies
B. The movie: "Our Class Works Together"
C. The filmstrip: "A Great American Heritage"
D. The story: "My Side of the Mountain"
E. Books: Let's Go Camping and Science for Tomorrow's World
F. Camping Experience

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SOCIAL VALUES IN GENERAL MUSIC CLASS*

Specific Value:	Being Considerate
Subject Area:	General Music
Grade Level:	Fourth Grade
Time:	Sixteen Weeks

Project on Student Values
3860 Plainfield N.E.
Grand Rapids, Michigan 49505

*Materials prepared by Patricia McCabe

SOCIAL VALUES IN GENERAL MUSIC CLASS

Abstract

I. Philosophical Statement. In general music class, where the children work as a team, there are excellent opportunities for developing social values. The very natures of choral work, dance, and instrumental accompaniment require the ability to work together. The yearly music program provides a goal which will awaken the students to their need for social values.

II. Statement of General Objectives. The children will demonstrate confidence in democratic behavior, especially in the aspect of prizing the good of the whole. They will demonstrate considerateness to others and be willing to share materials. They will plan and present a program for all to take part in, employing song, dance, and instruments.

III. Specific Objectives.

A. Children will accept their assigned position without fuss, seeing the need for class harmony in achieving a goal.

B. Willingness to work with one who is not his close friend will be demonstrated by the student, who sees the need for being fair and kind.

C. Children will show the consideration for each other of quiet and attentive listening. They will understand and express the desirability of complimenting each other on a good performance.

D. The children will share materials and instruments.

E. An enjoyable group accomplishment will hopefully influence the children to be interested in joining the school band for more musical teamwork.

IV. Context. Fourth graders.

V. Content. Unison and part-singing will be studied during this unit. The children will do various folk and square dances. They will work with autoharp accompaniments and write their own rhythm instrumentations.

VI. Methods.

A. Autobiographical questionnaire

B. Value sheet

C. Value-clarifying discussions

D. Reaction sheet

VII. Time Schedule. Sixteen weeks, plus one evening for the performance of the program.

SOCIAL VALUES IN GENERAL MUSIC CLASS

Philosophical Statement

In the general music class children work together for a performance product. Social values can determine the success of both the interaction and the product. Children need to learn the principles and techniques of working together harmoniously. As Barnes suggests in his paper "Teaching Strategies for the Clarification of Values," (Project on Student Values, January, 1968) choosing a goal helps children in value changes. A practical goal is easiest for them to understand.

The yearly music program presents just such a strong motive for the class to work well as a social unit. The needs will be very real to the children, and they should be helped to understand them as personal value needs and to consider the alternative behaviors and their results. They will be motivated to make choices and to test them. Without this guidance and study on the topic, children will tend to be unable to function as a group.

Statement of General Objectives

The general objectives of this curriculum unit are the attainment or improvement of certain social values in the classroom. Considerateness, democratic behavior, and the sharing of materials are the desired behaviors. These three values are defined as in Children's Social Values by Foshay and Wann.

Recognizing from this study that considerateness has a definite relation to self and group acceptance, the unit will provide for involvement of all the children. Democratic behavior is defined in the above book as:

(1) freedom to act as a self-directing individual in dealing with peers and peer groups;
(2) belief in the sharing of responsibility as a necessary contribution to freedom;
(3) faith in critical thinking as the best way to solve a free society's problems.

The non-value objectives are the attainment of sufficient skills in unison and part-singing, folk and square dancing, rhythm instruments and autoharp to plan and perform a program. The planning of materials and assignment of parts will also be largely up to the children.

Statement of Specific Objectives

1. Children will show considerateness by complimenting each other, rather than making fun. Spoken compliments or applause will be looked for after a good performance or obvious effort.
2. Children will show the consideration for each other of quiet and attentive listening. This can begin as a give and take situation, and hopefully children will learn the joy of giving and take pride in their values.
3. Willingness to work with another child who is not a close friend will be demonstrated by the student.

4. Children will accept their assigned position without fuss, seeing the need for class harmony in achieving goals. These last two goals reflect a democratic line on the children's part. They will hopefully be able to look at such situations rationally, with their goal in mind, and pattern their behavior accordingly.
5. Children will share materials, instruments and time. A limited amount of these commodities is bound to cause problems in class unless the children have personal values to guide them in sharing.
6. The children will express interest in joining the school band, due to their enjoyment of group work in music. The atmosphere in general music class should be more relaxed and accepting with these social values at work; and all the children should have an enjoyable part in the program.

Statement of Context

This unit has been prepared for a group of 30 fourth graders, with a high ratio of boys, who have general music class twice weekly for a half hour. The ability level is average, but there are a few talented students who take private music lessons and at least an equal number of slow students.

The family backgrounds are white, middle to lower class, from farms and the suburban area of a small town. Each year the fourth grade is expected to present a spring music program for their parents and the school. It is to be representative of their achievements in music during the year.

Outline of Content

Singing will take up the largest part of the unit. Ten songs are to be drawn from the music books, children's suggestions or other sources. Five unison songs and five part songs is a good balance. The part songs can include rounds and descants, should have at least two in true two-part harmony.

Dancing is both a valuable and enjoyable music experience. Five dances should be included in the unit, three folk and two square dances. There are many such dances simple enough for children, and they provide excellent rhythm training when done accurately, not to mention their popularity as performance material. In choosing both songs and dances, a theme is not necessary, but if one is desired, fourth graders are interested in the various countries, and their literature is generally represented in basic music texts.

Instruments would be used primarily in conjunction with the singing and dancing. The autoharp provides an opportunity for studying chord structure and harmonies in composition. Children can easily advance to four and five chord accompaniments to songs. Rhythm instruments lend themselves to creativity in accompaniment. Children quickly grasp the importance of beat, local color, sound effects and variety in their choice of instrumentation.

Methods

The autobiographical questionnaire would be given at the start of this unit. It would be kept in the teacher's file to be used in determining individual progress, by

comparison with the reaction sheet at the end of the unit. This exercise will get the children started thinking about music class, what they value in life, how they deal with other children and whether or not they have considered joining the school band.

A week later perhaps, the value sheet would be used. It might be well to ask the children's regular teacher to keep the value sheets handy and present them at a suitably quiet and unhurried time when the children could think carefully about the answers they write. The subject of the value sheet is closely parallel to the situation they are about to be in. The nine-year old has a rather limited ability to associate values in different situations. They should now begin to think more deeply about working with others for a goal and how they feel about different value situations.

The work on singing, dancing and instruments would run throughout the unit, with all children participating in each activity. All the songs will be studied for the first ten weeks, then the children can help decide which ones to perform for the program. These will then be given concentrated work.

Children should be encouraged to suggest instrumental accompaniment for songs, rather than copying them from books or records. Often they can write complete and attractive rhythm instrumentations by themselves. The teacher can make suggestions, notate the music, and provide chord patterns when use of the autoharp is desirable.

Records are available on which a slow run-through of directions precedes the actual dance. Classmates love to try their hand at "calling" a square dance. Piano or records may be used as accompaniment, and a dance may be combined with a song if a separate group does each job. If the dance is noisy or distracting, they should be used alternately, not together.

Value discussions on the topics of sharing, democratic behavior and considerateness may occur as the teacher sees or anticipates their need. For example, before decisions are made on parts for the program, a discussion on democracy could bring out the various methods of selection. Chance, popular vote, friendship, teacher decision, sympathy, music grades, talent, even everyone doing as he pleases are all possibilities for basis of choice which the children should be aware of and compare against their own values. A rank ordering on the blackboard might be a natural outcome of this discussion.

The actual music program will be a method of motivation in the unit. The idea should be kept in mind, but not allowed to frighten students or teacher into neglecting values growth or creativity. It is to be, after all, a reflection of the children's own work and should be an enjoyable culmination for them.

The reaction sheets would be given after the program. The children will be eager to discuss their reactions to the program. Very likely another values discussion will erupt because of class enthusiasm.

Time Schedule

Sixteen weeks or thirty-two half hour sessions.

It would be impossible to state the time needed for each activity since this will be determined by the class and the material. Try to introduce 1 1/2 songs per

week for the first 6 to 7 weeks, a dance every 2 weeks for the first 8 weeks and one instrumental accompaniment per 3 sessions for the first nine weeks. Then there will be ample time for choosing and polishing in the last 6 weeks. A flexible schedule is essential to allow for value discussions when appropriate. Allow enough planning time to study and compare evaluation data before and after the unit. Allow time immediately following classes to record observations on the goal sheets.

Evaluation Data

The evaluation data used here is "soft" data. The autobiographical questionnaire will be compared with a reaction sheet given at the end of the unit.

Before the project begins, obtain 2 or 3 rank orders. The music teacher, classroom teacher and last year classroom teacher can do this. At the end the music teacher and classroom teacher are to make new rank orders. If there is another person who has sufficient contact with the class, they should also be asked to do a rank order. The pre and post ranks are to be compared for individual progress.

Individual goal sheets are also to be kept. One handy method of recording behavior occurrence would be to use an extra page in the teacher's record book. List the children's names down the side, as usual. Each weekly column (6 to 10, usually) stands for one behavioral objective. Jot down a date for each occurrence; and when the five spaces have been filled, it should be safe to assume that at least sustained, if not quality behavior has been achieved.

The reaction sheet will be compared with the questionnaire which was completed at the beginning of the unit. This is the child's self-view and should reflect his changes in thinking. Hopefully, this will agree with the changes in behavior noted in the goal sheets and rank orders.

These evaluations have all been individual, but it is a simple matter to state the number of improved students as a percentage of the class. The amounts of change can also be averaged out to give an average class change, if desired, although this is a misleading statistic. Since values are personal, it is more meaningful to consider the children individually, and their progress will certainly be varied.

RANK ORDER SHEET

Please rank all the children in the class according to their behavior in each of the three categories. Start with the student best exemplifying the behavior and end with the one most lacking.

Democracy (self-reliant, taking turns, think things out)	Sharing Materials	Considerateness
1.		
2.		
3.		
4.		
5.		

Rank Order Sheet (Continued)

	Democracy	Sharing Materials	Considerateness
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			

AUTOBIOGRAPHICAL QUESTIONNAIRE

Please answer these questions as well as you can. They are to help the music teacher know the class a little better.

1. What is your name?
2. What do you want to be when you grow up?
3. What do you like to do best?
4. Do either of your parents play a musical instrument?
5. Do you sing songs with your family?
6. Do any of your brothers or sisters play an instrument?
7. What do you like best in school?
8. Would you like to play in the school band?
9. Which instrument do you like best?
10. What do you like best about music class?
11. What clubs or groups do you belong to?

12. Does your best friend belong to all of them?

13. What do other people say that makes you feel good?

14. What can you do best?

VALUE SHEET

Name _____

Please read this short story and answer the questions as well as you can.

Mr. Smith's fourth grade is going to put on a Christmas Play. Their parents and the whole school has been invited to come and see it. The children all want to do a good job. Everyone wants to be in the play. There are parts to speak, dances, songs, costumes to make and scenery to paint. In the class there are 27 children and they are fighting about what each child will do in the program.

1. How would you decide what children will be in the dance?

2. If you were asked to sing, but you wanted to paint scenery what would you say?

3. If you were chosen to be in charge of costumes and to pick 3 helpers, would you pick your best friend even if she can't sew?

4. If you were in the dance group and a child who nobody liked was in it too, how would you decide on a partner for that child?

5. If you know Gina would like to work on painting scenery, but she is too shy to ask the teacher, what would you say?

6. If you were not picked to say a part, but your friend was, would you help him learn his lines?

7. What would you do if you were practicing your song for the play on the tape recorder and another child came in and wanted to use it?

8. There are only three solos to be sung in the play. How would you pick the children to sing them?

9. If a girl asked you to listen to her sing her part, and you know she is singing it wrong what would you say to her?

10. What instrument would you like to play in the band?

11. Did your family like the music program?

12. Do you like music class more, less, or the same as you did before we started working on the program?

GRID

Objectives / Content	A	B	C	D	E	F	Totals
Autobiog. Questionnaire			1	1		2	4
Singing	6	10	6	8			30
Dancing	6	2	8	4			20
Instruments	3	3	2	2	3	2	15
Value Sheet	1		1	2	1		5
Discussions	2	2	2	2	2		10
Performance of Program	5	5					10
Reaction Sheet	1	1	1	1	1	1	6
Totals	24	23	21	20	7	5	100

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THE SLOW LEARNER: TO BUILD FOUNDATIONS OF INDIVIDUAL WORTH AND DIGNITY*

Specific Values: Individual worth and dignity

Area: The slow learner, mainly reading

Grade level: Middle elementary

Time: Six weeks

Project on Student Values
3860 Plainfield N.E.
Grand Rapids, Michigan 49505

*Materials prepared by Diane Mattix

THE SLOW LEARNER: TO BUILD FOUNDATIONS OF INDIVIDUAL WORTH AND DIGNITY

Abstract

I. Philosophical Statement. As he begins to work with any class, every teacher quickly becomes aware of the range of individual differences within the group. Almost always there are a few slow learners. Many of these children by the time they reach the middle grades have a tendency to think, "I can't do it, so why try." They are defeated before they even begin. My purpose in this unit will be to develop in these children the accomplishment of succeeding through establishment of the basic values of respect for himself and of others.

The underlying idea is to build within the child a feeling that they are free to express values, free to express differences, free to express feelings, that they are free to express purposes, that they are free to express but control anger when they have a right to the anger.

Children are unique and have different interests and concerns. They want the chance to express these differences and they want to be respected in the process. Where decisions are made, they want to be a part of the decision-making operation. Children need to feel that they are important human beings and that their ideas and values are being respected.

II. General Objectives:
- A. Realization of human dignity in theory and in practice.
- B. Provide opportunities for as many children as possible to achieve their highest potential.
- C. Provide the environment where a child can find these values for himself.

III. Specific Objectives:
- A. To develop respect in the child for self
- B. To find pleasure in his own accomplishments
- C. To indicate pride in his individual personality
- D. To communicate to others his feelings of accomplishment
- E. To define the rights and dignity of all living things

IV. Context. Middle Elementary

V. Content. Books, films, discussions, field trips.

VI. Methods. Role-playing, unfinished stories, creative writing, audio-visual aids, and strategies such as voting, rank order, and a continuum to bring out their own values.

VII. Time Schedule. Six weeks.

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THE SLOW LEARNER: TO BUILD FOUNDATIONS OF INDIVIDUAL WORTH AND DIGNITY

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General Objectives

A. Realization of human dignity in theory and in practice.
B. Provide opportunities for as many children as possible to achieve their highest potential.
C. Provide the environment where a child can find these values for himself.

Specific Objectives

A. To develop respect in the child for self.
B. To find pleasure in his own accomplishments.
C. To indicate pride in his individual personality.
D. To communicate to others his feelings of accomplishment.
E. To define the rights and dignity of all living things.

Context

Place: Title I-Summer Program-East Elementary-Wyoming, Michigan
Grade: Determined by reading level-middle grade
Students: 10-12
Ability Level: One to three years below grade level.
Time: Six weeks.

Content

By the use of various resources, such as books, films, general discussions, field trips and role-playing situations, bring about the values I am striving for in each of the individuals. Working basically through reading, but also using science and social studies and general discussions. By spending time each day in extensive practice of evaluating behavior characters in stories that will help the child to improve his skills in evaluating human behavior in general, and in his own goals and actions, in particular.

Methods

Role-playing, unfinished stories, creative writing, audio-visual aids, and strategies, such as voting, rank order, and a continuum to bring out their own values.

Time Schedule

This unit will cover approximately six weeks. It will be set up in a specific weekly time schedule, but it will be flexible depending on the students. Each day we will spend most of the time working in value situations, but using different subject matter to bring in the ideas.

First Week

This week will be used primarily to get acquainted with the children and setting up a rapport with the class. We will begin with the basic work in reading and defining reading abilities and personalities. Getting acquainted games will be introduced to give each of us a basic introduction to each of the individuals and their backgrounds. We ll discuss what the purpose of the summer program is and what can be accomplished. I hope to get a good response to how to accomplish the purpose of the program with the children. At the end of this week, I hope to have set an atmosphere conducive for freedom of expression, where ideas can be spoken and discussion set up to move around the decisions to be made. A schedule will be arranged with the class taking part.

Second Week

1. Begin this week with the rank order strategy and general discussion, concerning different choices.
2. Begin unit study of animals
    a. How they help and care for each other (family)
    b. How they develop a relationship to their environment
3. Work in basil reading text - phonics, contest clues, sight words
4. Creative writing on "What animal I would be"
5. Unfinished story
6. Begin role-playing to develop and start a recognition of others, their values and ideas.

7. In correlation with Science, bring in Social Studies and how all of us are involved with family life.
8. Spelling list comprised of words from other subjects.

Third Week

Continuation of:

1. Science unit-still working with animals and their life situations, bring in discussion of their individual families and the roles of the different members. Have role-playing situations centered around family life and let the children inter-change roles.
2. Work in Reading and begin to develop respect for each other and their abilities through expression of their ideas and bringing in problematic situations and let them give their solution to the problems.
3. Have the first continuum.

Fourth Week

1. Science unit-working with how animals learn. General discussion of natures family circle. Bring in idea of how each of us, as human beings learn. This will bring in Social Studies discussion on the classroom and how learning takes place. Let class develop which aspect of school they wish to discuss.
    a. With this develop idea of listening to what others are saying
    b. Giving them a chance to express their ideas and see them accepted as an important part of the discussion.
2. Creative writing on "How I Would Change School/Myself"

Fifth Week

1. Unfinished story that has the idea of a need for better communication in a group situation, such as classroom, or family life. Divide class into sections and let them plan and act out their solution to the story. Followed by discussion of all solutions, good and bad, and how they might have solved the problem individually. Let them choose the solution they like best.
2. Use puppet show to dramatize classroom situation.
3. Continue in Reading class-trying to show respect for others and their ideas and pride in their own ideas and accomplishments.

Sixth Week

1. This will be the culmination of the program. We will complete the Science and Social Studies units with an evaluation test which will deal with the values I tried to project to them. It will be choosing rank order of items. After the test has been given there will be a general discussion with each section and all possibilities will be explored. Be sure the children are able to choose his/her solution freely.
2. There will be a test to determine reading improvement given by the Summer Program.

GOAL SHEET

Behavioral Factor	Initial	Sustained	Quality
1. Recognize ways of helping others.	____	____	____
2. Recognizes rights of others.	____	____	____
3. Shows pride in his work.	____	____	____
4. Recognizes skills others have.	____	____	____
5. Shares his ideas with class.	____	____	____
6. Recognizes that fact, that all people have rights.	____	____	____
7. Is able to recognize inequalities.	____	____	____
8. Praises the accomplishment of a classmate.	____	____	____
9. Listens while others are speaking.	____	____	____
10. Defends verbally on his own ideas.	____	____	____
11. Improves his own self-concept.	____	____	____
12. Develops responsibility towards his work.	____	____	____
Skills:			
1. Enlarged sight words vocabulary.	____	____	____
2. Takes part in class discussion.	____	____	____
3. Volunteers in class oral reading.	____	____	____
4. Reads more during free time.	____	____	____
5. Recognizes and uses phonetics in reading.	____	____	____
6. Uses context clues to help himself.	____	____	____
7. Does work individually.	____	____	____

GRID

Objectives / Content	A	B	C	D	E	Total
Science	6	2			9	17
Social Studies	8		3	2	8	21
Language Arts	8	7	4	8	2	29
Class Activities, discussion	7	6	9	8	3	33
Total	29	15	16	18	22	100

EVALUATION DATA

1. If a student in your class accidently spilled a jar of paint, would you...
   a. watch while he cleaned it up.
   b. laugh because he was careless.
   c. get some paper towels and help him clean it up.

2. If you and two of your friends were going to play ball and on the way you saw some small boys playing marbles and your two friends went over and started teasing them and taking their marbles, would you...
   a. stand on the sidewalk and watch.
   b. join in the fun.
   c. talk your friends into leaving them alone and to go on to play ball.

3. While someone else is talking, would you...
   a. play with your pencil.
   b. listen carefully to what is being said.
   c. talk to your neighbor.

4. Another member of your family (brother or sister) spilled their milk all over themselves and the table, would you...
   a. sit quietly while your mom wipes it up.
   b. go and get a rag to wipe it up.
   c. giggle because he/she looked so funny.

5. You see a new pencil lying on the floor, would you...
   a. put it in your desk because "finders keepers".
   b. give it to the teacher.
   c. ask the class if anyone lost a pencil.

6. Someone you dislike is seated next to you, would you...
   a. make faces and laugh.
   b. move your desk as far away as possible.
   c. try to be a good neighbor.

7. You get an A on a paper, would you...
   a. smile, and feel good inside.
   b. hide it in your desk so others don't tease you.
   c. tell others how good you are.

8. Your neighbor cheated on a spelling test, would you...
   a. say nothing.
   b. tell your teacher.
   c. show him you know and that you don't think it is fair.

9. You were cheating on a spelling test and your neighbor saw you, would you...
   a. be angry at him.
   b. stop cheating.
   c. blame it on him.

10. A new student comes to class, would you...
    a. ignore him.
    b. help and show him around.
    c. see if he's good at sports.

11. A new student comes to your room and your best friend, Bill plays with him all day, would you...
    a. join and play with them.
    b. start a fight with the new student.
    c. say that you didn't like Bill anyway and go by yourself.

12. You hit someone with your ball, would you...
    a. say you didn't do it
    b. apologize
    c. beat him/her up if they tell on you.

13. As you were walking, you saw some children mistreating an animal, would you...
    a. keep on walking and ignore it.
    b. go home and tell your parents.
    c. try to stop them by talking to them.

Continuum

Fred _____ Sam

Smart Sam always gets A's on everything he does. He obeys all the rules and never gets into trouble. He listens to everything the teacher says and the rest of the class doesn't really like him.

Flunky Fred can't do anything right. Sometimes he doesn't even do the assignments. He is always in the principals office because he doesn't follow the rules. He does anything he wants to and he even skips school.

If you were in this classroom, whom would you be most like?

Rank Order

Rank the following items into the order you prefer from first to third. First being the one you like the best.

new toys	school	books	walking	take long walks	write a story
new friends	library	television	hunting	read better	draw a picture
new pet	church	food	playing	go to the zoo	read a poem

be a leader	get new toys	play	read to a smaller brother/si
get 100 on spelling	get new clothes	help a friend	ride your bicycle
practice piano	get new books	talk to a friend	plant a flower

Book List

Arnspiger, Brill, Rucker. Values to Live By. Austin, Texas: Steck-Vaughn Co., 1967.

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TEACHING THE VALUES OF SELF-RESPECT, CONSIDERATION OF AND EQUALITY FOR OTHERS THROUGH A STUDY OF THE POST REVOLUTIONARY WAVES OF IMMIGRATION TO THE UNITED STATES*

Specific Values:	**Self-respect and consideration of and equality for others**
Subject Areas:	**Social Studies, Language Arts**
Grade Level:	**Fifth**
Time:	**Eight weeks**

Project on Student Values
3860 Rainfield N.E.
Grand Rapids, Mich. 49505

***Materials prepared by Jane O'Connor**

TEACHING THE VALUES OF SELF-RESPECT, CONSIDERATION OF AND EQUALITY FOR OTHERS THROUGH A STUDY OF THE POST REVOLUTIONARY WAVES OF IMMIGRATION TO THE UNITED STATES

Abstract

I. Philosophical Statement. It is desirable that elementary children be made aware that the American culture and character have been the result of the contributions of many different cultures. Building up attitudes and abilities of others is a responsibility of the schools, so that prejudiced intolerance be at a minimum. It is to this end that this presentation is made.

II. General Objectives. This unit will attempt to aid the child in self-understanding as a pre-requisite to the understanding of others; in appreciating the unique contribution of the immigrant and minority groups to the life and character of the American people; in recognizing the person within the individual regardless of his race, creed, national origin, economic or social status and according him his God given dignity and personal worth; in recognizing the interdependence of man and the need for constructive human relationships. The values of self-respect, consideration of and equality for others would seem to be worth perpetuating.

III. Specific Objectives.

Affective:

A. To accept his own mistakes and to turn them into learning situations.
B. To listen to his classmates courteously and patiently.
C. To verbally express pleasure in studying the lives of great Americans and to relate their lives to his personal value systems.
D. To discuss and accept the idea that people act differently in the same situations because of different values and experiences.
E. To express consideration of other students' feelings.
F. To share his things even though it inconveniences him.
G. To befriend a new student at school, say hello, introduce to his friends, ask to play.

Cognitive:

H. To identify injustices and inequalities
I. To write a paper titled "My Life as an Immigrant Child" (empathy for a minority.)

IV. Context. Fifth Grade.

V. Content. The Waves of Immigrantion, The Reasons, The Areas Settled, The Problems Encountered, The Contributions to the American Life and Character, The Melting Pot Concept.

VI. Methods. Picture without a caption, Opinion Sheet, Teacher Read Story, Unfinished story, Value sheet, Research reports, Open-ended questions, Thought sheets, Library book reports, Contrived incident.

VII. Time: Eight Weeks.

TEACHING THE VALUES OF SELF-RESPECT, CONSIDERATION OF AND EQUALITY FOR OTHERS THROUGH A STUDY OF THE POST REVOLUTIONARY WAVES OF IMMIGRATION TO THE UNITED STATES

Philosophical Statement

"Remember, remember always that all of us, and you and I especially, are descended from immigrants and revolutionists." Franklin D. Roosevelt quoted by John F. Kennedy in A Nation of Immigrants, p. 3.

It is desirable that elementary school children be made aware that the American culture and character have been the result of the contributions of many different cultures. Building up attitudes of understanding of and appreciation for the feelings, talents and abilities of others is a responsibility of the schools, so that prejudice and intolerance be at a minimum. It is to this end that this presentation is made.

General Objectives

This unit will attempt to aid the child in self-understanding as a prerequisite to the understanding of others; in appreciating the life and character of the American people; in recognizing the person within the individual regardless of his race, creed, national origin, economic or social status and according him his God given dignity and personal worth; in recognizing the interdependence of man and the need for constructive human relationships. The values of self-respect, consideration of and equality for others would seem to be worth perpetuating.

Upon considering that a sound value system is a pervasive influence on one's behavior and is reflected in action and after some experiences in value education, there should be some change in the child's behavior.

Specific Objectives

A. To accept his own mistakes and to turn them into learning situations.
B. To listen to his classmates courteously and patiently.
C. To verbally express pleasure in studying the lives of great Americans and to relate their lives to his personal value systems.
D. To discuss and accept the idea that people act differently in the same situations because of different values and experiences.
E. To express consideration of other students' feelings.
F. To share his things even though it inconveniences him.
G. To befriend a new student at school, say hello, introduce to his friends, ask to play.
H. To identify injustices and inequalities.
I. To write a paper titled "My Life as an Immigrant Child" (empathy for a minority.)

The above goals desire to assist the child to realize that no one is alone and unique in his problems and feelings and that there are ways to cope with both; practice treating another as considerately as he would have another treat him; be concerned that the political, social, and economic rights are accorded to all; see beyond and

through the differences in individuals and enjoy fully the human self contained therein; develop the awareness that satisfying personal relationships are based on identifying and relating with the human element in each personality.

Context

This unit is being prepared for use in a fifth grade class of twenty seven ten and eleven year olds. The areas of social studies and language arts will be involved. The school is in a suburban area which is in a transitional phase from being all white with varying economic levels to one of a mixed racial background with some change in economic abilities. Generally, the class exhibits no great consciousness as yet.

Statement of Content

In this study the content material will be as follows:

A. The Waves of Immigration

The English predominated in the 1700's and 1800's; the Irish and German in the first half of the 19th century, while the Italians and East Europeans, the last of the 19th and early 20th centuries.

B. The Reasons

These were political, economic, social, and religious and varied with each group.

C. The Areas Settled

Each child is preparing a state report including a history of its settling by particular groups of peoples.

D. The Problems Encountered

Each group had to endure discrimination, hostility, and suspicion from already settled groups because of language, social and religious differences. Often their own values were in conflict.

E. The Contributions to the American Life and Character

Each wave helped meet the needs of the American economic development and made its distinctive contribution to the American way of life.

F. The Melting Pot Concept

Only in the case of the Negro who was brought to this country previously to supply cheap labor has the melting pot idea failed to bring a minority into the full stream of American life.

The Methods

1. Picture without a caption.

Two transparencies (from Education Age Supplement, 3M Co., magazine, November-December, 1967) showing teenagers being of service to others will

be used for this exercise. The class will be asked to give a title or to describe what is going on. The following value clarifying responses will be used:

Is this something you would do?
Would you really do this or are you just talking?
Have you ever done anything like this?
How often?
Is this a good idea?
What makes you say that?

2. Opinion Sheet

A SVE (Society for Visual Education) filmstrip and record entitled Acceptance of Differences will be used. These tell the story of several well-known immigrants meeting prejudice, and discrimination before gaining acceptance. The script leaves the children with the question, "Is there anyone at our school who is treated unfairly?" An opinion sheet then or a few days later will be requested of the class.

3. Teacher Read Story

This will be The Great Wheel by Robert Lawson, a story of an Irish immigrant boy. Prior to reading, slides will be shown depicting the Irish countryside, peat bogs, cottages, way of life for understanding of the kind of background from which the boy comes. The class will be asked to think of being in his place and what might be his chores, hobbies, his likes, his dreams, etc. The story will be read to find out:

Why he came
What he thought and expected of America
What values he had
What problems he encountered (nickname, clothes, confusion of city life)
What he had to give up for his new life
How his life compared with what they thought it was

4. Unfinished story

"What Should Scott's Class Do?" An unfinished story from NEA's Unfinished Stories for Classroom Use, will be read for class to finish. This involves what Scott's class should do to convince him that people can be just as good as he is even if they do look and act differently. (Appendage 1)

5. Value Sheet

"A Visitor from Alaska," a story from Values to Live By, Steck-Vaughn's The Human Values Series, will be used for the class to identify with the main character. Suggested questions will be:

What nicknames don't you like to be called?
How do you like to be called?
How would you answer the question, WHO ARE YOU, if you couldn't give your name?
What things make you feel important?

6. Research reports will be assigned on

Countries from which the immigrants came
Consider: What kind of social background did they come from and how did the physical environment help develop this?
Biographies of individual immigrants
Consider: What were his goals and what difficulties did he have to undergo to achieve them?

7. Open-ended Questions

These will be used for identification of feelings and attitudes.

People can hurt my feelings the most by...
My problem with people is...
I think.....is popular because....

8. Thought Sheets

Three or four of these will be asked of the class for

1. Reading to the class if it expresses enough interest to do so.
2. Reviewing to see if there are any significant elements or changes in the thoughts.

(One Thought Sheet has already been asked of the class - the day after Election Day.)

9. Library Book Reports

These will involve the following consideration:

Would you like this character for a friend? Why or why not?

10. Contrived Incident

One of the three children who have volunteered will be dressed in an Arab gown and head dress, the second in a Japanese one, the third in a Mexican shawl and shirt. The class will be instructed to greet them as they re-enter the room, one by one, in the following manner:

1. With the nastiest names they know and feel like calling them.
2. With the most flattering ones.
3. With silence.

The following reactions will be asked of the class:

For those who were dressed: How did you feel being treated as you were?

For those who weren't: How did you feel treating others as you did?

For those who volunteered to dress up: Why did you want to?

For those who didn't: Why didn't you want to?

Why do you think some people dress this way?

What do you think this lesson was for?

The cautionary measures that are given in Values and Teaching p. 162 will be observed. Every student will not be forced to participate in every exercise; he will be permitted to select and reject any. Hopefully, the class will be so well motivated that it will want to participate in all, but there is ONE who seldom participates in anything the class does.

Time Schedule

The academic part of this study is seen providing activity for eight weeks. A block of time of an hour's length and including the areas of social studies and language arts (English and reading) will be utilized five times a week making forty periods. As viewed now these periods could be divided as follows:

1. Introduction and pre-testing
12. Presentation of material, organizing of groups, and general class work
14. Research
12. Reporting
1. Testing and evaluation

The value education exercises are planned for one or two a week, The class was introduced to this unit Monday, January 6, 1969, necessarily because of the sequence of the social studies program currently being followed. It is fully expected that the time schedule will need to be revised; in any situation it would differ from the above, due to varying curricular commitments within a school system.

GOAL SHEET

Behavioral Factors	Initial	Sustained	Quality
Affective:			
1. To accept his own mistakes and to turn them into learning situations.	____	____	____
2. To listen to his classmates courteously and patiently.	____	____	____
3. To verbally express pleasure in studying the lives of great Americans and to relate their lives to his personal value systems.	____	____	____
4. To discuss and accept the idea that people act differently in the same situations because of different values and experiences.	____	____	____

Behavioral Factors	Initial	Sustained	Quality
5. To express consideration of other students' feelings.	____	____	____
6. To share his things even though it inconveniences him.	____	____	____
7. To befriend a new student at school, say hello, introduce to his friends, ask to play.	____	____	____
Cognitive:			
8. To identify injustices and inequalities.	____	____	____
9. To write a paper entitled "My Life as an Immigrant Child" (empathy for a minority)	____	____	____

CHOICE TEST

The following test surveying the kind of choices the class makes to near to life situations will be given at the beginning and end of the unit. Mark after each with the following:

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree

1. I would rather be popular than friendly. _____
2. I would rather read during indoor recess time than play 7 UP with the class. _____
3. It is all right to give people nicknames because it is fun. _____
4. It is better to do the best you know how on a lesson than to get an A. _____
5. I believe that everyone is treated fairly in school. _____
6. I would rather read a good book than listen to someone else give a report. _____
7. If I had my choice at recess, I would choose someone who is good at playing ball than someone who asked if he could play.
8. I would rather have a friend who is fair than one who gives me cuts in line. _____
9. I believe everyone has equal opportunities to become what he wants to be. _____
10. If I had my choice, I would like to change schools every year than stay in the same one all the time. _____
11. It bothers me more to hear someone be called "Stupid" than to see him being beaten up. _____
12. I would rather be called "Stupid" than be beaten up. _____

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TOWARD DEVELOPING VALUES OF RESPECT AND APPRECIATION FOR ALL INDIVIDUALS*

Specific Values: Respect and Appreciation

Subject Area: Language Arts

Grade Level: Fifth grade

Time: Sixteen Weeks

Project on Student Values
3860 Plainfield Ave.
Grand Rapids, Mich. 49505

*Materials prepared for Lynne Ouderkirk

TOWARD DEVELOPING VALUES OF RESPECT AND APPRECIATION FOR ALL INDIVIDUALS

ABSTRACT

Philosophical Statement: In our changing times, young people will be facing important decisions in the area of human relations. They will have to develop attitudes and values, and these may very well differ from the values of their parents, teachers, and other adults. To carry on in a free democratic society, young people must have values pertaining to respect and true equality for all people; for all races. If our children are to receive an education in the true sense of the word, we must guide them in developing a value system that will enable them to cope with a world of individuals.

Statement of General Objectives: The general objectives of this unit will be 1) to develop the values of respect and appreciation for all people; 2) to recognize similarities and differences as good; 3) to work toward effective interaction with all people.

Context: Fifth grade in a suburban school.

Content: Books (Values to Live By; Vistas); reports; bulletin boards; films; discussion; pictures; and poems.

Methods: A variety of methods will be used from Values and Teaching, by Raths, Harmin, and Simon.

Time Schedule: Sixteen weeks

Evaluation Data: Multiple choice value sheet given before and after the unit, and a goal sheet to be marked through observed behavior.

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TOWARD DEVELOPING VALUES OF RESPECT AND APPRECIATION FOR ALL INDIVIDUALS

Philosophical Statement:

In our changing times, young people will be facing important decisions in the area of human relations. Subject matter alone cannot help to solve the problems that will be facing them. To adjust to new societal situations, students must develop values, and these values may well differ from those of their parents, teachers, and other adults. To carry on in a free democratic society, they must have values pertaining to respect and true equality for all people; for all races. If our children are to receive an education in the true sense of the word, we as teachers must guide them in developing a value system that will enable them to live harmoniously in a world of individuals. Possessing an awareness and an appreciation for the similarities and differences between people is important. Acknowledging the rights and the obligations of oneself and of others is of equal importance. However, harmonious interaction with all individuals is the key purpose of this unit in value education.

Statement of General Objectives:

Subject Matter:

1) Developing the ability to formulate and express ideas in speaking and in writing.

2) Using correct punctuation, sentence structure, paragraph formation, and verb tenses.

3) Appreciation of various styles of writing and music.

Values:

1) Respect the similarities and differences of individuals.

2) Acknowledge the rights and obligations of oneself and of others.

3) Develop values of respect and acceptance for all individuals.

4) Harmonious interaction with all individuals.

Statement of Specific Objectives:

Subject Matter Objectives:

Objective #1 The student can state ideas clearly and fluently in speaking and in writing.

A. Can choose from a group of sentences those that are stated without ambiguity.

B. Given a picture or an object, the student can use interesting and descriptive words or phrases to tell or write about it.

C. The student will be able to express clearly, in front of the class, a statement on a value he feels strongly about. The statement will last at least two minutes.

Objective #2 The student will be able to use correct punctuation, complete sentences, good paragraphs, and correct verb tense.

A. Given a paragraph, the pupil can punctuate it correctly and make necessary changes to form complete sentences.

B. Provided with ten sentences, the student can correctly identify, in writing, the correct verb to use. The verbs will be selected from five we have studied in class.

C. The student can arrange a group of sentences into good paragraphs.

Objective #3 The student will be familiar with different writing styles and music styles from Negro culture.

A. The student will be able to identify poems of the authors we have discussed in class.

B. On hearing records of Negro artists, he will be able to write the style of each. (spiritual, blues, etc.)

Value Objectives:

Objective #1 Recognizes and appreciates the culture of the Black race and the acheivements of their people.

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A. After doing required reports, the student will be able to discuss in class at least two Negroes who have made a contribution to our country.

B. List three Negro poets and three Negro musicians, and explain how and why they are important.

C. Student will be familiar with the history of the Black race from slavery to the present time. Included should be some knowledge of the periods of slavery, Civil War, Reconstruction, and the Civil Rights movement.

D. Awareness and appreciation for racial customs and treasured beliefs of the Negro people.

E. Student is willing to base his opinions and values on merit and actions rather than on race or color.

Objective #2 Awareness of prejudice feelings and why they exist.

A. Ability to express in writing or in a discussion his own definitions of prejudice feelings.

B. Given situations (movies, stories) where prejudice feelings exist, the student can explain why they might have developed, and why some people continue to believe certain myths.

C. Awareness of at least three racial or ethnic groups that have been stereotyped. Should be able to explain the beliefs that are widespread about these groups.

D. In a role-playing situation, students will be able to act out: 1) prejudice feelings, 2) different reactions to prejudice, 3) can show how he would react.

Objective #3 Recognizes and appreciates similarities and differences of people.

A. Listens to other people's ideas.

B. Selects friends on merit and actions rather than on race, color, or stereotyped beliefs.

C. Doesn't measure others' needs, skills, and abilities by his own.

D. Has enough confidence and empathy so as not to make cruel remarks or make fun of others.

E. Doesn't exclude people on the basis of race, religion, and outward appearances.

Objective #4 Acknowledges the rights and obligations of individuals and groups.

A. Will stand up for those who are being unjustly abused.

B. Is willing to wait his turn, share with others, and follow rules.

C. Takes on responsibilities willingly, and carries them through to the best of his ability.

D. Accepts responsibility for his actions.

E. Respects his own and others' property.

Objective #5 Strives for effective interaction between individuals and groups.

A. Will forego his own desires if they interfere with the rights of others.

B. Is willing to discuss and reason without pushing his ideas on others.

C. Abides by the rules and laws made by the majority.

D. Tries to be friendly to all, regardless of petty differences.

E. Doesn't allow small differences to ruin friendships or allegiances.

F. Will not close his mind to new or different ideas and beliefs.

Context

This unit will be used with a class of twenty-eight fifth graders in a suburban school. There is a wide range of ability, social maturity, and values in the class. Most are from the middle to lower middle socio-economic level. Most of their parents hold blue collar jobs, and have no college education. There are only two Negro families in the school.

Since the unit is dealing with human relations, which deals in turn with communication, I will be using Language Arts to implement the values area.

Content and Methods

Each activity will take approximately one week. Some will take more or less, depending on how thoroughly the teacher wants to cover a certain area.

Activity #1

Skill: Objective #1
Value: Objective #1 and #2

Show the filmstrip and record "Exploding the Myths of Prejudice" from Ghettos of America. (Warren Schloat Productions) This filmstrip explains what prejudice is, and relates various stereotyped beliefs about different groups. It brings up many myths about the Negro and Jewish groups. Following the film, a short discussion will be held in class about the filmstrip, and prejudices that any of the pupils may have.

Read "Joaby" from the Vistas book. (Scott-Foresman) This story concerns the summer friendship of a Negro and white boy, and the rift between them when school resumes. A short discussion of the characteristics and qualities of each boy will follow the film.

Have students finish the statement: "When school started, if I were Davey I would have..." After completing them, the children may want to read some of their papers.

Activity #2

Skill: Objective #1
Value: Objective #1

During the week, discuss Negro history from slavery through the Civil Rights Laws of the 1960's. Emphasis should be placed on the Emancipation Proclamation, the Reconstruction Period, Jim Crow Laws, and the Civil Rights movement. Some facts to be included:

1) The first Afro-American were brought to Jamestown in 1619 as indentured servants.
2) Free Africans were brought to the United States as slaves to the white man. They were sold without much regard to age or family ties.
3) The slaves were forced to live in deplorable conditions, and were not able to continue much of their own culture or learn the new culture they were forced into. Only the house servants were able to gain a little education, and gain knowledge of the white culture.
4) In 1861, during the Civil War, Negro volunteers were rejected by the Union Army. Many fought unofficially.
5) The Emancipation Proclamation didn't free all slaves, only those in the Confederacy states. Slavery was not fully abolished until the 13th Amendment.
6) Upon being freed, most slaves didn't have the knowledge to become independent. (jobs, homes, families)
7) Discussion of the 13th, 14th, and 15th Amendments.
8) Civil Rights: Even though laws were in effect, did people abide by them? Did attitudes fit in? Why was there rebellion by the Negroes? Will laws be able to change people's values and treatment of Negroes?

Use role playing. Act out situations such as being sold as a slave; obeying a master at all times; being turned down every time you look for a job. Act out a situation in which two Negroes enter a restaurant in the South which has never served a Negro.

Activity #3

Skill: Objective #1 and #2
Value: Objective #1 and #2

Discuss Negro culture today. Emphasis should be on family life, religion, social activities, employment, housing, and music. Included in the discussion should be the large part that religion plays in Negro life; limited employment opportunities and low income; poor housing available in limited neighborhoods; and the unstable family life caused in part by the former slave situation.

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Family life seems to be in confusion because of constant migration and the inability of the male to support the family.

Music plays an important role in the life of many Negroes. Negro-oriented music styles became popular in white culture, and have continued to do so today. Spirituals, work songs, blues, and minstrel styles have been from the Negro culture. Ragtime brought the Negro composer into the entertainment field, and jazz was originated by the Negro in New Orleans.

Records to play in class:

Belafonte, "When the Saints Go Marchin' In"
Marian Anderson Spirituals
Hally Wood, "Hootenanny at Carnegie Hall"
Roger Wagner Chorale, "Liza Jane"
Della Reese, "Amen"
Burl Ives, "Folk Songs For and About Men"
Leonard Bernstein, "What Is Jazz"

Show the students a few pictures and have them write a story about each one. Example of pictures to use: a Negro family sitting on the porch of a one room shack; a dejected looking Negro man walking down the street; a group of Negroes singing; a shabby neighborhood.

Activity #4

Skill: Objective #1 and #2
Value: Objective #2

Show two Warren Schloat filmstrips: "Jerry Lives in Harlem" and "Anthony Lives in Watts."

With "Jerry Lives in Harlem," have the class write on these topics:

In what ways is my life similar to Jerry's? In what ways is it different?

If I were Jerry, I would feel:

With "Anthony Lives in Watts," use the "Devil's Advocate" strategy. Have class react to such statements as:

"Negroes shouldn't have any rights because their skin is black."

"Negroes are all alike. They can't keep up their homes, they're lazy, and they are dirty."

"Anthony doesn't have one thing in common with you boys and girls. You certainly wouldn't want to have him as a friend."

Activity #5

Skill: Objective #1 and #2
Value: Objective #1

Have each student write reports on two Negroes who have done something important. Suggested list: Martin Luther King Jr., Harry Belafonte, Willie Mays, Booker T. Washington. Thaddeus Stevens, Harriet Tubman, Frederick Douglas, Mary McLeod Bethune, George Washington Carver, Nat Turner, Crispus Attucks, Sojourner Truth.

Some questions to consider in the report:

1) Who was the main character and what problems did he face?
2) What did he do that you felt was important?
3) Did he have any qualities that you have?
4) What was his biggest obstacle? Were there any alternatives open to him? Would you have chosen the same alternatives that he chose?

Student will be required to make a written and short oral report.

Activity #6

Skill: Objective #3
Value: Objective #1

Discuss several Negro poets. Include short biographies and read some of their poetry. Poets to consider: Phyllis Wheatley, Frances Ellen Watkins Harper, James W. Johnson, Arna Bontemps, Langston Hughes. Discuss poems as they relate to Negro culture, feelings, and problems.

"Merry-Go-Round"

Where is the Jim Crow section on this merry-go-round,
Mister, cause I want to ride?
Down South where I come from
White and Colored
Can't sit side by side,
Down South on the train
There's a Jim Crow car.
On the bus we're put in the back--
But there ain't no back
To a merry-go-round!
Where's the horse
for a kid that's black?

Langston Hughes

After a short discussion of the meaning of this poem, have the children write poems about a time when they have felt discriminated against.

Activity #7

Skill: Objective #1,2, and 3
Value: Objective #2 and #3

Have the children provide an ending for this story.

Jim ran home from school today. His best friend, who lived across the highway, was going to move right down the block! Jim burst through the door.

"Mom, guess what? Bill is moving right down the block! Now we can do our stamp collecting and go on our hikes more often!"

"Bill? Do I know him?" asked mother.

"Oh, you know, he was over last week."

Mother replied, "Oh---<u>that</u> Bill." Mother's face had changed.

"What's wrong with Bill?"

"Well, nothing really. I guess. It's just ---,well---they're Negro----Black, I mean, and----"

"And?" said Jim. "And what?"

Activity #8

Skill: Objective #2
Value: Objective #2 and #3

Use the value continuum after discussion of some of the stories in Activity #7. On one end, put "Prejudiced Paul," who judges only by stereotypes and what he hears from others. On the other end, place "Fair Frank," who judges people on their worth and personality.

After the children have put themselves on the continuum, have them write a few paragraphs concerning this topic. Have them include where they are now and why, and where they would like to be and why.

Activity #9

Skill: Objective #2
Value: Objective #4

Use the "Contrived Incident" strategy to bring out feelings of discrimination. Tell five of your students about a quiz you will be giving the next day. The rest of the class will be given no notice of it. After the quiz has been corrected, reveal what has been done, and ask the children to write down how they feel about what has been done. Can they think of others who may

feel the same way when they are not allowed advantages that have been given to most people?

Activity #10

Skill: Objective #1
Value: Objective #3

Read "Mario's Gift" from Steck-Vaughn's Values to Live By. Discuss what nationality Mario might be, what his family is like, and what his feelings are.
Have the children complete the following:

"I would like Mario as a friend because..."
"I have felt like Mario when..."

Activity #11

Skill: Objective #1 and #2
Value: Objective #4

Read "The Wrong Fishing Spot" from Values to Live By.
Discussion questions:
Why did Ken feel that he should get a job?
Did he have the same opportunity as Doug to obtain the job?
What kept him from getting the position?
Did the manager care that Ken was better looking and made friends more easily than Doug?
Do you think that a Negro could get a job there?

Use an unfinished picture series. In one picture, a Negro boy is getting carefully groomed for a job interview, watching the clock, and has missed an important ball game to have the interview. In another picture series, a white boy runs home from the ball game, jumps into some wrinkled clothes, and races for the interview. What will happen next? Have the children write their answers.

Activity #12

Skill: Objective #1
Value: Objective #3 and #4

Use the "Unfinished Story" strategy. Read "Sandra's Awakening" (Steck-Vaughn) up to page 80 where Sandra realizes that she has not been at all helpful around the home. Have the students write their own ending to the story. Afterwards, some of the children may want to read their conclusions.

Activity #13

Skill: Objective #1
Value: Objective #3 and #6

Read "The Odd One" from Steck-Vaughn. Discuss:

What was different about Jenny?
Was there anything "wrong" with her?
Is it good for people to have different likes and dislikes?
Or would it be better if everyone were alike, and did the same things?
What are some "different" things you or someone that you know do?
Is it right to ignore or to make fun of someone who is a little different than you are? Would you feel good if you were proud of an accomplishment, and people made fun of you about it?

Role Playing

Situation 1: Pretend there is a new boy at school. He doesn't seem to like any of the sports you boys play. He likes to read a lot, and has a good stamp collection.

Situation 2: A girl comes to your room from another city. Her skin is darker than yours and she speaks with a slight accent. You are out for recess with a group of your friends, and the girl is standing near you.

Situation 3: One person in class is much slower at school-work than anyone else, but he is very good in music. Act out your behavior toward him.

Activity #14

Skill: Objective #1
Value: Objective #4

Read "The Trail of Tears" in Steck-Vaughn. Have the class write a short story:
"If I were Waketa I would feel..."

After the stories are finished, have a class discussion on the Indians as they were pushed further west, their land taken away, and their forced settlement on reservations. How would you feel right now if someone took away your home and made you move to a far away and strange place? If the Indians were here before any white men, shouldn't they have at least equal rights?

Why do you suppose the white man didn't care what happened to the Indians?

Do a value continuum. On one end, place "Selfish Sam" who pushes people around to get something better for himself, and doesn't care what happens to them. On the other end, put "Equal Ernie," who feels that the other guy has the same rights and priveleges that he has, and treats everyone fairly.

Activity #15

Skill: Objective #1
Value: Objective #5

Use the "Personal Interview" technique.

Would you mind having a classmate of a different race?
Would he or she be one of your friends?
Would you like to have a Negro family for neighbors?
Do you have any friends who like some different activities than you do? Would you explain them?
Would you attend a party or a basketball game with a Negro friend?
A school rule says don't run in the halls. If you were in a hurry and nobody was around, would you run anyway? Why or why not?
Rules are for everyone to follow at all times. Do you agree?
You are given the duty in your schoolroom of keeping the blackboards clean. Another person starts to clean them, and isn't doing a very good job. What do you do?
If your committee disagrees with your plan for decorating the room for the party, what would you do and say?
You are playing ball on the diamond at school. Another class comes out to use it, and it is their scheduled time. What will you do?
Would you be willing to give up some of your time on the weekend to help clean up an empty lot so that Negro children will have a place to play?
There seems to be some trouble at your school between the white and Negro children. Would you spend an hour after school each day on a committee to help discuss and solve the problem? What are some of the things you would suggest?
If a group of your friends were making cruel remarks to a person you did not know very well, what would you do?

Activity #16

Skill: Objective #1 and #2
Value: Objective #5

This activity can be used as a follow-up to the unit, and may be continued as long as the teacher would see fit. Have the children keep a weekly list of the things they did that helped another person, made someone feel good, followed the rules when they could have been broken, or talked over a problem instead of insisting on his own way or fighting. At the end of the week, have each student relate to the class a few of the things that he feels are the most significant.

Time Schedule

Time allotted for the unit will be sixteen weeks. Although some of the activities will not require a full week, others may take longer than a week.

Evaluation Data

A value sheet to be given before and after the unit and a goal sheet are included on the following pages. The value sheet will be used to infer if a value change has taken place. The goal sheet will be marked by the teacher as she observes the behavior. A goal sheet should be provided for each child.

GOAL SHEET

Behavior Factor	Initial	Sustained	Quality
Affective			
1. To choose friends by worth and merit, not by race, color, or personal appearance.	____	____	____
2. To listen to others' ideas, especially if they are dissonant with his own view points.	____	____	____
3. To include interested classmates in activities, especially if the students are shy or withdrawn.	____	____	____
4. To abide by the rules set by the class and the teacher (majority rule).	____	____	____
5. To take good care of his own and others' belongings (respect for his own and others' property.	____	____	____
6. To forego his own desires if they interfere with the rights of others.	____	____	____
7. To abide by the decision of the majority without compromising his beliefs.	____	____	____
8. To defend those whose rights have been offended.	____	____	____
9. To be friendly to all, regardless of petty differences, doesn't allow small differences to ruin friendships.	____	____	____
Cognitive			
1. To recognize and identify prejudice and stereotype statements.	____	____	____
2. To discuss and reason with his classmates without pushing his ideas on others.	____	____	____
3. To fulfill the subject matter objectives included in this unit. (75% proficiency)	____	____	____

VALUES SHEET

Choose one answer for each situation. Pick the one which you would do. There are no right or wrong answers.

1. You get a new football for your birthday. When you bring it to school you would...
   A. play with it by yourself so it won't get ruined.
   B. invite everyone interested to play a game.
   C. include only your best friends in a game.

2. You are with a group of people you would like very much to be friends with. A few start to make fun of a girl in ragged clothes. You would...
   A. pretend you don't hear them.
   B. join in the teasing, since you want to be part of the group.
   C. break away from the group and speak up for the girl.

3. You hear about a group of Indians on a reservation near you who are very poor, and almost starving. Nobody is doing anything about it. You would...
   A. talk to your friends about it.
   B. get mad.
   C. get together a group of people and write letters, take food and clothing, and get something done.

4. Your best friend doesn't choose you to help pass out papers. The best thing for you to do would be...
   A. don't choose him when it's your turn.
   B. pick a new friend.
   C. forget about it, since it's such a small thing.

5. A Negro boy comes to your class from another school. You would...
   A. ignore him, because everyone else is.
   B. ask him to join your game at recess.
   C. say hi, but nothing else.

6. You overhear a classmate talking about the Polish boy in a loud voice, saying: "Oh, we know all Polacks are dumb!" Stepping up, you would...
   A. ask him how many Polish people he knows, and if he really thinks they are all dumb.
   B. laugh along with the others.
   C. since the boy talking is Spanish, tell him all Spaniards are dirty.

7. Your play committee is discussing props and scenery. You already have your idea, and the others are discussing their ideas. It would be best for you to...
   A. not listen to their ideas.
   B. argue that your idea is the best.
   C. listen to their ideas, and then decide which is best.

8. You like sports, games, and parties. One classmate of yours enjoys reading and writing stories. You would probably...
   A. think he's silly.
   B. know everyone is different, and accept him the way he is.
   C. make fun of him with your friends.

9. The important inning of the softball game. The score is all tied up. The girl is right under the fly ball, fumbles with it, and then drops it! You would say...
   A. "That was a stupid thing to do! Clumsy!"
   B. "It's okay. Anyone can make a mistake."
   C. "Ha Ha. Butterfingers!"

10. Your teacher is out of the room. You are fooling around, and break her best vase. Later, she asks who has broken it. You would...
   A. not admit it, if nobody tells.
   B. tell the teacher you did, and you'll replace it.
   C. try to tell her it was the other guy's fault.

11. It is your responsibility to clean out the basement on Saturday. Your friends come by and ask you to go for a swim and a picnic. You would...
   A. leave your work and go.
   B. ask your brother to clean it for you.
   C. tell them you'll meet them when it's finished.

12. A new girl moves in next door. You think you won't like her because she wears old, unfashionable clothes and ugly glasses. You would probably...
   A. not try to make friends with her---she's not your type.
   B. get to know her better, and then decide if you like her.
   C. get together with a group of friends and spy on her.

13. Your friend tells you that all Negroes are dirty and don't keep up their homes. You would...
   A. try to explain that this isn't true of all of them, and why it may be true of some.
   B. agree with him.
   C. say you don't know.

GRID

Obj. / Content	#1	#2	#3	#4	#5	
#1	4	3	2			9
#2	1	2	4	2	1	10
#3	1	1			1	3
#4	4	2	1	1		8
#5		2	2	2	2	8
#6		2	1	2	1	6
#7	3	2	2	2		9
#8	3		3	3		9
#9		3		3	3	9
#10		1		3		4
#11	2	1		2	4	9
#12					6	6
#13					6	6
#14	2		2			4
	20	19	17	20	24	100

Content:

#1 Filmstrips
#2 Stories
#3 Role Playing
#4 Discussion
#5 Unfinished stories
#6 Devil's Advocate
#7 Reports
#8 Poetry
#9 Continuum
#10 Contrived Incident
#11 Picture Stories
#12 Personal Interview
#13 Weekly Value Sheets
#14 Music

Reference Books for Teacher Use

Arnspiger, Brill, and Rucker, Values to Live By. Texas: Steck-Vaughn.

Davidson, Basil, A Guide to African History. New York: Doubleday.

Frazier, Franklin, The Negro in the United States. New York: Macmillan.

Ginzberg, Eli, The Middle-Class Negro in the White Man's World. New York: Columbia University Press.

Handlin, Oscar, The Newcomers. Massachusetts: Harvard University Press.

Logan, Rayford, The Negro in the United States. New Jersey: D. Van Nostrand.

Landeck, Beatrice, Echoes of Africa in Folk Songs of the Americas. New York: David Mc Kay.

Pettigrew, Thomas, A Profile of the Negro American. New Jersey: D. Van Nostrand.

Rollins, Charlemae, Famous American Negro Poets. New York: Dodd, Mead, and Co.

Sterner, Richard, The Negro's Share. New York: Harper.

Books for Children's Use

Baker, Augusta, Books About Negro Life for Children.

Beine, Lorraine, Two is a Team.

Bishop, Curtis, Little League Heroes.

Bontemps, Arna, Story of the Negro.

Carlson, Natalie, The Empty Schoolhouse.

De Angeli, Marguerite, Bright April.

Evans, Eva, All About Us.

Fall, Thomas, Canalboat to Freedom.

Faulkner, Georgene, Melindy's Happy Summer.

Hammond, Year's Pictorial History of the American Negro.

Lattimore, Eleanor, Junior.

Lawrence, Jacob, Harriet and the Promised Land.

Meadowcroft, Enid, By Secret Railway.

Shackelford, Jane, The Child's Story of the Negro.

Yates, Elizabeth, Amos Fortune, Free Man.

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VALUE EDUCATION THROUGH A CONSERVATION PROJECT*

Specific Value:	Respect
Subject Areas:	Reading, Writing, English, Arithmetic, Science, Geography, and Art.
Grade Level:	Third and Fourth Grades
Time:	Ten Weeks

Project on Student Values
3860 Plainfield, N.E.
Grand Rapids, Mich. 40505

*Materials prepared by Florence Pease

VALUE EDUCATION THROUGH A CONSERVATION PROJECT

Abstract

I. Philosophical Statement. It is for the welfare of everyone that all cooperate in conserving our country's natural resources for a better and fuller life.

II. General Objectives. Instill in each child the values they should hold as necessary in connection with a better future life for everyone.

III. Specific Objectives.
   A. To develop an awareness of some of the needs needed to protect our country's resources.
      1. Respect
      2. Cooperation

IV. Context. Third and fourth grade.

V. Content and Methods. Materials acquired from Conservation departments of the state, county, and country. There will be field trips, use of photography, self constructed experiments, tape recordings, films, film strips, slides.

VI. Time Schedule. 10 weeks.

VALUE EDUCATION THROUGH A CONSERVATION PROJECT

Philosophical Statement

Conservation is our country's future: Therefore the values we hold are essential to the respect of all life on the earth. It is for the welfare of everyone that all cooperate in conserving our country's natural resources for a better and fuller life.

General Objectives

The general objective is to try to instill within each child the values they should hold as necessary in connection with a better life for everyone.

Specific Objectives

A. To develop an awareness of some of the needs needed to protect our country's resources.
   1. Respect---To conserve country's resources
      a. towards soil protection
      b. towards anti-water pollution
      c. towards better forestry practices.
      d. towards better wildlife conservation
      e. towards better protection of plant life

   2. Cooperation---The need of all working together to provide a better conservation program.
      a. anti-water pollution
      b. soil protection
      c. forestry practices
      d. wildlife conservation
      e. plant life protection

Content

This is to be used with the middle elementary grades, although it could be used in the higher grades also. The general ability is from average to above average in a room of 30 students. The children come from average type families of which most live in a country setting. The children are very congenial. They will be doing this study through the use of all subject areas.

Content and Methods

We will be using materials acquired from Conservation departments of the state, county, and country. Many commercially bought materials will be used also. The list of materials we plan to use is to be attached to this study.

During this study there will be several field trips to various places as noted in the correlated studies. Photography will be used during this time and at any other time the children have a reason to have pictures of their own.

While the children travel to and from school they are to denote sight findings that pertain to special studies going on at specific times.

Self constructed experiments will be employed in 1) the growth of plants in good and bad soil, 2) an experiment in water pollution.

Tape recordings will be taken of the actual findings of the experiments.

We will have films, film strips, and slides for use in this conservation study. They will make reports from this material.

Time Schedule

Ten weeks.

The following resource material can be secured for help in teaching this unit in conservation.

GENERAL

Learning to Conserve Natural Resource, Bulletin #322, Department of Public Instruction, Lansing, Michigan. Free

A National Policy of Education In Conservation. (Teacher material). Izaak Walton League of America, 31 N. State Street, Chicago 2, Illinois.

SOIL AND LAND USE

My Land and Your Land Series. National Wildlife Federation, Washington D.C.

An Outline for Teaching Conservation in Rural Elementary Schools. (Teacher Material) U.S. Department of Agriculture, Soil Conservation Service, Milwaukee 12, Wisconsin. Also: An Outline for Teaching Conservation in Urban Elementary Schools.

FORESTRY

Why Forest Trees are Where We Find Them. Education Division, Michigan Dept. of Conservation, Lansing Michigan. Free.

Two Trees. American Tree Association, 1214 - 16th Street, N.W., Washington, D.C.

Simple Key For Tree Identification. Education Division, Mich. Dept. of Conservation, Lansing, Mich.

Tree Finder. Nature Study Guide, Naperville, Illinois.

Knowing Your Trees. Collingwood, G.H. American Forestry Association, Washington, D.C.

Poster Material. Michigan Dept. of Conservation, Lansing, Mich. and U.S. Dept. of Agriculture, Forest Service, Washington, D.C.

An Outline for Teaching Conservation of Forests. Michigan Dept. of Public Instruction and Conservation, Lansing, Mich.

WILDLIFE

How to Feed Birds. Free Education Division, Mich. Dept. of Conservation, Lansing, Mich.

Michigan Wildlife Sketches. Dr. G.W. Bradt and Charles Schafer, Education Division Dept. of Conservation, Lansing 13, Michigan 25¢. Interesting stories and attractive pen and ink sketches of Mich. mammals compiled primarily for school use.

RECREATION

Folders of Michigan State Parks. State of Michigan Dept. of Conservation, Education Division, Lansing, Mich.

VISUAL AIDS

Conservation Movies, Slides and Photographs. Education Division, Dept. of Conservation, Lansing, Mich. (Transportation Cost).

A booklet of teaching aids called: Conservation: A Bibliography of Books, Bulletins and Visual Aids-Teaching Aids. Michigan Department of Conservation Information and Education, Lansing, Mich.

A List of Books That Can Be Bought on the Market

TREES

Trees and How They Grow. By Katherine Carter, Whitman Pub. Co., Racine, Wisoonsin.

How to Draw Trees. By Frederick J. Garner, Pub. by Walter T. Foster.

Trees---A Guide to Familiar American Trees. A Golden Nature Guide, Simon and Schuster, New York.

PLANT LIFE

How to Know the Weeds. H.E. Jacques Cuthbert, Wm. C. Brown Co., 135 S. Locust St., Dubuque, Iowa, 52003.

How to Know the Fall Flowers, by Mabel Jacques Cuthbert, Wm. C. Brown Co. 135 S. Locust St., Dubuque, Iowa.

Flowers and What They Are, by Mary Elting, A Whitman Bk. Whitman Pub. Co., Racine, Wisconsin.

Flowers-Paint By Number, by Whitman

Non-Flowering Plants, A Golden Nature Guide, Simon and Schuster, New York.

Ferns, By Farida A. Wiley, Pub. by National Audubon Society, 1130 Fifth Ave. N.Y. 28, N.Y.

BIRDS

Adventures with Birds, Whitman Pub. Co., Racine, Wisconsin.

Birds-Paint By Number, A Whitman Book.

Birds-A Kenworthy Text Activity Book, Pub. by Kenworthy Educ. Service, Inc., Buffalo, N.Y.

Birds Around Us. By Marjorie Stuart, A Whitman Book.

The Green Book of Birds of America, by Frank G. Ashbrook, Whitman Pub. Co., Racine, Wisconsin.

Audubon's Birds. By Roberta Sewal, The Grolier Society Inc., N.Y.

SCIENCE AND NATURE

Beginning Science, by Whitman Pub. Co., Racine, Wisconsin.

Nature-Paint by Number, by Whitman.

Nature's Wonders, by Charles L. Sherman, Hanover House, Garden City, N.Y.

How to be a Nature Detective, by Millicent Selsam, Scholastic Book Service, N.Y.

Ideals Books for wonderful pictures and poems.

CONSERVATION GOALS

_____Can describe techniques that affect small acreages.
_____Can describe good soil practices which stops erosion.
_____Can describe effects of industry on communities.
_____Can give effects of forest fires.
_____Can describe a good watershed.
_____Recognizes good practices that will provide recreational purposes.
_____Recognizes good practices that will allow good wildlife balance.
_____Knows causes of stream pollution.
_____Knows good wild plant practices.
_____Knows where plant life grows best.
_____Knows the needs of plant life for good growth.
_____Knows what kind of plant life grows in different regions.
_____Knows the value of plant life.

CONSERVATION TEST

To be given after conservation study

1. How do farming techniques affect land areas?

2. Tell how good farming helps keep the soil in place on the farm.

3. Tell the effect of industry on communities.

4. Tell how good farming can make better recreation possible.

5. How does good farming protect wild life?

6. Explain stream pollution.

7. Tell how industry and communities can work together to help eliminate pollution.

8. Explain causes of erosion.

9. Tell how erosion can be stopped.

10. Tell what causes soil to wear out.

11. Tell how to protect water and water sources.

12. Explain why wildlife need unpolluted waters.

13. Explain the necessity of rain and snow.

14. Explain as many reasons as you can for maintaining forests.

15. Explain your reasons why all of us should practice good conservation rules.

SOIL EROSION

Objectives:

1. To realize that many of our natural resources are being seriously depleted.
2. To learn how man and nature use up and destroy resources.
3. To study some types of misuse that needlessly destroy resources.
4. To study soil erosion and its effects on the land and on streams.
5. To develop an appreciation of the need for conserving resources.

Outdoor Conservation Activities

Select any activity, discuss it with parents and teacher. Place any snapshots or sketches you may get, together with your report of information obtained the appropriate section of your report.

SOIL CONSERVATION

There's a lot to be learned about soil

We see it and walk on it. We watch crops grow on it. It can be washed away, blown away, or carried away. Some soil is very productive while other soil is not. Soils vary in texture; some are grainy like sugar and others are very sticky when wet. It varies on the surface and varies as we go down into the subsoil.

We are concerned with soil not only for its own production but for protecting it from eroding down into streams and rivers. In this soil conservation activity we want to think about soil use, or we might think a little broader about the land surface and say "land use."

Choose one of the following activities:

I. KINDS OF SOIL---Do you have different kinds of soil in your neighborhood?
   A. Collect in pint jars samples of clay, sand, gravel, and muck. Label the jars.
   B. List where you found them. What was growing on the soil?
   C. Compare your samples with those of the other members.
   D. Can you find out why some soil is coarse and some fine?

II. ORGANIC MATTER---The fertility of our soil depends on organic matter.
   A. Find out about organic matter. How does it help soil?
   B. Take a field trip to a wooded area to see the decaying leaves and organic matter.
   C. Visit a farm and find out more about soil fertility and organic matter.
      1. Find out about crop rotations.
      2. Find out about green manure crops.

III. SOIL FERTILITY---We depend on the topsoil for our soil fertility.
   A. Help your father fertilize a crop, the lawn, or shrubs.
   B. What kind of fertilizer was it? What do the three numbers on the fertilizer bag mean?
   C. Carry out an experiment on soil fertility by putting some unfertilized topsoil in one pot, subsoil in another pot and fertilized topsoil in another.
   D. Sow garden seeds of your choice and keep watered.

IV. EROSION---After a rain, visit a hill that has been covered by grass, one covered by trees, and one that is bare, or has been plowed recently.
   A. Which area has the most erosion?
   B. Collect and examine some of the soil that was washed downhill.
   C. Was this soil good soil before it washed away? How does it rate now?
   D. List three ways of controlling soil erosion.

OTHER SUGGESTED ACTIVITIES

1. Field trips to a cut over or burned over forest; to a reservoir filled with silt; to a silt-laden and muddy stream.
2. Conduct experiments on the water-absorbing ability and water-holding capacity of different soils. Compare sub-soil with fertile topsoil.
3. Make a trip to an industrial plant and note which natural resources it uses and how it uses them. Observe any waste. Does the factory dump waste products into a stream and pollute its waters? What effect does water pollution have on plant and animal life? Find out what the community does about pollution and report to the class.
4. Observe film strips and motion picture of soil erosion. Discuss findings.
5. Interview early settlers and ask them to compare your community now with the way they first found it---extent of erosion, lowering or raising of the ground-water table, flood damage, muddy streams, decrease or increase in fish and wildlife. Write an account of your interview.

THINGS TO TALK ABOUT

Soil erosion---its extent and severity in the community and Nation.

What is soil erosion? Sheet erosion? Gully erosion? Wind erosion?

How many acres have been damaged and ruined in the Nation by erosion? How many acres of good land do we have left? How much land in your State or community is being damaged by erosion? Are there any abandoned fields or farms in your community?

Causes of soil-erosion---steep slopes; bare land; rain; changes in temperature, such as freezing and thawing and high winds.

Effects of soil erosion.

Decreased crop yields caused by less plant food.
Less water-holding capacity of the soil.
Abandoned farmland---gullies prevent cultivation.
Silting of reservoirs, streams, and harbors.
Effect of silt on fish and their spawn.
Lowering of ground-water table; more floods; muddy and dry streams; dry springs and wells.
Duststorms on the Great Plains.

Pollution of American forests.

The uses of forests and forest products.
How much forest land do we have in the United States?
How much did we have when this country was settled?
Forest fires---their causes and effects.

What has happened to forests in your State?

Make maps showing land in forests in early days and now.

What has happened to American wildlife in your State or community?

The effects of resource depeletion.

Community life places where soil has been exhausted.
Some farming communities in America where erosion has ruined the land.
Some communities that have been damaged by floods, drought, erosion.
Factories, industries, or small businesses of your community that have closed because the resources they need are gone.

SOIL CONSERVATION AND LAND USE

Attitudes to Develop.

A. Soil is a living thing.

It is born of many parents - mineral and sunshine, water and air, heat and dold.
It lives, grows and sustains life. And it can die.
It is made of tiny particles of rock, refined and mellowed by the ages.
It adds to itself remains of plants and animals to make a home and food for millions of minute forms of life and in so doing, adds to its own life and productivity.
Soils differ depending on the influence of each parent. Some are best adapted to growing corn, some potatoes and some peaches.
Man is master of the soil. With good care he can make it yield large returns, or he can destroy it by carelessness and neglect.

B. Land is soil, lakes, rivers, forests and even climate and location.

Each combination is a land type and best suited for certain uses according to man's need.

Land use is the study, determination and putting of land to that use most beneficial to man.

Land use can also mean good management and care of soil, water, forests and associated resources that make it the land by which we live.

C. America cannot be proud of many things we have done to our land.

Some of our forests have been wasted and burned.

Some land has been cleared and farmed that should have remained in forests.

Much of our farm land has been abused, misused and made barren.

D. A faint light indicates the dawn of a new day.

Many agencies and organizations are directing their efforts toward soil conservation and good land use. Among them are the U.S. Forest Service, Fish and Wildlife Service, National Park Service Production and Marketing Administration, Soil Conservation Service, Mich. Dept. of Conservation, Mich. State University, Soil Conservation Districts, Mich. United Conservation Clubs and others.

The man on the street is becoming aware of his stake in the land.

Schools are making conservation a part of everyday teaching. This is most encouraging and in the long run has the greatest possibilities.

UNIT OF STUDY FOR SOIL CONSERVATION AND LAND USE

I. Objectives:
   - A. Learn the types and make-up of soils
   - B. Learn what grows best on each type.
   - C. Learn how to take care of soil.
   - D. Learn why soil is important to man.

II. Activities
   - A. Make a display of soils and a chart telling their make-up
   - B. Grow seeds in each type and compare results of growth
   - C. Make a study to determine the make-up of each type.
   - D. Observe each type with microscope.
   - E. Take trips to various areas to observe the different elements that have effects on land.
   - F. Make class experiments to find out how soil is destroyed.
   - G. Make a terrarium.

III. Subject correlation
   - A. Reading.
     1. Read history of soils
        a. Use library and acquired resources
     2. Read soil descriptions
     3. Read agriculture resources on soils and land use.

C. English.
1. Write descriptions of soils.
2. Use correct spelling and punctuation in writings
3. Put history of soils in notebook
4. Collect stories and poems about the land
5. Write request letters for further information
6. Write request letter to invite a resource person asking him to give a talk on preservation of lands to the class.

D. Science
1. Take field trips to observe land uses and erosions
2. Make a study of soils
3. Make a class collection of soils
4. Grow grass seed in each type, write results in note books.
5. Make experiments with soils using running water and wind, observe what happens to soils
6. Learn how plants help soil.
7. Make a terrarium

E. Spelling
1. Learn names used in study and correct spelling.
i.e., sand, loam, humus, clau, leat, muck, top-soil, sub-soil, silt, etc.

F. Geography
1. Each collect soil specimens of own area.
Try to find out why that soil is there.
2. Invite a resource person to give a talk on preservation of lands to class

G. Art
1. Make drawing to represent soil-types
2. Each to create some work of art, using a type of soil
3. Class make a terrarium arrangement

WATER CONSERVATION

Objectives:

1. To realize the importance water has in our daily lives.
2. To learn how to protect water and water sources.
3. To understand how water benefits recreation.
4. To realize the importance of clean water for wild life purposes.
5. To understand how to combat water pollution.

There's a lot to be known about water.

We see and feel rain, snow, dew, fog. We use water for drinking and washing. We irrigate lawns and fields. We talk about the weather, complain that it is too wet or too dry. Most of us are conscious nearly all the time of the importance of water in our lives, but actually our knowledge of it is skimpy.

We know the chemical symbol of water, but little about its properties which can make us comfortable, rich or poor, secure or insecure. We cannot live without water; we could live better if we knew more about it.

Choose one of the following activities:

1. Stream or lake study---Do you have a stream or lake in the "resource" area that you have chosen to tour? Possibly you and your father can go fishing in this body of water.
   A. Find out what makes the stream or lake a good or poor place for fish to live. List your reasons.
   B. What is the source of water for the stream or lake?
   C. What fish or wild mammals use the water?
   D. Is the water being polluted with sewage or waste from a factory, city or home? What would you suggest to decrease the amount of pollution?

2. Our drinking water supplies-
   A. Are there springs near your home?
      1. Is the water clear?
      2. Is the water cold? Why?
      3. Is the water good for human use? If not, why?

   B. Ask 3 different farmers or neighbors in your neighborhood how deep their wells are. Report their answers.

   C. Where does the water in your home come from?
      1. A well, lake, or stream?
      2. Is it treated or purified? If so, how?
      3. Does the drinking water cost you anything? In what way?

   D. Contact officials of a town or city which has a muncipal water supply. Find out the average daily water needs during winter. Compare this with the water needs during summer.

3. Water uses in our county---Possibly your County Extension Agent can supply you with a medium sized map of your county. Place this map in your school room.

   A. Use a blue line to mark lakes, and the courses of rivers and streams.
   B. Make a black circle to locate villages and cities. Mark a red "x" on those located on streams or lakes.

   C. Make a yellow circle to show where some feed mill was built on a stream or lake to use the water. You may have to ask an "old timer" to help you.

D. Which streams and lakes were used as "water transportation routes?"
   1. List their names.
   2. What was transported?
   3. Are they still used as "water transportation routes?"

4. Water from snow---Snow is very important source of water. We can make many interesting observations.
   A. Place some snow in one or more pails being careful not to pack it more than as you find it outside. Melt enough pails of snow to get one pail of snow-water. How many pails of snow did you need?

   B. Possibly when doing Part "A" of this activity you melted some dark-colored snow as found alongside a plowed field, or an "exposed" plowed knoll in a field. If you melt this dark-colored snow and leave the pail of melted water stand over night, did you find any sediment in the bottom of the pail?
      1. What was it?
      2. Where did it come from?

   C. Measure the depth of snow layer in an open field.
      1. Record the date of measurement and the depth of snow for each place .
      2. Was there any difference in depth? Why?
      3. Was there any difference in color of the snow layer? Why?

SUBJECT CORRELATION

I. Reading, Writing, and English

   A. Read literature about causes of water pollution and the possible solutions
      1. Keep information in notebook.
         a. the causes
         b. the solutions

   B. Read stories about water of long ago and of present.
      1. In notebook, list reasons why the condition of water has changed.

   C. Put in notebook where their own water supply comes from.
      1. How it is gotten.
      2. Does anything have to be done to make it useable

II. Science and Geography:

   A. Take local trips to observe all possible wrongs or correctnesses of that supply
      1. Record findings in notebook

   B. List all reasons for water making good recreation sources

III. Arithmetic:

A. Use al. measurement sources in studying and measuring water supply
   1. Rains
   2. Snow

B. Measure water used in watering seed and plant growths of the other correlated studies of this project.

FOREST CONSERVATION

Objectives:

1. To gain more knowledge in the fact that trees play a great role in our lives.
2. To develop an awareness of the many occupations connected with forestry.
3. To gain knowledge and an appreciation of our dependence on trees in daily life.
4. To understand the role trees play in beauty and in recreation.

Choose one of the following activities:

1. Take a survey of your neighborhood
   A. List the different trees
   B. Collect the leaf seeds and bark of one tree that is common
   C. Learn all you can about this tree
   D. How are the trees in your area used; for shade, windbreaks, erosion control, etc. ?

2. Tree Planting Activity
   A. Plant at least 10 trees in your neighborhood
   B. Visit a pine tree plantation
   C. Make a map of the tree planting area. List the conservation values of tree planting in this area.

3. Make a tree study and tree history record (sample attached)
   A. Mount one leaf, twig, seed, and bark of a common tree in your area
   B. Record the history of one tree

YEAR HISTORY OF A TREE

Winter and summer Snapshot or sketch of tree

Name of tree _____

When did the leaf buds burst _____

When did it come into bloom _____

When did the fruit ripen _____

The fruit, or seeds, is food for what animals

_____

The diameter of the tree at shoulder height is

_____

The height of the tree is _____

The branches grow alternately or opposite up the trunk and limbs _____

TREE STUDY

Mount only one compound leaf but turn one leaflet to show lower side

Upper side Lower side Leaves Seed

Name of tree _____ Where collected:

A. County _____

Where is tree found _____
(Upland or Lowland)

B. Township _____

Kind of site _____
(Wet, Well drained or Drought)

Wildlife benefits _____

_____

_____

Time of fruiting _____
(Month)

Trunk Bark

Close-up Photo

STUDY OF TREES

I. Objectives:
   - A. Learn the kinds of trees and their names
   - B. Learn where particular trees grow
   - C. Learn how to identify trees
   - D. Learn how trees help man and animal life

II. Activities:
   - A. Take local field trips
   - B. Visit a nursery
   - C. Take a trip to a lumber mill
   - D. Collect specimens
   - E. Mount specimens
   - F. Make drawings and collect tree pictures
   - G. Study buds and bark in winter-time
   - H. Study tree forms and habits
   - I. Collect as many kinds of specimens as possible
   - J. Make study of how trees help man and animals
   - K. Plant seeds and observe seedling growth
   - L. Make a lumber cross-section collection and label

III. Studies correlation:
   - A. Reading, English, and Penmanship:
     1. Write descriptions of specimens collected
     2. Make up and learn tree poems
     3. Make a study and write about a favorite or famous tree
     4. Write letters to other localities for other types of trees and their information
     5. Use correct punctuation and spelling in stories and letters
   - B. Spelling:
     1. Learn correct spelling of names of trees, also their locality spellings.
   - C. Arithmetic:
     1. Count collection amounts
     2. Count growth rings
     3. Make and solve problems
     4. Count to see who has largest collection
     5. Measure seedling growths
   - D. Art:
     1. Make water-color pictures
     2. Make spatter leaf paintings
     3. Make crayon drawings
     4. Make art objects of cross-sectioned lumber.

E. Local Geography:
   1. Collect specimens from local places
   2. Learn why certain trees grow where they do and of what value they are

F. Science:
   1. Learn trees' particular make-up and how to identify them
   2. Make a winter-time study (if possible)
   3. Plant seeds and observe pattern of growth of planted seedlings; keep a log of record
   4. Summer activity (when possible)
      Learn names of trees in other localities if and when traveling, and where they grew

Note: A list of local trees is attached to be distributed to children that they might learn them and their spellings.

COMMERCIAL WOODS OF MICHIGAN AND THEIR COMMON USES

White Pine - Millwork, sash, patterns, boxes, matches, building construction, interior finish.

Norway or Red Pine - Millwork, boxes, poles, piling, general construction.

Jack Pine - Pulpwood, boxboards, ties, slack cooperage general construction.

White Cedar - Posts, shingles, boat construction, ties.

Tamarack - Posts, poles, mine timbers, ties, ship-building, boxes, crates, millwork.

Hemlock - Rough lumber, boxes, crates, pulp, and the bark for tannin used in the tanning industry.

Spruce - Pulpwood, planing mill products, boxes, crates, woodenware, musical instruments, Christmas trees.

Balsam Fir - Pulpwood, boxes and crates.

White Ash - Handle stock, woodenware, millwork, agricultural implements, car construction, furniture, refrigerators, sporting goods, interior finish.

Basswood - Planing mill products, woodenware, boxes, trunks, musical instruments, matches, paperpulp, veneer, baskets.

Beech - Boxes, crates, planing mill products, flooring, furniture, agricultural implements, handles, laundry appliances, fixtures, charcoal, chemical wood, novelties.

Yellow Birch - Furniture, flooring, interior finish, boxes, veneer, plywood, chemical wood.

White Birch - Spools, shuttles, bobbins, woodenware, novelties, household appliances, shoe lasts.

Black Cherry - Printing blocks, furniture, interior trim, tools, implements, veneer.

Hard or Sugar Maple - Millwork, flooring, furniture, agricultural implements, musical instruments, handles, shuttles, boxes, chemical wood, veneer, etc.

Soft Maple - Millwork, furniture, boxes, crates.

Red Oak - Furniture, flooring, ties, interior finish, cooperage, agricultural implements, fuelwood, general construction.

White Oak - Furniture, flooring, ties, millwork, interior finish, implements, fuelwood, general construction.

Elm - Furniture, boxes, crates, agricultural implements, woodenware, millwork, barrels, veneer.

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WILDLIFE CONSERVATION

Objectives:

1. To recognize the needs of wildlife.
2. To understand the important role wildlife have in the natural balance of every day life.
3. To understand the balance procedure.

There is some wildlife present in your neighborhood. We have learned a little about them. Choose one of the following for your outdoor "wildlife" activity.

1. As a group go on a wildlife tour. Check with the farmers or land owners in the area as to the wildlife present.
   A. List the wildlife you see
   B. What kind of cover and food is in the area?
   C. Check for animal tracks

2. Construct and maintain a winter feeding station
   A. Operate between December 1 and March 15. (Write to the Game Division, Michigan Department of Conservation, for a free leaflet called "Feed and Sheltering Michigan's Wildlife.")
   B. Keep a record of the quantity of grain used in the station as well as what animals made use of the food.

3. Take a trip to a lake or pond. Find out what wildlife are present.
   A. How are fishing conditions? What fish are present in the lake?
   B. Do many birds and mammals live along the edge? Identify them.
   C. What foods do the fish, birds and mammals eat?

4. CHOOSE AN AREA that you are interested in and see what you could do to help wildlife. Check this with the people who live in the area.

This lesson on the Robin is an example of a study unit that may be adjusted to the study of any wildlife animal:

ROBIN

Size: Length---ten inches.

Adult Male: Head black, back slaty brown; wings darker than back; tail black, with two outer feathers tipped with white; breast, brilliant reddish brown or bay; throat, white streaked with black.

Young: Shows its relation to the thrush family in its spotted and speckled breast.

Nest: Framework of straw, leaves, strong grass and rootlets, plastered with mud and lined with fine grass.

Eggs: Greenish blue.

The Robin's Nest

General Aims:

To develop a sympathetic interest in the robin through an understanding of the bird's nesting problems.

Specific Aims:

To emphasize the home and family relationships of the robin and to begin an appreciation of the cleverness of the bird's craftsmanship.

Materials:

One or more abandoned robin's nests.

Preparation:

The children have been asked to watch for robin's nests. If the lesson is to be given out of nesting season, pupils may be encouraged to bring in deserted nests, but under no circumstances should the gathering of nests by children during the nesting season by permitted. Late fall and early winter are the best times to gather nests; these may be stored and kept for spring lessons.

Talk over with the children the appropriateness of lesson topic and encourage reports of personal observations.

Lesson:

With the actual nest before the class, discuss the reason why the father and mother decide to build a nest. What is its purpose? In what sort of places do robins usually choose to make their homes? Perhaps observation will have shown that both birds work on the nest. What materials do they use? Let the children find them in the specimen nest. Where can the robins find each of these things? How do they carry the mud to the nest? With what is the nest lined?

Ask for reasons. How do you suppose they make such a nice round shape for their home? Do you think the birds are happy while they build their homes? Of what might they be thinking? Notice that although the birds build thick floor and walls they do not add a roof. What would happen if we had no roofs on our houses? During a

rain storm the parent bird's back and wings make a waterproof roof to keep out the water. On hot days they are sometimes used as a sunshade also. Perhaps someone who has watched closely can tell how long it takes a pair of robins to build their nest.

Name some of the robin's enemies. Would they be especially dangerous during the building and brooding period? After the robins raised their little family, what becomes of the old nest? Do they ever use it again? Does the nest which you have, indicate that the robins were good or poor housekeepers?

Comparison:

Let the children who are fairly familiar with other bird's nests make statements comparing them as to use, position, materials, etc. This can be better done by the entire group if they may see an oriole's or sparrow's nest.

Conclusion:

Do you think that robins like their homes? Since the robins are our good friends, ought we to destroy their homes? Could we help them by providing building materials such as straws, strings, etc. ? Why should we never gather bird's nests in the spring? What can be do to help the birds during their nesting time. Let each child count and see how many robins' nests he can locate.

Correlation:

English: Oral story of the building of the nest, robin poems, etc.

Art: Sketches to show the construction and placing of the nest.

Geography: Locating near-by nests.

Handiwork: Making a little clay nest using a few straws. Bake in the sun and use as a bowl.

Writing: Record findings and stories; also poems.

WILD FLOWER PROJECT

Major Problem:

To gain greater happiness and enjoyment in the great out-of-doors through acquaintance with the common wild flowers of our own locality.

Minor Problems:

To learn:

1. The common names of all flowers studied.
2. Their time of flowering.
3. The range and locality where various wild flowers may be sought.
4. Characteristics of each flower.
5. The connection between flowers and medicine.
6. How flowers are mentioned in history.
7. How flowers have affected or are mentioned in literature, folk lore, and poetry.
8. Which flowers are protected by state law; which may be picked freely.

ACTIVITIES:

1. Plant and care for wild flower garden; make labels to mark each flower.
2. Make individual charts and a class chart with flower names, data, and small sketches.
3. Press and mount specimens.
4. Make individual pictures of flowers in tempera and colored chalk.
5. Make sketches to illustrate stories.
6. Make flower books containing:
   a. Mounted specimens.
   b. Pencil sketches.
   c. Drawings in tempera, water color, chalk.
   d. Stories of flower walks.
   e. Flower descriptions
   f. Poems
   g. Letters
   h. Riddles
   i. Clippings from magazines and newspapers concerning flowers.
7. Make large "Wild Flower" frieze.
8. Charts
   a. Flower chart showing names, locality, season, color, leaves, etc., of the specimens studied.
   b. Illustrations of flowers in color
   c. Mounted illustrations for future use.
9. Excursions:
   a. Flower walks to various places
   b. Trips to parks
   c. Visit to library
   d. Individual rides and walks to near-by places for specimens.

SUBJECT CORRELATION

1. Reading:
   a. Find and read reference materials
   b. Find information on definite topics
   c. Rewrite story from reader

2. Arithmetic:
   a. Dates when certain specimens are found
   b. Tables of measure
   c. Heights of flowers
   d. Length of flowering period
   e. Form and solve problems relating to a wild flower garden
   f. Measurement of daily growth of plants

3. Geography:
   a. Study of the localities in which different kinds of specimens are found; woods, fields, water, and kinds of soil.

4. Language:
   a. Oral and written reports on minor problems.
   b. Original prose and poetry.
   c. Reports on excursions.
   d. Descriptive talks
   e. Use of the dictionary
   f. Practice in using Tables of Contents and Indexes
   g. Learn use of capitals and correct sentence structure and paragraphing
   h. Check written work to make sure all rules for these skills have been followed.

5. Spelling:
   a. Spelling of words in vocabulary
   b. Use correct spelling in all written work.

6. Social Sharing:
   a. Summary of stories, poems, and short drama
   b. Making of chart
   c. Flower garden
   d. Send bouquets of wild-flowers to "shut-ins"

The attached flower list is a most helpful one in the study of wildflowers.

MICHIGAN WILDFLOWERS: PROTECTED AND NOT PROTECTED

Flowers Protected by Law

	Flower	Habitat	Flowering Season	Indian Usage
1.	Trailing Arbutus	Dry northern woods	April and May	
2.	Birdfoot Violet	Dry fields and openings	June	
3.	Climbing Bittersweet	Old fencerows, southern counties	Sept. and Oct.	
4.	Club Moss (Ground Pine)	Northern woods and clearings	Related to ferns, no flowers	Medicine-spores to stop bleeding of wounds
5.	Flowering Dogwood	Woods (southern counties)	May and June	
6.	North American Lotus	Shallow water	August	Food-roots were important food when baked-seeds roasted
7.	Michigan Holly (Winterberry)	Swamps	Sept. and Oct.	Medicine-bark steep and drunk for fever
8.	Pipsissewa (Prince's Pine)	Northern dry woods	July	
9.	Ladyslippers and Orchids (all genera and species)	Damp woods, swamps, or marshes	May - July	Medicine
10.	Trillium (all species)	Open woods	May and June	Medicine-asthma and bleeding
11.	Gentian (all species)	Wet meadows and marshes	Sept. and Oct.	

Flowers That Should Not Be Picked

(Sometimes plentiful in some places, but too scarce to warrant picking in most habitats)

1.	Trout Lily	Moist woods	May and June	
2.	Wild Columbine	Woodland clearings	June and July	Medicine-root brews for stomach trouble
3.	Cardinal Flower	Wet sites, streams and lake shores	Aug. and Sept.	
4.	Indian Pipe	Moist woods, shady sites	June - Aug.	
5.	Jack-in-the-Pulpit	Moist woods	April - June	Food-after acid is removed from roots

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ers That Should Not Be Picked - continued

Flower	Habitat	Flowering Season	Indian Usage
Pitcher Plant	Bogs, open or little shade	May - June	medicine ease childbirth
Philadelphia Lily (Wood Lily)	Open woods and clearings	June - Aug.	
Twin Flower	Cool northern woods	July and Aug.	"Squaw Medicine"
Clintonia	Woods	June and July	Medicine-poultice for dog bite
False Miterwort	Rich woodlands	May - July	
Starflower	Moist northern woods	May - June	Smoking mixture-to attract deer
Alumroot	Loamy woods, shaded rocky slopes	May - June	
Shooting Star	Open woods and meadows	May - June	
Shinleaf	Woods and clearings	June - July	Charm-tea drunk for good luck in hunting
Great Lobelia	Lowland woods and swamps	Aug. - Sept.	
Butterfly Weed	Dry open land roadsides	July - Aug.	
Pucoon	Dry shady prairies and roadsides	June - July	
Swamp Milkweed	Damp sandy meadows marshes, roadsides	July - Aug.	

Flowers That Can Be Picked Sparingly

Spiderwort	Prairies, roadsides, railroad gravel	May - July	
Bellwort	Rich woods	May - June	Medicine-liniment
Blue Flag	Marshes, wet meadows ditches	June - Aug.	Medicine-poultice an cathartic, charm-piece carried to pro tect from snake bite
Hepatica	Upland woods	May - June	Medicine and yellow dye
Wild Phlox	Open woods, rocky slopes	May - July	
Swamp Buttercup	Moist woods and marshes	May - July	

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Canada Anemone	Wet meadows, lake shores, clearings	May July	"Medicine-lodge root" chewed to clear throat to sing well in medicine lodge ceremony
Marsh Marigold	Wet meadows, stream banks	April - May	
Bloodroot	Upland woods	May	Medicine-sore throat Dye for painting face
Dutchman's Breeches	Rich woods	May - June	
Blue Lupine	Dry open woods and clearings	May - June	
Beach Pea	Sandy beaches	June - July	
Violet	Woods and grassland	May - June	Medicine-Blood purifier heart disease
Fringed Milkwort	Woods in light soil	June - July	
Indian Paintbrush (Painted Cup)	Damp sandy meadows, roadsides	June - Aug.	
Hairbell	Roadsides, meadows, shores	June - Sept	
Dwarf Dogrood	Damp woods, northern forests	May - June	Medicine-root tea for babies' colic
Wild Rose	Fields, roadsides, open areas	June - July	

Common Wild Flowers (can be picked freely)

False Lily-of-the-Valley	Northern woods and clearings	May - July	Medicine-kidneys, headache, sore throat
Spring Beauty	Rich moist woods	May - June	Food-roots used as emergency food against starvation
Meadow Buttercup	Meadows, roadsides	June - July	
Anemone	Open woods and thickets	May - June	
Yellow Rocket	Meadows, open fields	May - June	Food-used as greens
Cinquefoil	Wet or dry open land fields, etc.	June - Aug.	
Wild Geranium	Woods, thickets meadows	May - June	
Crane's Bill	Open woods, clearings	July - Sept.	
Flowering Spurge	Dry fields, clearings, roadsides	June - Sept.	

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Common Wild [illegible]

	Flower	Habitat	[illegible]		Indian Usage
10.	St. John's wort	[illegible] fields, meadows, clearings	[illegible]	Sept.	
11.	Purple Loosestrife	Wet meadows, roadsides	June	Aug.	
12.	Fire-weed	Burned woodlands, new clearings	July	Sept.	Medicine-exact use not clear
13.	Queen Anne's Lace	Dry fields, waste lands	May	Sept	
14.	Golden Alexanders	Wet meadows, shores, marshes	May -	June	
15.	Whorled Loosestrife	Open woods, clearings, shores	May -	Aug.	
16.	Common Milkweed	Fields, roadsides	June	Aug.	Food-tender shoots for greens. Charm-juice put on deer call
17.	Vervain	Sandy fields, waste places	June -	Sept.	
18.	Water Hemlock	Marshes, wet meadows, swales	June -	Sept.	
19.	Healall	Meadows, clearings, roadsides	May -	Sept.	Medicine-kidney trouble and vermi-fuge
20.	Wild Bergamot	[illegible]adsides, [illegible] fields	July	Aug.	
21.	Joe Pye Weed	Wet meadows, lake shores	July	Oct.	Medicine-solution o root used to wash babies to give them strength
22.	Boneset	Thickets, swales, wet shores	July	Oct.	
23.	Chickory	Fields and roadsides	June -	Oct.	
24.	Daisy Fleabane	Fields, meadows, wastelands	June	Oct.	Medicine-smoke drie flowers for head cold. Smoked to at tract birds and de
25.	Ox-eye Daisy	Meadows, clearings roadsides	June -	Aug.	
26.	Golden-rod	Woods, meadows, roadsides	July	Oct.	
27.	Aster	Fields, clearings, roadsides	July	Oct.	Smoked to attract deer when hunting

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Common Wild Flowers - continued

28.	Black-eyed Susan	Clearings, fields roadsides	July - Oct.	Medicine-root tea for cold. Dye-Dis florets boiled wit rushes for yellow dye.
29.	Sun flower	Woods, prairies, fields	July - Oct.	
30.	Beggar's Ticks	Swamps, wet shores, swales	Aug. - Oct.	
31.	Tickseed	Roadsides, clearings	June - July	
32.	Orange Hawkweed	Fields, clearings roadsides	July - Aug.	
33.	Goat's Beard	Roadsides, fields	May - July	

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CONSERVATION

GRID

	1	2	Totals
A	5	5	10
B	9	12	21
C	8	8	16
D	10	10	20
E	15	18	33
Totals	47	53	100%

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HUMAN DIGNITY AND ITS IMPACT UPON AFRO-AMERICANS*

Specific Value:	Human dignity
Subject Area:	Social Studies
Grade Level:	Sixth
Time:	Seven weeks

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HUMAN DIGNITY AND ITS IMPACT UPON AFRO-AMERICANS

Abstract

I. Philosophical Statement. One of the most startling realizations that educators must face is the fact that attitudes and values are imparted to students informally as well as formally. One of the most serious problems confronting our nation at the present time is the racial issue. It has become more and more important that we as educators lead young people of the white race to respect effectively the human dignity of Negroes as persons.

II. General Objectives. The presenting of the value of human dignity. Through the study of the continent of Africa and the relationship of the American Negro to his African heritage, it is desired that students will further see that whites have responsibility to the Negro race.

III. Specific Objectives. Specific objectives are to have students exhibit gains in:
   A. the ability to identify civic and social responsibilities,
   B. facilitating an awareness of the nature of prejudice,
   C. a greater acceptance of Negroes as individuals.

IV. Context. Sixth grade.

V. Content. The basic value content of the unit will be comprised of a survey of the continent of Africa utilizing map skills and sections dealing with Northern, Southern, and Central Africa. The value human dignity will be presented concurrently enabling the student to see the relationships that exist.

VI. Methods. The methods to be used with the unit are wide and varied. In addition to our basic Social Studies text there will be an extensive bibliography. Specific activities will include poetry, bulletin boards, films, dramatizations, panel discussions, a current events notebook, creation and presentation of a radio script, and a tape recording exchange.

VII. Time Schedule. Seven weeks.

HUMAN DIGNITY AND ITS IMPACT UPON AFRO-AMERICANS

Philosophical Statement

Perhaps one of the most startling realizations that educators must face is the fact that attitudes and values are imparted to students informally as well as formally. It is essential that teachers prepare an educational environment which allows for the free exchange of ideas among students and provides for the growth of individuals in making intelligent decisions. The teacher who is genuinely concerned with the continuous development of sound values with his students must plan activities which will help them to relate to various situations through critical thinking.

The social studies curriculum affords an excellent opportunity through history, political science, anthropology, sociology, economics, and geography to teach not only facts, concepts and skills but sound attitudes and values. The classroom activities must be structured so that they provide an opportunity for children to learn to work together harmoniously, respect that rights and privileges of each individual, and to understand that each person and group has worth and contributes to society.

One of the most serious problems confronting our nation at the present time is the racial issue. Basic to the clarification and resolving of the present conflict is an understanding of the heritage and cultural backgrounds of the Negro race. It is essential that children be taught man's relationships with his fellowman and the relationships of our nation to other nations of the world.

The study of the continent of Africa provides a fine opportunity within the sixth grade curriculum to enable students to more fully understand the ancestral backgrounds of the American Negro. Through various related activities it will be possible to stress critical and creative thinking in the value concept of human dignity. Through exposure to the story of the people of Africa dealing with different peoples, religions, and levels of civilizations, it is felt that the students will be in a better position to arrive at their own conception of human dignity. The study of peoples of other nations can not be fully effective without relating their story to ones own social and historical environment. By studying own nations current events the students will have an opportunity to evaluate their relationships to the Negro in a context that is particularly meaningful to them.

Statement of General Objectives

Our general objectives for the study of Africa in the non-value area of study can be divided into three basic categories. These will include important facts, learning skills, and critical thinking concepts. Some objectives to be included in the area of important facts and information are: (1) An understanding of the long delay in the development of Africa; (2) An awareness of the importance of the abundance of Africa's natural resources; (3) Knowledge of some of the effects of European colonization and present rapid political changes upon the people of Africa.

Topics vital to learning skills will include study skills and map skills. Under the category of study skills the following will be considered: (1) Ability to organize and remember important facts and concepts (2) Skill in distinguishing needed information from other sources (3) Relating skills from other subject areas. Included in the area of map skills will be: (1) Ability to visualize various kinds of land forms on maps (2) Skill in relating maps to the content of the unit.

In the realm of critical thinking the following points will be considered: (1) Analyze all evidence available before reaching conclusions (2) Investigate all possible ramifications of a situation (3) Relate the African Negro's past and present with the past and present of the American Negro.

The value of human dignity includes the following: (1) Show that human dignity is enhanced by the majority i.e., whites protecting the rights of the minority i.e., blacks (2) Recognize the uniqueness and contributions of Negroes in history and their cultures and (3) Develop respect for the individual worth and dignity of Negroes.

Statement of Specific Objectives for Value Education

(Performance Targets)

1. Students will be able to identify civic and social responsibilities through which they can help to secure the rights of Negroes.

2. Students will demonstrate an awareness of the nature of prejudice.

3. The student will exhibit greater acceptance of Negroes as individuals accompanied by and through a decrease of prejudice.

Statement of Context

School: Southeast Elementary School
Wyoming Public Schools
Wyoming, Michigan
Grade: Sixth
General ability level: Average to above average
Type of community: Middle class
Subject Area: Social Studies
Number of Students: Approximately 28
Length of sessions: The Social Studies class will meet daily for 45 minutes.
Basic Test: Your World and Mine -- Neighbors in the Air Age, Ginn and Company (Copyright 1965).

Content

*Note:

The numerals in the right hand margin indicate the corresponding method in the following section.

I. Motivation and Introduction to Africa
   A. Bulletin board display depicting black and white relationships, both positive and negative, in the United States today (2)
   B. Interpretations of the bulletin board display centering on feelings and attitudes. The teacher's role is to suggest alternatives, choices, and consequences. (2)
   C. Use poem "We Are Americans Too!" (See Appendix, page b) to stimulate thinking about the contributions of our Negro members to society. Children may begin to realize how deficient their information about Negroes is. (3)
   D. Offer a variety of supplementary books dealing with Negro history (See Appendix, page c) (4)
   E. Use the poem "Heritage" by Countee Cullen (See Appendix, page d) (5)
   F. (Show film "African Continent: An Introduction" (Coronet) (6)

II. Continent of Africa: An Overview with Maps
   A. Most of the African continent is a plateau
   B. Coastline of Africa is very even
   C. Africa is the second largest continent
   D. Large area of Africa is sparsely populated
   E. The Political Map of Africa is in a constant state of change
   F. Temperature and rainfall varies greatly in different regions of Africa

III. Northern Africa
   A. North Africa is chiefly a desert
   B. Region of many mixed races
      "The Story of Skin Color" a scientific account (7)
   C. Egypt is the land of the Nile
      1. Located where Africa touches Asia
      2. Great problems are overpopulation and poverty
      3. Most important resource is oil
      4. Tourist trade is large source of revenue
   D. Immediately west of Egypt is Libya, another desert land
   E. Morocco, Algeria, and Tunisia are Africa's northwest shoulder
      1. People live mostly in coastal areas
      2. These countries were long under the control of France

IV. Southern Africa
   A. People of South Africa live in three countries---Republic of South Africa is most important
   B. Diamonds and gold are important natural resources

C. People of South Africa are of many races and mixed races
   1. Class will read stories about people who are of the Negro race (See Appendix, page f) (8)
   2. Show film "The Republic of South Africa: It's Land and Its People" (EBEC) (9)

D. Different races have difficulties in peaceful living
   1. Apply peaceful living conditions to own classroom (10)
   2. Current events notebook (11)
   3. Prepare a radio script "You Are There" (12)

V. Central Africa
   A. Central Africa lies in the tropics
   B. Tropical Africa is the home of the Negro race
      1. Show the film "The Third Chance" (13)
      2. Consider the accomplishments of famous Negroes (14)
      3. Use "Incident" by Countee Cullen to initiate creative expressions (See Appendix, page h) (15)
   C. The Negro is usually a farmer
   D. Houses are of different kinds in different parts of Africa
   E. The African Negro often has highly developed crafts
   F. The women are the friends and equals of the men
   G. Christian missions have done valuable work among the Negroes in Africa
   H. Regions and countries of tropical Africa
      1. The western bulge of Africa
      2. The country of Ghana was once called the Gold Coast
         Tape exchange with children from Ghana (16)
      3. Another important west African country is Nigeria
         Tape exchange with children from Nigeria (16)
      4. Republic of Congo
         Show film "Life in Hot, Wet Lands: The Congo Basin" (Coronet) (17)
      5. Highland countries of East Africa
      6. Wild animals of Africa

VI. Continental Overview
   A. Africa is a continent of great variety or diversity
      Discussion on basic needs of people (18)
   B. Africa is in the midst of rapid change
      Show film "Africa In Change: Continent of Africa" (EBEC) (19)
   C. Africa is a continent facing great problems
      1. Reluctance on the part of the people to accept change
      2. Need for education
      3. Extremes of the climate
      4. Poor relationships between racial groups
   D. Objective test on content of the unit

Methods

1. A display of general Negro reference books will be made available through the entire unit. (See Appendix, page a)

2. The class will design and prepare a bulletin board. This will afford an excellent opportunity for formal as well as informal learning experiences regarding white and Negro relations in the United States. This will be accomplished primarily through class discussion.

3. Each student will have a copy of the poem "We Are Americans Too!" The class will share their ideas orally after the poem has been read. (See Appendix, page b)

4. The book list dealing with Negro history would be best utilized by having volunteer students present brief oral reports to the class on particular books and their content. (See Appendix, page c)

5. The poem "Heritage" to be handled through a choral reading experience. The teacher's role here will be to begin to point out the ties between the American Negro and his African heritage. The emphasis should be along the following lines of thought. The Negro in the United States is an American and his life, hopes, and destiny are firmly united with those of his fellow Americans. It is essential that in striving for a greater understanding of the Negro that he become more fully aware of his cultural and historical past. (See Appendix, page d)

6. Discussion of the film "African Continent: An Introduction to Africa" will provide a sound beginning for the study of Africa.

7. In further emphasizing the "Story of Skin Color" beyond the point of reading it aloud, a committee of approximately five students will prepare a map of the continent of Africa showing the locations of the various skin color groups. (See Appendix, page e) (For "Story of Skin Color" see Beginning of Life and Death by Sophie L. Fahs and Dorothy Spoerl, Beacon Press, 1938.)

8. In reading about people of the Negro race each student will select a book primarily from Appendix, page f. If a child is particularly fond of a book found in any of the other reference lists found in this unit he will certainly be welcome to use it. Upon reading a book of their choice the children will be asked to prepare projects about their books which are art oriented such as: a poster, a diorama, a mural (involving several children), etc.

9. Discussion of the film "The Republic of South Africa" will give the children an opportunity to note ways in which South Africans are similar and dissimilar to people of the United States (i.e., culture, industry, farming, etc.)

10. Dramatize what the classroom would be like if everyone behaved without regard for his fellow students. This exercise should constitute approximately five minutes of class time.

11. The emphasis during the creation of the Current Events notebook will be placed on conflicts that are constantly arising in both Africa and America which threaten the goal of peaceful living among white and Negro peoples. Children could also include cartoons which depict race questions and issue in this notebook.

12. The activity involving the "You Are There" radio script has fine possibilities for the students investigation and research of prevailing attitudes of our times. They will assume roles of people in the news for the program.

13. The discussion of the film "The Third Chance" will afford the class an opportunity to gain a historical perspective of the American Negro's African heritage.

14. A beneficial method of considering the contribution of some famous Negroes in the fields of Science, Art, Politics, Law, Medicine, Athletics, Education, Entertainment, etc. will be through a panel discussion period. The students will research a famous Negro's background after having selected his name from the list in Appendix, page g.

15. The poem "Incident" by Countee Cullen will be used to encourage students to create stories, poems, or plays based upon how they would feel and react if they were the Negro child involved.

16. The greatest asset of sponsoring a tape exchange with the children of either Ghana or Nigeria will be in the development of international understanding, respect, and good will. Upon deciding which of the two countries to exchange tapes with we will use one of the following addresses.

Department of Audio-Visual Aids
University of Ghana
Accra, Ghana
Africa

The Principal
Mount Carmel School
Owerri, Nigeria
Africa

17. Discussion of the film "Life in the Hot, Wet Lands: The Congo Basin" will aid the children's understanding of how people live in one of the regions of Africa.

18. Ask questions that evoke discussion and thinking such as: What are the basic needs of people? How do people differ? How do people satisfy the same needs in different ways? How can people from other parts of the country and world know more about each other? etc. The teacher's role in this situation will be one of suggesting alternatives, choices, and consequences.

19. Showing and discussing the film "Africa In Change: Continent of Africa" will afford the class an opportunity to see the goals and needs of a continent undergoing social and political change.

Time Schedule

Emphasis in the following time schedule is placed on the value activities of the unit. Weekly headings contain references to the academic setting within which the value activities will be presented on a daily basis.

Week One: Motivation and Introduction
- Day 1 -- Pre test on Values Index
- Day 2 -- Unfinished Story
- Day 3 -- Bulletin Board display
- Day 4 -- Poem "We Are Americans Too!"
- Day 5 -- Choral reading

Week Two: Maps and Northern Africa
- Day 1 -- Film "African Continent"
- Day 2 -- Read about Negro history
- Day 3 -- Read about Negro history
- Day 4 -- "Story of Skin Color"
- Day 5 -- Committee map report

Week Three: Southern Africa
- Day 1 -- Read about Negroes
- Day 2 -- Film "Republic of South Africa"
- Day 3 -- Dramatization of peaceful living conditions
- Day 4 -- Current Events Notebook
- Day 5 -- Radio Script "You Are There"

Week Four: Central Africa
- Day 1 -- Film "The Third Chance"
- Day 2 -- Panel discussion about famous Negroes
- Day 3 -- Panel discussion about famous Negroes
- Day 4 -- Current Events Notebook
- Day 5 -- Current Events Notebook

Week Five: Central Africa

Day 1 -- Creative expressions
Day 2 -- Share creative expressions
Day 3 -- Film "Life in Hot, Wet Lands"
Day 4 -- Current Events Notebook
Day 5 -- Plan tape exchange

Week Six: Summary

Day 1 -- Make tape recording
Day 2 -- Discussion on Basic needs of people
Day 3 -- Film "Africa In Change"
Day 4 -- Current Events Notebook
Day 5 -- Current Events Notebook

Week Seven: Evaluation

Day 1 -- Objective test on content
Day 2 -- Unfinished Story
Day 3 -- Discussion of Unfinished Story
Day 4 -- I See (Perception) technique
Day 5 -- Post-test Values Index

Evaluation Data

1. One form of evaluation data to be used with this unit will be utilizing the unfinished story, "What Should Scott's Class Do?" (See Appendix, page i) The children will be asked to complete this story after the Pre-test and before the Post-test.

2. Another form of evaluative information to be utilized will be the I See (Perception) technique. The pictures to be used will concern contemporary life and be taken from advertisements, magazine illustrations or real life photographs.

3. The Value Index (See Appendix, page j) will be given as both the Pre-test and Post-test. The Value Index is a thirty item forced response instrument with the following number of questions dealing with the specific objectives (performance targets):

Specific objective one -- five questions
15, 23, 27, 29, 30

Specific objective two -- ten questions
2, 3, 8, 9, 10, 12, 13, 24, 25, 28

Specific objective three -- fifteen questions
1, 4, 5, 6, 7, 11, 14, 16, 17, 18, 19, 20, 21, 22, 26

The student will have a choice of four alternatives which are: SA-Strongly agree, A-agree, D-disagree, and SD-Strongly disagree. In scoring this instrument the instructor should assign numerical value to correct responses only. These values will be: SA = 2 or SD = 2 and A = 1 or D = 1.
(These values are dependent upon the keyed response.)

How Evaluation and Interpretation Will Take Place

1. The use of "What Should Scott's Class Do?" will give both the student and teacher an opportunity to observe changes in value alternative choices. This will be made possible through comparing the outcomes to the story written at the beginning and end of the unit.

2. In utilizing the I See (Perception) technique the pictures will be placed on a screen for a period of two minutes. When the picture is removed the students will be asked to write a brief statement regarding what they saw. It will be pointed out that people may perceive the same things but they perceive them differently. The value for the teacher is that this gives insight into the lives of his pupils. The value for the student lies in the awareness that everyone sees things through his own eyes, his perception having been shaped by his own experiences and environment.

3. In applying the Value Index to a specific student score it should be noted that a maximum score of sixty is possible. While at this time it is difficult to ascribe all scores to a specific level on the Bloom Taxonomy, it appears reasonable that a score of 50 - 60 would place a student in the 3.0 (Valuing) level. The point within this level (i.e., 3.1 acceptance, 3.2 preference for a value, or 3.3 commitment) would be better determined as the reliability of the test instrument is ascertained.

While the degree to which values have been influenced will be evidenced through the results of a comparison of Pre-test and Post-test scores, it is not purported that the instrument will completely diagnose the success or failure of the efforts to which the unit has been directed. After the unit has been taught and the strong and weak points of the Value Index become clearer, it will be possible to formulate an evaluative instrument that is even more comprehensive.

GRID

Experience Methods	Specific Objectives (Performance targets) 1	2	3	Totals
Bulletin Board	1	2	1	4
"We Are Americans Too!" Poem		3	2	5
Negro History (oral reports)	1	2	3	6
"Heritage" (poem-choral reading)		1	2	3
"Story of Skin Color" Scientific account		2	5	7
People of the Negro Race Projects	1	4	4	9
"Republic of South Africa" Film	1	1	1	3
Dramatization of conditions for peaceful living	5			5
Current Events Notebook		4	6	10
"You Are There" Radio Script	1	2	3	6
"The Third Chance" Film			4	4
Contributions of Famous Negroes Panel Discussion	2	2	5	9
"Incident" Poem Creative Expressions	2	5	3	10
"Life in the Hot, Wet Lands: The Congo Basin" Film			2	2
Tape Exchange Ghana or Nigeria	2	2	7	11
Discussion of Universality of Needs of People		3	1	4
"Africa In Change" Film	1		1	2
Totals (%)	17	33	50	100

General Negro Reference Books

Arnott, Kathleen. African Myths and Legends. Walck, H.Z., 1962.

Here are 34 well-retold tales characteristic of 19 countries and a number of different tribes south of the Sahara. Some are animal stories, some are stories of wise and wicked humans, and several are "why" stories.

Baker, Augusta. Books about Negro Life for Children. N.Y. Public Library, 1961.

Books for children that give an unbiased, accurate, well-rounded picture of Negro life in all parts of the world have been included in the following list. Standards of language, theme, and illustration have been applied, and choices made accordingly.

Bontemps, Arna. Golden Slippers -- An Anthology of Negro Poetry for Young Readers. Harper, 1941.

Contains a representative collection of Negro verse by such poets as Langston Hughes, Claude McKay, Countee Cullen, Paul Laurence Cunbar, and James Weldon Johnson.

Bontemps, Arna. Story of the Negro. Knopf, 1958.

A history of the American Negro people told for young people. Traces their beginnings,how slavery came about and what causes lie behind the present position of the Negro.

Bowen, David. The Struggle Within. Norton, 1965.

Admitting that no book on race relations can be absolutely fair, the author contends that the problem in the United States is within white and Negro groups rather than between whites and Negroes.

Chu, Daniel. A Glorious Age in Africa. Doubleday, 1965.

Little-known story of three great African empires that flourished during Europe's dark ages.

Courlander, Harold, Cow-Tail Switch, and Other West African Stories. Holt, 1947.

Reflecting humor and philosophy, and rich with subtle thrusts at human foibles, these are excellent stories for reading and for story telling.

Courlander, Harold. The Hat-Shaking Dance, and Other Tales from the Gold Coast. Harcourt, 1957.

Twenty-one different tales from their original African source are offered about the same wiley spider, Aransi. A collection of wise and humorous folk tales from the Ashanti, people of the African Gold Coast.

Courlander, Harold. Terrapin's Pot of Sense. Holt, 1957.

Contains 31 American Negro folk tales including animal stories, tall tales, tales of magic, and stories of the Devil and the preacher.

Davis, Russell. Strangers in Africa. McGraw, 1963.

Two American young men, one white and one Negro, go to Nigeria to work in a tsetse fly eradication program. Both Wes and Paul find Nigeria very different from their own native land.

Evans, Eva Knox. All About Us. Capitol, 1947.

Prejudice might be less pronounced if all people could gain these simple scientific understandings of customs, speech, and skin color.

Griffin, Ella. Continent in a Hurry: The Challenge of Africa Today. Coward, 1962.

Through the eyes of a nineteen-year-old college student from New York, this book reports how the countries of Africa are trying to attain freedom of citizenship, freedom of trade, freedom from war, and freedom of union with the aid of friends in the United Nations.

Hammond. Year's Pictorial History of the American Negro. Hammond, 1965.

A picture-text documentary depicting his painful, tragic history; the social and economic conditions of his life; the civil rights struggles of the 1960's and the challenges ahead.

Hughes, Langston. The First Book of Negroes. Watts, 1952.

Terry learns about his people's contributions from his parents and his grandmother. An excellent book for introducing Negro history.

Mead, Margaret. People and Places. World, 1959.

It is a thought-provoking introduction to man's relationship to man, the basic concepts shared by all groups of men, man's fight against hunger and illiteracy and the need for peace so that all peoples can develop to their greatest potential.

Schloat, G. Warren. Duee, a Boy of Liberia. Knopf, 1962.

Village life, school, housing, and the importance of the palm tree for fish nets, cooking oil, soap, and candles--all are treated with dignity and interest in clear test and photographs.

Schloat, G. Warren. Kwaku, a Boy of Ghana. Knopf, 1962.

Many of the customs and ways of life are pictured through well-chosen photographs.

Shackelford, Jane Dabney. The Child's Story of the Negro. Associated Pubs., 1956.

A reader, in good type, which includes accounts of African life and climate, myths and folktales, the coming of the Negro to America and his life on the plantation, and short descriptions of a number of famous American Negroes.

Young, Margaret. The First Book of American Negroes. Watts, 1966.

The American Negro and his history; where the Negro lives; education; employment; cultural contributions; the Civil Rights movement.

We Are Americans Too!

At Valley Forge we must admit
With Washington we did our bit;
In 1812 we did our share
With Andrew Jackson, we were there.

Again in 1865
We helped our nation to survive.
Tho Lincoln said, "All should be free"
We helped to earn our liberty.

In 1898 we still
Had work to do at San Juan Hill.
We more than made our presence felt
To dear old Teddy Roosevelt.

And then came 1917
Again they saw us on the scene,
Among the first to cross the sea
To battle for Democracy.

We love the soul and heart of it:
Our country which to us is best.
And that means every part of it
The North, the South, the East and West.

At home there is no place for hate,
Division or disloyalty:
All that we have we dedicate
To unity and harmony.

When given any kind of chance
We've made the grade and shown advance
In business, science, letters, art
We've played a most surprising part.

In ring, on cinder path and field
True sportsmanship we have revealed.
And for all opportunity
We're grateful to Democracy.

Supplementary Books Dealing with Negro History

Adams, Russell, Great Negroes Past and Present

Bennett, Lerone, Before the Mayflower: A History of the Negro in America

Franklin, John Hope, From Slavery to Freedom

Hughes, Langston, A Pictorial History of the Negro in America

Rollins, Charle Mae, They Showed the Way; Forty American Negro Leaders

Woodson, Carter G. and Wesley, Charles H.. The Negro in Our History

"Heritage"

by Countee Cullen

What is Africa to me:
Copper sun or scarlet sea,
Jungle star or jungle track,
Strong bronzed men, or regal black
Women from whose loins I sprang
When the birds of Eden sang?
One three centuries removed
From the scenes his fathers loved,
Spicy grove, cinnamon tree,
What is Africa to me?

"JOYCE LEAi .O BE PRESIDENT"

I. Read: "Joyce Learns to be President," p. 165.

II. Value Emphasized: power, respect, skill

III. Discussion of the responsibilities of power as well as the privledges.

IV. Begin work on pronouns (they take the place on nouns)

A. Pronouns which refer to the speaker are: I, mine, me, we, ours, us.

B. Pronouns which refer to the person spoken to are: you, yours.

C. Pronouns may be used as:

1. subjects
2. direct objects
3. objects of preposition
4. predicate nouns

D. Pronouns which refer to the person spoken of are: he, she, it, his, hers, its, him, her, they, theirs, them.

E. Do some exercises in regard to person speaking, person spoken to, and person spoken of.

F. Diagram ten sentences using a pronoun as the subject.

Listening Skill: Discriminatory listening to note and distinguish fact, opinion, and forms of propaganda.

Procedure:

Have students read story. Have students spend time at home with T. V. or radio making a list of persuading words, opinions and claims (unsupported) used in programs, speeches, and communications. Have them list the product being advertised.

Have lists compared and try to determine if any claim, etc is valid. Note that all claims are not "bad" or invalid.

Discuss when opinions should be changed and/or enforced:

-hand wahing before eating is unnecessary.
-America is a terrible country.
-dark skinned people are not to be trusted.

During election time especially, have students note speeches and make lists of emotion loaded words to convince, or persuade an audience. Note "loaded words" of both positive and negative nature:

Positive examples--	Negative exampes--
-progressive candidate	-radical opponent
-American goal	-racist tendencies
-democratic ideal	-phony claims
-keep America safe	-hippie lover

Such activities can well be caried out throughout the entire school year. Various lists and scrapbooks can be made.

Listening Skill: Critical Listening
-to discern emotion-loaded words
-to distinguish faulty and correct generalizations
-to distinguish fact and opinion

Procedure:

A. Discuss generalizations, emotion-loaded words and propaganda.

B. Note and discuss the use of the word "dictator" on the sign in the story. Discuss the meaning and the emotions it was expected to arrouse. Lead discussion to an understanding of the use of "loaded words" as propaganda. (Discuss the meaning of propaganda.) Discuss the meaning and emotion involved with "democratic", "majority" (p. 168).

C. Discuss and find examples in story (and life) of faulty generalizations. (Sweeping statements about all members or parts of a certain group with no exceptions.)

Example observation: some girls are not good softball players.

Faulty generalization: all girls are not good softball players.

Note: some generalizations are true, i.e., icicles are cold.

Read p. 165, ℙ 2, last sentence, substituting <u>was</u> for <u>seemed to be</u>, to get the point of generalization.

Example observation: I and some others are proud that Joyce was elected.

Faulty generalization: Everyone was proud that Joyce was elected.

D. Discuss other forms of propaganda as seen in campaign speeches, advertising, T.V., newspaper, etc., conversations at home, school. List or cut out examples of the above, make into a scrapbook.

E. Fact or Opinion?

1. There are many opinions on many subjects. Have each student give his opinion briefly on some given subject and compare the different opinions.

example - race to the moon
- school on Saturday
- an enforced school rule

2. Discuss the need for evaluating opinions. Lead discussion to criteria for evaluation, including responsibility and resonableness.

3. Discuss how and when and why opinions and students' own opinion have changed.

How did Joyce's classmates' opinions of her change and rechange?

How did Joyce's opinion of herself change?

Her opinion of her tasks? of her classmates?

Listening Skill: Comprehension--Critical Level
Listening to make and substantiate inferences
(listening beyond the line)

Procedure:

Have students review story. Note and discuss the view point of the author--first person, seen by use of "I" etc.

Discuss importance of listening beyond the lines of a story or essay. Have the students substantiate from the story the following inferences:

(Preface each statement with the words, "What makes me think that . . .")

-Linda and Joyce were neighbors.
-This was the first time the group had selected class officers.
-Linda had been manager of Joyce's campaign.
-Joyce's parents were fair and understanding.
-Joyce did not enjoy reading.
-As fifth graders, the students did not have many responsibilities.
-Ed Ryan had lost the election to Joyce.
-The class had not yet studied the government of other lands.

Oral Communication: Preparing for organization of a class club

Help the children to think about the skills (and attitudes) practiced during oral communication activities which are important to remember in organizing a class club. Ask them to think about the stories in Values to Live By to recall kinds of behavior which are important to the proper functioning of a democratic organization. Help them to realize that all the members of the club are important to the proper functioning, and that the officers have a special and extra responsibility.

End discussion with clarifying question--do not ask for an oral answer.

Do you think these skills and attitudes are of importance?

Do you value them?

Dictionary Skill: Tell meanings in your own words

Procedure:

1. The children should look up the following words and describe what they mean in their own words: leader, elected, embarassed, president, dictator, ashamed, democracy, majority, apologize, enemies, grumbling.

2. Have the class read silently "Joyce Learns to Become President."

3. The children should write a sentence using each of the words they looked up.

4. These words should be included in their notebook as spelling words.

5. The words that were looked up and the sentences that they designed should be read orally.

Writing Skill: Fluency
Clarity
Being persuasive

Procedure:

1. Discuss election procedures.
   -obtain copy of ballot form (national)
   -make or find charts showing national and local procedures
   -hold a mock national election (role play)

2. Discuss the importance of "knowing" your candidate and the possible surprises people may have after an election.

3. Discuss important qualifications for important offices at any level.

4. Read the story.

5. Make a survey. Take a public opinion poll (school-wide), try to predict outcomes.

6. Select your candidate, research what he stands for, write a campaign speech recommending him.

7. For either national or school elections, compose catchy campaign slogans for all candidates. (It might also be fun to research the story behind some famous campaign slogans in history to share with the class.)

8. Hold a class election.

9. Study and practice parliamentary procedures.

10. Those particularly enthusiastic about the national elections might like to prepare news commentaries to re-enact the highlights of election day.

"PROJECT FIREWOOD"

I. Read: "Project Firewood," p. 71

II. Value emphasized: power, wealth, respect

III. Discuss our opportunities to be civic-minded and our actual responsibilities along this line.

IV. Begin work on adjectives.

A. Kinds of adjectives
   1. Descriptive
   2. Limiting (points out or denotes number)
      a. Some common limiting adjectives

all	our	three
another	your	four
same	their	first
that	any	third
this	some	each
these	much	every
those	many	both
my	few	either
his	one	neither
her	two	several

      b. Other limiting adjectives are the articles: a, an, the

B. Using the story, pick out adjectives, telling whether they describe or limit.

C. Point out the fact that some limiting adjectives may also be a pronoun in other instances.

Listening Skill: Comprehension - factual level through listening

Procedure:

Students listen to story for factual content. Students answer factual questions to text factual listening comprehension.

Questions:

A. True or False:

1. Linnville had a city hall.
2. Mr. Foster was scout master of Troup Three.
3. John Winters complained about the uniforms.

B. Fill in the Blank:

1. Name three things that were volunteered for the project. _____

   _____

2. Linnville had ____ (numeral) of scout troups.
3. The town newspaper was called _____.
4. The parade was for the day of _____.

C. Multiple Choice:

1. The boy who volunteered newspaper coverage was:

   a. Bill Hastings
   b. Bill Street
   c. Ralph Foster
   d. John Winters

2. "Project Firewood" was suggested by Troup:

   a. One
   b. Two
   c. Three
   d. Four
   e. Five
   f. Six
   g. Seven
   h. Eight

D. Sentence-Answers-Questions:

1. Who was the new family who recently moved into the neighborhood?

2. How were the workers fed?

Listening Skill: Comprehension - interpretive
Listening for figures of speech
- simile, metaphor, pun, and idiom

Procedure:

Discuss figures of speech:
- How can we make language more interesting, to make pictures come to our minds in describing something.
- Discuss various objects in the room.

Simile:
- desk - smooth as _____
- He sat as still as _____
- The pencil rolled like _____

Metaphor:
- One object representing or taking characteristics of another object

Pun:
- Humorous play on words

Ex:
- advertising: "It's a big Harry Diel." (name of man, pronounced "hairy deal")
- "He showed his bare feet." (bear)
- "He went be ship on the strait way." (straight)

Idiom:
- Words that have lost their literal meaning

Ex:
- He had an open heart as he spoke.
- He blew his top off.
- Do you know your p's and q's. (from pints and quarts)
- Its a cool car.
- I almost spilled the beans.
- You're full of balonga.

Have students write down examples from story of figures of speech, concentrating on one to two types at a time, using columns one for each type of figure of speech. Such as:

1. simile	2. metaphor	3. pun	4. idiom

Suggested figures of speech:

p. 71 - look snappy - idiom
- pass up a chance - metaphor, idiom
- ideas...tossed - metaphor, idiom

p. 72 - plunge right in - metaphor
- floor is now open - metaphor, idiom

p. 73 - if everyone pitched in - idiom
- take the ball - idiom
- give me your names - idiom

p. 74 - the ball was rolling - idiom
- Beacon - metaphor
- looks like an army of the unemployed - simile
- like big ants scrambling - simile
- chain saws whined their way - metaphor

p. 75 - Beacon carried pictures - metaphor
- played up the project - metaphor, idiom

Listening Skill: Comprehension - critical level
Listening to determine if material is fact or opinion

Procedure:

Introduction:
Discuss:
Can you believe everything you hear?
Can you believe everything on television, radio, newspapers, etc. - commercials
Lead discussion to necessity of critical evaluation of what is heard.
Lead into discussion of difference between:
"I think X is best."
" X is best."
How can one tell what is best?
Lead into discussion of facts and opinions and discuss necessity of substantiation of facts and qualification of opinions.
Have students give examples of facts and opinions from their own lives or on any given subject.
Have students determine if the following from the story is fact or opinion:

p. 71 - Bart's comments about old uniforms.
p. 71 - New uniforms would cost an awful lot.
p. 71 - The scouts are to get a reward.
p. 72 - We've had many good ideas.
p. 73 - There must be at least a hundred homes that would buy a cord or half a cord.
p. 73 - My dad has two chain saws.
p. 75 - In union there is strength.

Follow up Activity: Have students look for, and make scrapbook of unqualified advertisements (from newspapers, magazines, or discription of some on television or radio).

Listening Skill: Comprehension - interpretive level
Listening to recognize mood words

Procedure:

Discuss moods:
Have you ever been in a bad mood? Good mood?
How did you feel?
If you were to tell someone how you felt, what words would you use to give the idea of your mood?

Have you ever been frightened?
If you were to describe the situation, what words might you choose?
Writers use words to give a certain mood or feeling to the readers of the story.
Discuss the power of words. How do you feel when you hear the words: slimy, racing heart, peacefully, triumphantly

Refer to the story and write words or phrases used to establish a certain consistent feeling or mood throughout the story or its parts.

Suggestions:

p. 71 - wailed
- chattering
- ideas tossed

p. 72 - plunge right into business section

p. 73 - everyone was quiet
- everyone clapped
- shouted

p. 74 - volunteered
- be ready to move
- busiest week
- ball was rolling
- army of the unemployed
- looked like big ants scrambling
- saws whined

p. 75 - hungry workers
- victory party
- cavalcade
- stirring music
- immense crowd
- crowd cheered

Variation: Work through story a second time substituting other mood words that show different or inconsistent moods.

Listening Skill: Comprehension - interpretive level
Listening to take notes

Procedure:

(Prior to this activity should be an acquaintance with: 1) outlining, and 2) fact and opinion.)

Introduction:

How many students have ever read a news item?
Has anyone ever wondered how news gets to be printed?
How does a story of a happening become written? (by reporters who take notes)
Pretend: Lets try to report "Project Firewood" from beginning to end. Mr. Foster has just phoned us to ask us to begin our reporting at their first meeting. Here we are as reporters ready to take notes.

Discuss the necessity of reporting facts as facts and not opinions as facts.
Have students listen to story as it is read slowly, and write notes as they listen:

Note taking suggestions:

p. 72, para. 1 — Summarize in 1-2 sentences what has taken place up to the change of scene at City Hall.

p. 72, para. 2 — Summarize in 1-2 sentences
Take notes on suggestions given

p. 73, last para. — Who
What was suggested
Take notes on: results of voting
volunteers
who spoke
what was volunteered

p. 74, para. 2 — Summarize in one sentence

p. 74, para. 3 — Report change of scene. Include coverage of John Winters and Mr. Foster. Take notes in summary on results of their work.

p. 74, para. 4 — Report in notes what was done by the Beacon for the project.

p. 74, para. 5 — Report in notes on those who worked.

p. 75, cont. to end of p. 75 — Who
What they did
Methods used
saws
axes
scouts loading
truck deliveries

Summarize in notes
para. 4 what, where
para. 5,6 who
what was said
para. 7 where
when
para. 8 who
how
what happened

Review notes in class, using opaque projector to share and discuss notes, if possible.

Rewrite and discuss notes.

Follow up activities:

Use notes to:

1. Write newspaper "news feature" covering the project.

2. Study newspapers in social studies activities. (See Grade Teacher, March, 1967, pp. 183ff for newspaper unit)
3. Write coverage of "Victory Party."
4. Write a newspaper coverage story from the eyes of one who recorded his own opinions (as facts) and slanted the story against the scouts.

Dictionary Skill: Locating words, finding meanings and syllablization

Procedure:

1. The children should look up the following words in the dictionary. Each word should be divided into syllables and defined: plunge, chuckled, promptly, volunteered, scrambling, cavalcade, plaque.

2. These words should be added to their spelling words.

3. The children should have a spell down using the words they have previously learned. Also, the definitions should be included.

4. The class should discuss about the boys in the Boy Scout troop and their respect and loyalty and friendship that they had for one another.

Writing Skill: Formulating Ideas, Expressing Ideas (clarity)

Procedure:

1. Discuss what makes a good citizen (form a list that the group agrees on and ask volunteers to make a chart for the room).

2. Ask the children to suggest worthwhile projects which the school might undertake (possibly through the Student Council; in which case, the room's representative should be asked to take the ideas to his next meeting!!--- Also, be sure he reports back on the council's action.)

3. If appropriate to your school, discuss the function of the student council, the purpose and meaning of representative government, what the student council should mean to the "ordinary" school citizen and to what extent should he have a right or be expected to participate in its activities.

4. Do a "Proud Whip" on the subject of being a good citizen. Ask the children to respond to complete the sentence: "I was proud of being a good citizen when I_____."

5. Suggest that the student council might agree to sponsor an essay-writing contest on the subject "What It Means to be a Good Citizen at _____ School." If they agree, here is a marvelous incentive for creative writing at its best.

"WILD TURKEY TRAP"

I. Read "Wild Turkey Trap", p. 123

II. Value Emphasized: Wealth, well being, rectitude and respect

III. Discussion - suspicions we have toward peoples of other races, religions, etc., and how we can benefit from overcoming these suspicions.

IV. Continue work on adjectives

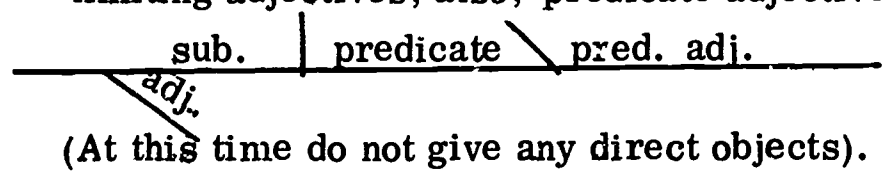
A. The position of an adjective is usually before the noun it modifies; or it can follow and complete the meaning of a linking verb, thus becoming a predicate adjective.

B. Adjectives can be compared in the positive, comparative, and superlative degrees. Example: good-better-best.

1. Find at least five adjectives in the story to compare.

C. Diagraming of adjectives.

1. Give 15 simple sentences to diagram using descriptive and limiting adjectives; also, predicate adjectives.



(At this time do not give any direct objects).

2. Point out that the slanting line between the predicate (if it is a linking verb) and the predicate word refers the latter back to the subject.

Listening Skill: Comprehension - interpretive level
Listening for words showing mood

Procedure:

Have students listen to story. Introduce activity by discussing moods, and mood words. (See Lesson activity on mood words from story "Project Firewood"). Discuss how moods at times are consistent throughout a story. Have students write or otherwise show the mood words as they listen.

Suggestions:

p. 123
dashed
calmly commanded
growled
hungry

p. 124
intruders
beckoned
precious food disappear
food scarce
crops-bad
relieved
turkeys

p. 125
plan flashed
slip down like an Indian
yank
pitch dark
cautioned to keep quiet
stopping to listen occasionally - went about as nothing had happened

p. 126
stole-back
peeping
grasped
prowling
whispering a warning
crept

p. 128
truck worked
grasping
half dragged
breathless
uttered a low warning
tightening her grasp
cried loudly
tugged
flew shut
commotion
ran
helpless
happy - couldn't speak

Variation: Re-read the story substituting other mood words and note the difference in meaning of the story.

Listening Skill: Comprehension - critical level through listening

Procedure: Making inferences

Discuss reading and listening beyond the lines.
Give or have a student give an inference from the story. Have another student substantiate the inference from the story.

Note: Prior to this activity should be a discussion of different kinds of reading and listening: 1) the lines (literal level)
2) between the lines (interpretive level)
3) beyond the lines (critical level)

Inferences: preface each of the below with these words: "What makes me think that . . ."

1. Mrs. Gaines knew how to get along with the Indians.
2. Mrs. Gaines had had experience with Indians before.
3. There had been a drought in the area.
4. Mrs. Gaines had a kind heart.
5. The Comanches believed in justice (rectitude).
6. Mrs. Gaines knew much about nature.
7. Bart usually acted older than his real age in years.
8. Mrs. Gaines would have been a good detective.
9. Mrs. Gaines respected the Indians.
10. Mrs. Gaines was skillful.
11. Mr. Gaines was proud of his wife and son when he returned home.
12. The Indians were thankful.
13. The Gaines family had a special prayer at Thanksgiving Day.
14. There was no snow on the ground during the time of the story.
15. Bart had good eyes and ears.
16. Mrs. Gaines was used to climaxes.
17. It was October.

Dictionary skill: Finding meanings and locating words

Procedure:

1. The children should match the words in list one to the meanings in list two.

List 1		List 2
attitude	1. _____	keep from having or doing
turkey	2. _____	an obligation
deprivation	3. _____	a way of thinking
joy	4. _____	noisy moving about
gobbling	5. _____	eager to know
responsibility	6. _____	a large bird
commotion	7. _____	little steep valley
curious	8. _____	by arousing desire
lured	9. _____	signal by motion of hand or head
beckoned	10. _____	glad feeling
gully	11. _____	the noise a turkey makes

2. The words used in this lesson should be added to their spelling words.

Functional Writing: Research reading, written reports, and holiday values

Procedure:

For fun the story could be read aloud in class by playing Reading Tag. (One person starts reading while the class follows in their books. Suddenly the reader calls someone's name, and that person continues with the story and then calls another's name.) This holds the interest of those not reading because of the anticipation of their name being called.

Discuss the story by comparing it with contemporary life and holiday values.

Research reading of the first Thanksgiving, early pioneer days, and early struggles of pioneers with the Indians.

Write a report of one of the research stories read.

Writing Skill: Expressing Ideas (Developing Imagination)

Procedure:

Ask the children questions similar to the following:

- Why do you think the Indians asked for food when they already had a wild turkey?
- Was it understandable that Mrs. Gaines was cautious with the Indians?
- Do you think you would have been suspicious?
- How do you think the Indians felt and what were they thinking when they approached the cabin?
- When people have different cultures and backgrounds (like the Indians and white settlers), what are some of the reasons they have difficulty really understanding each other?

Read an exciting story to the children without supplying the ending. (Suggestion: "The Attack" from Along Story Trails, a pre-sixth grade reader published by Ginn Publishing Co.)

Ask the children to write their own endings.

Share some of the various endings orally, as well as the original one from the book. (A committee might like to compile a group of the endings into a scrapbook for room reading.)

This is an appropriate time to introduce the NEA (Unfinished Stories" for more practice in this sort of decision-making and writing.

WEEK 12

"TRAIL OF TEARS"

I. Read: "Trail of Tears" p. 102

II. Value Emphasized: Power, respect, affection, wealth, and rectitude

III. Discussion -- The trails of being discriminated against, giving examples--is there any solution?

IV. Introduction of adverbs.

A. Adverbs modify verbs, adjective, and other adverbs.

B. Adverbs indicate time (when), place (where), or manner (how).

C. Adverbs may also be compared in the same manner as adjectives, that is in the positive, comparative, and superlative degrees.

D. Pick several adverbs from the story and indicate:

1. Time, place or manner.
2. The word they modify.

E. Position of adverbs in a diagram should be shown.

Listening Skill: Comprehension--Factual Level
listening to determine sequence.

Procedure:

Have student listen to story. Hand students large cards each printed with one of the following sentences, and have the students arrange themselves in sequential order. Or have the following sentences in scrambled order and have students number in sequential order.

Statements numbered in sequential order:

1. "I hate them . . . I will not go."
2. "We'll have to hurry . . . if we want them ready for supper tonite."
3. "Go quickly and clean them."
4. "I'll probably get the same orders."
5. "Yet the soldiers are too strong for us."
6. "Our work is among them."
7. Blizzards chilled. (them) . . as they crouched in makeshift shelter or slowly forged ahead.
8. They brought many deer to the half-starved caravan.
9. "Let us hope we are now safe from the greed of my race."
10. The trail of tears had ended.

Follow up or varifying activity:

Have students describe the speaker and/or situation of each of the above statements.

Listening Skill: Comprehension--Critical Level
listening to make and substantiate inferences

Procedure:

Discuss listening "beyond the lines."

Have students give substantiation to the following inferences, preface each inference with the words: "What makes me think that . . ."

1. Rev. McIntosh was a Northerner.
2. Eric was Irish.
3. Rev. McIntosh was a language interpreter.
4. The McIntosh's were not Roman Catholic missionaries.
5. General Winfield Scott knew Abraham Lincoln.

Dictionary Skill: Suffixes
Syllables
Accent

Procedure:

Have the children on the line after each word write the root word; then draw a line under the suffix each word contains.

1. interruption	_____	9. quickly	_____
2. missionary	_____	10. slowly	_____
3. faintly	_____	11. surely	_____
4. motionless	_____	12. nearby	_____
5. nearly	_____	13. sorrowfully	_____
6. unwillingly	_____	14. skillful	_____
7. northwestern	_____	15. dreadful	_____
8. cheerful	_____	16. reluctantly	_____

These words should be divided into syllables and the accented syllable marked. The words should be added to the spelling lists.

Functional Writing: Joy of sharing ourselves with those less fortunate

Procedure:

Use proud-whip for components for happiness

1. Derived from sharing ourselves and things with others.
2. Showing thoughtful consideration and concern for others.
3. Positive evaluation of our own well being.
4. Design plan for bringing happiness to those less fortunate.

Write letters and stories for patients in local rest home.

After reading story, write dramatization for the story, then role play the dramatization.

Invite a local doctor to speak about care for the aged.

Take a field trip to a local rest home. Dramatize the story for the patients at the rest home.

In art class draw pictures to make a room picture book, and also make tray favors for patients at the rest home.

Writing Skill: Expressing Ideas
Sensitivity

Procedure:

In introducing the story, be sure to include the historical background provided in the Teacher's Edition of the textbook.

Ask the children to do "Values Voting" on the question: "How many of you think it was fair to the Cherokee Indians to force them to move to a new land?" Explore the idea further by asking "Why?" or "Why not?" and "What other solutions might have been attempted?"

Ask the children to try to pretend they were members of the Cherokee tribe and describe in writing how they felt about being forced to move (Other fellow's shoes).

Ask the children to consider if we have any parallel or similar situation and problems in our society today. (Hopefully, someone will introduce the problem that American Negroes face, a subject which could trigger a tremendous amount of further study. If no one mentions this idea, the teacher could ask: "What about the problems Negro people have in our country today?" Also worth exploring: the predicament of the Jews in Germany under the Hitler regime.)

Discuss the meaning of "discrimination," ask the children if they know how it feel to be "discriminated against". Since the best way to understand it and be able to describe these feelings in our writing is to experience it, ask them if they would like to try a little experiment in discrimination: For an entire day only children with certain eye color, hair color, or some other notably distinct trait will be allowed certain privileges. The privileges should be clearly stated and the rule rigidly adhered to.

After or during the experiment (preferably when feelings are strongest), be sure to have children write about how they feel!

Do "Values Voting" on discrimination after the experiment.

Ask the children to write on the question: "What do I have to be tahnkful for? -- right now, this minute; -- all the time (in general).

Another possible question: "As an American Negro, would/do I have anything to be thankful for?"

WEEK 13

"MARIO'S GIFT"

I. Read: 'Mario's Gift" p. 26.

II. Practice diagraming learned so far, namely position of:

A. subject

B. predicate

C. direct object

D. predicate words

1. nouns
2. pronouns
3. adjectives

E. modifiers

1. adjectives
2. adverbs

III. A general review of all parts of speech studied so far will be beneficial at this time.

IV. Use value teaching from other sections of the language arts block.

Listening Skill: Listening to comprehend on interpretive level
listening to determine sequence

Procedure:

Use cards on which the following are printed or let students number the sentences in sequential order from board or paper:

Sentences numbered sequentially:

1. Mario wishes to capture his neighborhood as it was.
2. Mario and his mother discuss the beauty of the sunset.
3. Mario expresses the wish that he could have saved the sunset for his father.
4. Mario decides to earn money for art supplies.
5. The artist-shop owner asks Mario if he has completed his Christmas shopping.
6. The artist suggests the perfect solution.
7. Mario proudly carries his gift home.

Functional Writing: Story outlining
Drama writing
Written interviews

Procedure:

Discuss the story and its correllation to Christmas. Outline the story.

Assign one paragraph from the story to each student and have them summarize it in one sentence.

Write a play or drama for the story.

Practice taking notes from the story as it is read aloud.

For Christmas gifts, have the children make "Coupon Books" for their parents. Each coupon is good for one home chore, i.e., dishes, dusting, car wash, etc.

Note: The above mention activities for Christmas stories can be used in weeks 14 and 15 for "Stop, Thief", and "The Gift of the Magi".

Dictionary Skill: Pronounciation and finding meanings

Procedure:

1. The children should copy the list of words given below in alphabetical order, mark each vowel sound with the correct diacritical mark, then look up the

definitions given for each word:

progress	interesting
fiesta	exhibit
properly	chatted
yearning	adobe
crumpled	admiringly
disappointment	decision
gushed	excitedly

2. The children should add these words to their spelling list.

3. They should have a spell down with the words and definitions they have so far.

Writing Skill: Christmas Season
On giving gifts
Formulating and Expressing Ideas

Procedure:

Ask the children how they feel about giving gifts and about gift-giving in general. Bring out the idea that many people feel that it is beginning to be too commercial. Do a "Value Continuum" on gift-giving.



Ask the children to rate themselves according to whether they are more like "Cheap Charlie" who gives the boxtop from a box of Cheerios or "Guilty George" who feels he must give a new front-wheel-drive Toronado whenever he gives a gift.

Read the story and ask the children to write answers to the following questions:

What special skills do you have?

What skills would you like to develop to a greater degree?

How could you use one of your skills to do something nice for someone you love?

Ask: "What makes a gift really meaningful?" (Consider money spent, time, and effort spent making or selecting, the feeling behind the gift, etc.) Make a list on the board and consider whether the criteria is different for the receiver than for the giver, i.e., "What do you think about when someone gives you a gift--then what seems to make it meaningful.

"THE GIFT OF THE MAGI"

I. Read: "The Gift of the Magi", p. 65.

II. Practice diagraming learned so far, namely position of:

A. subject

B. predicate

C. direct object

D. predicate words

1. nouns
2. pronouns
3. adjectives

E. modifiers

1. adjectives
2. adverbs

III. A general review of all parts of speech studied so far will be beneficial at this time.

IV. Use the value teaching from other sections of the language arts block.

Listening Skill: Compresension
Listening to summarize and practicing summarizing

Procedure:

Divide story up into small sections - SLOWLY read one section at a time as students write down their summary of the passage using only one or two sentences (or lines if students are prone to use "run-on's".)

Ask for a volunteer to share his summary, one passage at a time.

Write student's summary on board and invite discussion on how it is good, could be improved and why the passage was summarized differently by another student.

Procede from one passage's summary to another, until a short summary of the total story is written on board.

Listening Skill: Comprehension--Interpretive Level
Listening to make comparisons

Procedure:

Have students listen to story. Have students thoughtfully answer the following questions:

1. In what way (s) were Jim and Della like the magi?
2. In what way (s) were Jim and Della's gifts different from gifts exchanged by taking a numberal from a box and then receiving a package "gift" with a matching numeral?
3. In what way has your gift giving or receiving been like that of the story?
4. In what way has it been different?
5. How were Jim and/or Della like (or unlike) you.
6. How is your home like or unlike the home of Jim and Della? Consider the homes physically and emotionally.

Listening Skill: Comprehension--Critical Level

Procedure:

Have students listen to story and then answer the following questions:

1. Has love ever helped anyone you know? If so, how?
2. Are there anyways that the lives of these people would be changed without this love?
3. Did you ever feel better for giving or receiving love?

4. In what ways could you give or receive love?
5. Do you care to?

Quote by Dr. Korl Menninger used by Harold H. Mastin in The Saturday Evening Post.

> Love cures people both the ones who give it and the ones who receive it.

Listening Skill: Comprehension-Critical Level

Procedure:

Have students listen to story. Discuss listening beyond the lines. Have students substantiate from the story, the following inferences:

Preface each statement with the words: "What makes me think that . . ."

1. James Dillingham Young was a college student.
2. Della had spent many hours window shopping before this.
3. The Young's home was a tiny third-floor apartment.
4. James Dillingham Young was really James Dillingham Young III.
5. Jim had calm nerves.

Variation: Students may make inferences and have classmates substantiate the inferences from the story.

Dictionary Skill: Finding meanings and locating words

Procedure:

1. The children should match words in list I to the meanings in list II.

List I		List II
whirl	1. _____	a holding or property
shining	2. _____	high opinion of one's own worth
possession	3. _____	fill with great fear
pride	4. _____	to move round and round
ripple	5. _____	putting into words
sparkle	6. _____	brightness or luster
terrify	7. _____	to give or offer
expression	8. _____	state or condition somewhat like sleep
trance	9. _____	be brilliant or lively
sacrifice	10. _____	a very little wave

2. These words should be added to their spelling list.

3. Do a Sidney Simon's Value Continuum similar to the one below. Ask the children to rate themselves along the line as to whether they are like Tight Tony who never spends very much money on gifts or like Generous George who feels he should buy everyone the moon.



Writing Skill: Expressing Ideas
Sensitivity

Procedure:

Tell the children that this story is a classic on the giving of a "perfect gift," then let them read the story.

Ask the children to decide on "the perfect gift" for someone they like, write about it, and tell why they would choose that particular "gift" for that particular person.

Ask them to try to remember some gift they have received which cost very little in money, but which, for one reason or another, was terribly important to them.

"STOP THIEF"

I. Read: "Stop Thief," p. 33.

II. Practice diagraming learned so far, namely position of:

A. subject

B. predicate

C. direct object

D. predicate words

1. nouns
2. pronouns
3. adjectives

E. modifers

1. adjectives
2. adverbs

III. A general review of all parts of speech studies do far will be beneficial at this time.

IV. Use the value teaching from other sections of the language arts block.

Listening Skill: Comprehension--Interpretive Level
Listening to determine sequence

Procedure:

Have students listen to story. Print the following statements on cards, which are then given to a group of students who arrange themselves in sequential order. Or statements may be presented in scrambles order and students number them sequentially.

Statements numbered sequentially:

1. "He will so."
2. "Good, Old Santa will bring you a doll."
3. "Go put on some decent clothes."
4. A sudden impulse struck him.
5. "Stop thief!"
6. "I want this thief prosecuted."
7. "Here's a five dollar bill."
8. "I've got something for you to do."

Variation: Students may be asked to give speaker and/or situation of each statement.

Listening Skill: Comprehension--Interpretive Level
Between the lines
Listening to answers questions on story

Procedure:

Have students listen to story. Have students answer the following questions:

1. What did Allen want? (name two things)
2. Why couldn't he get it? (name more than one reason)
3. How did Allen's sister enter into the story?
4. How did Allen s mother help him?
5. Allen received h from two people, who he did not expect would give help) were the people and how did the help come?
6. How did the sto keeper show that he had changed?

Listening Skill: Comprehension--Critical Level
Listening to make and substantiate inferences

Procedure:

Have students listen to story. Discuss the following inferences. Preface each statement with the words: "What makes me think that . . . ."

1. The Crawfords had only recently come to America.
2. Allen's father had died.

3. Later in life, Allen would become a great businessman who much to the United Fund.
4. The Crawfords were proud.
5. There were no "Santa Claus Girls" around there.
6. Judge Larsen had stolen something himself, years ago.

Listening Skill: Comprehension--Critical Level

Procudure:

Have student answer the following questions after they have listened to the story:

1. Who do you know that you would call "rich"?
2. Would you like to be like them?
3. Are all "riches" all the same?
4. Could a person be "rich", yet not "rich"? Explain.
5. How should you be "rich"?
6. Would you choose some ways to be "rich" before other ways" Discuss.
7. If you would care to change, tell about some ways how and why you would change. If not, write "no change".

Listening Skill: Comprehension--Interpretive Level
Listening for words portraying various concepts or moods.

Procedure:

Have students listen to story. Have students as they listen write down words or phrases from the story that illustrate or portray these concepts listed below:

1. poverty	2. discouragement	3. bravery	4. determination

Oral Communication: Role playing

Procedure:

Suggest to the children that several groups of 4 or 5 each might volunteer to take the parts of the characters, and act out an ending for the story. If they have not already read the story in connection with some other activity, give them the choice of improvising a different ending. They should find a few minutes to meet together to make some plans. Another group might like to use the characters from the story, but change the story from the beginning.

The discussion following the performance by 3 or 4 groups is most important:

1. Try to have the children see how the outcome depended on on the choices which the characters made.
2. Try to have the children see how they felt when they were faced (as a story character) with choices of behavior.

Dictionary Skill: Telling meansings in your own words

Procedure:

1. The children should put the following words in alphabetical order; then they should describe what they mean in their own words:

teasing	scattered
sobs	soothed
assured	promise
strolled	confident
impulse	pounced
yanked	seized
prosecuted	trembling
apologize	scurried

2. These words shcuid be put in alphabetical order and added to the spelling list.
3. The class should also read orally how they defined the words in this lesson.

Writing Skill: Sensitivity

Procedure:

Tell the children: "Here is the story of a boy who decides of the perfect gift for his little sister and tries to acquire it in the only way he can think of."

Have the students discuss what they think they would have done in Allen's place. Ask the question: "Is there ever a time when it is all right to steal?" What about looting, finding money, etc.? Tell the story of the man whose family is starving, who can't get a job and who hasn't enough money to buy a loaf of bread. The shopkeeper won't lower the price or give his the bread. Does he have a right to steal it?

Some children might like to write a sequel to the story, describing Allen's experience working for Mr. McClurg and what happened when his little sister received her doll on Christmas morning.

"I DIDN'T DO ANYTHING"

I. Read: "I Didn't Do Anything," p. 39

II. Value Emphasized: Rectitude, respect, power and well being

III. Discussion - Perhaps a round table discussion this week and next on teen-age problems and who can help them solve them; or who tries to help them.

IV. Present prepositions as a word placed before a noun or pronoun to show its relation to some other word in the sentence. These are often words of position. That is, they indicate position in time or space with relation to a specific object.

A. Common prepositions to learn:

about	around	down
above	at	during
across	before	except
after	beside	for
against	between	from
among	by	in
into	through	
near	to	
of	toward	
off	under	
on	up	
over	with	

B. Using the story find as many prepositions as possible.

C. Using the prepositions chosen from B, write the noun or pronoun that is its object.

Listening Skill: Comprehension - interpretive level
Listening for words portraying various concepts or moods

Procedure:

Have students listen to story.

Introduce activity by discussing moods and mood words. (See lesson activity on mood words from story, "Project Firewood")

Discuss consistency of moods throughout story.

Have students write down mood words as they listen.

Suggestions:

p. 39	demanded	independent	prowling
	threateningly	now you wait a moment	watch your step
	carelessly	squared shoulders	
	grown-up	lay off	

p. 40	jaw set		sounded big
	half sneer		trouble
	shoulders drooped		school authorities
	going from bad to worse		police
	bad reputation		pranks
	police's "alert list"		real trouble
	sighed		detective
	door slamming		juvenile squad
	foot steps racing		badly beaten
	firm knock		
p. 42	smashed	riding me	deliberately knocked down
	hospital	arms folded	unconscious
	defiantly	commanded	glared
	admitted		
p. 43	swaggered	restless	punished
	dreary	uncertain	threatened
	over crowded	serious offense	lousy
	dragged		
p. 44	get everyone	sneering	punch
	endured	taunts	smartness
	silenced him	sneers	peacefully
	last chance		

Variation: Re-read story substituting other mood words and note the difference in meaning of story.

Dictionary Skill: Using suffixes and syllables and accents

Procedure:

1. Have the children on the line after each word, write the root word; then draw a line under the suffix each word contains.

threateningly _____	objection _____
tiptoeing _____	badly _____
carelessly _____	considerable _____
recalled _____	actions _____
beaten _____	peacefully _____
protested _____	deeper _____

2. These words should be added to their spelling list and a test over their words.

3. These words in this lesson should be divided into syllables and the accented syllable marked.

Functional Writing: Character portrayal (written)

Procedure:

Discuss how Dan feels when he is picked up with the gang.
Discuss how Dan feels about defying his father, and how his father might feel when he learns of his son's behavior.
Write a character portrayal of Dan or Dan's father.
Discuss television shows which clearly portray delinquency.
Write a story evaluation
Write a personal reflections on recent stories of juvenile delinquents in the news.
Proud whip on what you are proud about your parents aspirations for you.

Writing Skill: Formulating and Expressing Ideas

Procedure:

Some of the following questions might aid a worthwhile discussion:

What do you think Dan's biggest problems are?
(Lack of communication with his father, not feeling important enough, associating with the wrong crowd, etc.)

How guilty is Dan (or any person) who is just "there" but didn't actually participate in the crime?

What do you think of the way the police handled Dan's situation? Were they helpful? Fair? We hear a lot today about "police brutality." What does that mean to you?

Distribute copies of the following situations. Ask the children to read them, choose one and write their answer to the question asked:

1) You are a policeman patrolling a city street. All of a sudden you spot a group of youths looting a store! You are new on the job and have never encountered such a situation before. The youths outnumber you, so you call to them and fire a warning shot. However, they simply laugh at you and yell insults and continue their looting. What do you do?

2) You are walking down a street with a friend. You see a youth (older than you) hit another boy and take his wallet. There is no one else in sight. Your friend says, "Let's get out of here---we don't want to get mixed up in anything!". What do you do?

3) You are walking down a busy shopping street in the middle of the afternoon. You hear screams across the street and see a man choking a woman in a doorway. Several persons on both sides of the street notice, but nobody moves as the woman continues to scream and as the man tries to drag her indoors by the throat. What do you do?

"SET-TO ON SMOKING"

I. Read: "Set-To On Smoking," p. 95

II. Value Emphasized: Wealth, rectitude, enlightenment and power

III. Discussion: See last week's discussion.

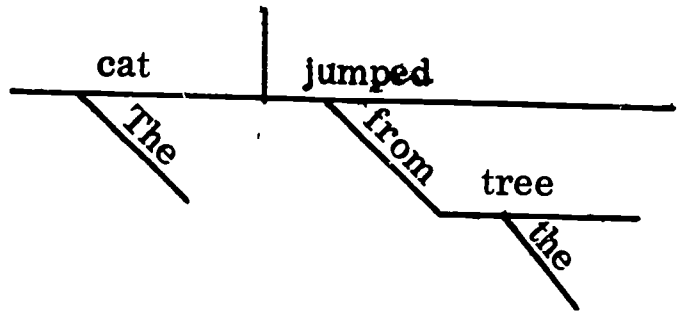
IV. Introduce phrases (prepositional)

A. . Preposition plus object and modifiers equals a phrase.
   1. How many prepositional phrases can you find in the story. Write them down and circle the preposition. Put a box around the object.

B. A prepositional phrase can act as an adjective or as an adverb depending on what it modifies.
   1. Using the above phrases tell which word they modify. Are they functioning as an adjective or as an adverb?

C. Show how this type of a phrase is to be diagramed.

Example:



D. Assign many sentences using this type of phrase. (Diagram)

Listening Skill: Discrimatory listening to discern and distinguish facts and opinion and other forms of propaganda.

Procedure:

After story have discussion on the meaning of these terms:

fact, opinion, propaganda

Have students listen to or watch cigarette or other smoking commercials (also liquor) and note, list/or cut out examples of:

1. sweeping generalizations
   These words may help to recognize generalizations: all, never,always, no, every, everyone, everybody, everything, absolutely

2. loaded words (or pictures) - closely tied to emotions --

ex: positive	ex. negative
- smart set	- other brand
- girl's attention	- unhappiness
- physical stamina	- boredom
- prestige	- feeling left out
- happiness (is)	
- clean relaxed living	

3. half truths and misquotes
   - reading labels
   - 8 out of 10, etc.

4. opinions given as facts
   - it is the best

Have students also check the "loaded words" and pictures in cancer - anti-smoking commercials and devise new ones if they wish.

Listening Skill: Listening to take notes on important details

Procedure:

Refer to story and not style of writing, first person, bordering on "stream of consciousness."

Have students note and write down a list of the ways that Dr. Stafford showed how smoking may damage health.

Included are:

1. weakens bodies
2. weakens mind - (advertising)
3. nerves
4. heart beat
5. poor blood circulation
6. smoke irritates lung passage
7. emphysema

Listening Skill: Intelligent listening to discern the best possible sources to report from.

Procedure: Discrimatory listening to primary and secondary sources

Discuss:

If you were collecting information on smoking, you might use several sources:

- television commercial for smoking
- television science research film on smoking
- television (or newspaper or magazine) editorial on smoking
- a person who smokes
- a television interview with a researcher on smoking
- a person who does not smoke
- a personal interview with a researcher on smoking
- your medical doctor
- a visit to a science laboratory which is doing research on smoking
- a television commercial against smoking

Consider which would be the best source.

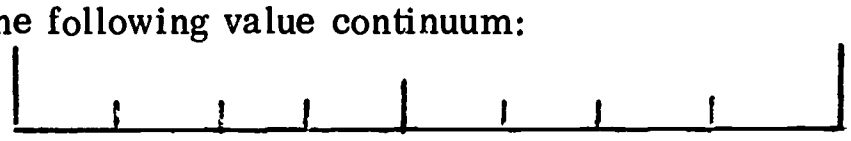
Perhaps the visit to the science research center would be best. This is called a primary (or first hand or original) source. An interview with a smoking researcher would be considered a primary source also.

The science research T.V. film could also be considered a primary source if it was in the form of a documentary, as could the personal physician, if he or she has a thorough research acquaintance with the subject.

Accounts given by people well acquainted with the subject would be secondary sources. These accounts would not present all the direct, first-hand information received from the primary sources. Sometimes secondary sources are more helpful than primary sources because they analyze what has and has not been said.

Have students value and rank order the above possible sources, to show what they feel would convince them the most about the disadvantages and advantages of smoking. Have students number all the sources, using numeral one to designate the most convincing source and numeral ten the least convincing.

Have students express their values on smoking by placing themselves where they stand on the following value continuum:



Nicotine Nick
- who has smoked since he was eight and now also since his lung surgery

Worry Walt
- who worries himself sick over the air pollution of burning insence

Writing Skill: Formulating and Expressing Ideas (clarity and sensitivity)

Procedure:

Discuss the story and do a "Values Voting" on smoking. Following are some possible questions to ask:

- How many of you think smoking is bad for a person's health?
- How many of you think it is bad for some people and not for others?
- How many of you think it would be fun or interesting to smoke?
- How many of you think it would be easy to stop smoking after you had been doing it for awhile?
- How many of you plan on smoking someday?
- How many of you plan on trying it and then making up your mind?
- How many of you know somebody that is bothered by smoking?
- How many of you know somebody that has tried to stop smoking and can't?
- How many of you know somebody that smoked for many years and did stop?
- How many of you know somebody that smoked for many years with no problems?

Now ask the children to write a short sequel to this story that takes place at least five years later. Is Carl still smoking? Has Fred started to smoke?

"THE ODD ONE"

Read: "The Odd One" on page 90

Ask: How are these numerals alike? 1, 3, 5, 7, 9, etc.

Elicit from the students that they are called "odd" numerals.

Ask: Does that make them worth less?

Elicit an understanding of the worth of each for its own sake. (Is 9 worth less than 2?)

Do class voting - using the following symbols:

strongly agree	hands waving in air
agree	right hand up in air
disagree	arms folded
strongly disagree	sit on left hand

Voting issues:

1. Have you ever been lonely, afraid, or felt "odd"?
2. Did that make you of less worth than another person?

Discuss and elicit the understanding that a person's worth remains unchanged inspite of how he or she feels on the inside.

Listening Skill: Comprehension - interpretive level
Listening to recognize mood words

Procedure:

Discuss moods. (See discussion of moods in lesson activity of "Project Firewood.") Have students write words or phrases used in story to establish consistent moods throughout the story.

Suggestions:

p. 90
quiet
staring
sit apart
gradually put aside
didn't want to mix
faintest of smiles
shy, soft-voiced

p. 92
quiet
little
neatly written
shy
smile
worthwhile
pleased
warms my heart
dear

p. 93
natural
pleasing
keen pleasure
at least one close friend
so contented and happy alone
discover
well-kept secret
blinked
slyly
hurried
dashed

p. 94 rushed
beautiful
fun
pleased
spread around quickly
favorite
chorus
crowded
congratulate
"the odd one"
"our poet laureate"

*Note: Discuss "laureate" for its meaning if unknown. (crowned with a laurel as a mark of honor)

- note historical meaning and use:
shrub foliage used by the ancient Greeks to crown the victors in the Pythian games, and as a mark of distinction for certain offices.

Variation: Work through story a second time substituting other moods and note the difference in meaning.

Listening Skill: Comprehension - interpretive level
Listening for examples of figurative language

Procedure:

Discuss meaning and use of figurative language, simile, metaphor, pun and idiom, in writing.
Have students write down examples of figures of speech from story.

Suggested figures of speech:

1. simile

2. metaphor
p. 90, para. 4 (personification) "the school building swallowed up"
p. 94, para. 3 "carried the news"
p. 94, para. 10 "poet laureate"

3. pun

4. idiom
p. 92, para 6 "warms my heart"
p. 93, para. 4 "fill me with delight"

Have students write original examples of the above figures of speech on the following:
- Gloria
- Jenny
- Miss Haskins

Functional Writing: Popularity Evaluation

Procedure:

Discuss the value of uniqueness in character development. Write personal evaluations of belongingness to the "In group" of school, or any other peer group.

Evaluate how uniqueness can often lead to popularity

Write your own personal evaluation, and name one potential talent you may possess and how you plan to further develop it.

Write a list of qualities which you possess which might be helpful in gaining the respect of your classmates.

Dictionary Skill: Using guide words

Procedure:

1. The children should look up the following words, define these words and list their guide words: scribbled, chattering, bragged, description, shy, weary, pleasure, recognized, excuse, encouraged, congratulate, laureate, submit, dramatic, curiosity, oral.

2. These words should be added to their spelling list.

"ONE ROOM SCHOOL"

Read: "One Room School," p. 83.

Listening Skill: Comprehension--Factual Level
Listening to recall factual information from story

Procedure:

Have students listen to story. Have students answer the following questions:

A.

1. Name three things about the school from which the students come from.
2. What was the name of the town from which the students started from.
3. What was the one-room schools motto for that day?

B. True or False

1. The elderly teacher had taught in the school many years ago.
2. The old school used to contain grades kindergarden through twelve.

C. Fill in the Blanks

1. Some of the things mentioned in the story that the students of the old school never saw, were _____, _____ and _____.
2. The students wrote on _____.
3. The students of the old school were called to class by a _____.

D. Multiple Choice

1. Two games that the old teacher suggested were:

Choose two

a) hop scotch b) ante-over c) rope skipping
d) soft ball e) musical chairs f) football.

2. Some of the food the visiting students ate was:

Choose three

a) corn on cob b) sauage c) hamburg
d) soup e) corn bread f) apple g) eggs

Listening Skill: Comprehension--Factual Level
Listening for sequence

Procedure:

Have the students read story. Print the following statements on cards, which are then given to various students who arrange themselves in sequential order.

Or statements may be presented in scrambled order and students my number them sequentially.

Statements numbered sequentially:

1. "Please try to remember everything about our school."
2. " . . . we shall go to school as children did sixty years ago."
3. "Welcome to long ago."
4. "will you please pass the slates?"
5. Few members were proud of their grades.
6. "If there is any fighting on the playground, I'll give you a heavy dose of this."
7. "There are paper cups here for you."
8. "We considered it a great privilege to be able to prepare ourselves to become worthwhile citizens."
9. It seemed more fitting to think than to talk.

Variation: Students may be asked to give speaker and/or situation of each statement.

Listening Skill: Comprehension--Critical Level
Listening to make and substantiate inferences
Listening beyond the line

Procedure:

Have students listen to story. Discuss importance of listening beyond the lines. Have student substantiate from the story the following inferences. Preface each statement with the words: "What makes me think that . . . ."

1. The people who originally used the school had never studied about the microscope.
2. The story did not take place in the South.
3. Not too many students fought on the playgrounds.
4. Dr. Springer was a lover of antiques.
5. The original students of the one-room school traveled a distance to come to school each day.
6. The original one-room school students did not throw erasers in school.

Dictionary Skill: Syllables and accents

Procedure:

1. The children should look up the following words in the dictionary and them into syllables and mark the accent in each word:

fluorescent	scramble	vigorously	glimpse
physiology	threateningly	privilege	sorghum

2. Mark each of these words diacritically. After the word, you should write the name of the diacritical mark you used:

promised	privilege	applause	teacher
motto	examination		

3. The words the children looked up in the dictionary should be added to their spelling list.

Functional Writing: Unfinished stories

Procedure:

Before finishing the story, have the students write their own imaginary endings to the story. Discuss the story - have personal testimonies by any children who attended a one-room school.

Compare the adequacies of the functions of a one-room school.

Write up an imaginary interview with someone who has attended a one-room school. Write an account of your own impressions of a one-room school.

Writing Skill: Interviewing as a research technique
Expressing Ideas (clarity)

Procedure:

1. Read and discuss the story.
2. Do "Values Voting" on the subject of schools:

-How many of you think a one-room school would be fun?
-wish you went to a one-room school?
-have gone to a one-room school?
-think it was possible to get a good education at a one-room school?
-think you're more apt to get a good education at a large school?
-think of some very good things about one-room schools?
-think of some disadvantages of a one-room school?

Remember - one answer is as good as another!

3. Interview someone who has attended a one room school and feels strongly about it. Write description through their eyes.
4. Have children write their impressions of the story. What things did they like best and what changes or improvements would they like to see made in their school.

"TONY AND THE FRYER FARM"

I. Read: "Tony and the Fryer Farm, p. 45.

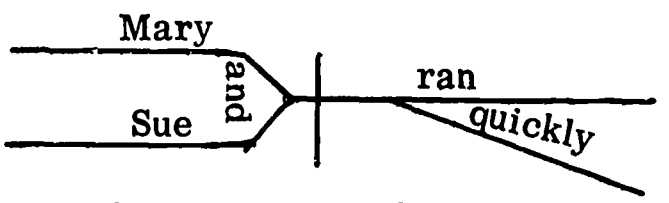
II. Value Emphasized: Enlighenment and power

III. Discussion: Use various activities from other sections of the language arts block.

IV. Introduce conjunctions as a word used to connect words or groups of words; namely, subjects, predicates, objects, predicate words, and modifiers, also entire sentences (compounds).

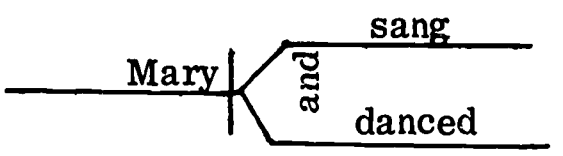
A. Common conjuctions are: and, or, nor, but

B. How a compound subject is diagramed.



Give five examples of this to do.

C. How a compound predicate is diagramed.



Give five examples of this to do.

Listening Skill: Listening for Comprehension--Interpretive Level
Listening to take notes

Procedure:

Introduce zig-zag method. Ask how many students had an egg for breakfast, chicken for dinner, milk for lunch. How did this food get to the student's homes? How did farmers raise it? How did he learn? What did he have to know?

or

Introduce Devil's advocate method. Announce that you feel school is unnecessary. No job needs any training in school. All jobs are equally good and rewarding. Discuss .

Have students listen to story while they take notes. Prior to this, students should be acquainted with the mechanics of outlining.

Suggested notes:
p. 46

Tony visits farm and is impressed
- -wants to be a farmer
- -is impressed
  - -sees books
  - -sees drugs
  - -learns of distant, not local market
- -has tour
  - -50,000 chickens
  - -separate pens. less disease
  - -processing birds
  - -college education needed

p. 51, ₱ 2 + 3

Farmer explains expenses
- -sell below cost
- -feed
- -chicks
- -medicine
- -skilled workers
- -borrow money and thus pay interest

Tony decides to wait and plan more.

Have the students place themselves on value line. Ask: How much preparation do you think you'll need to begin your work as an adult. Are you like Daffy Dave who thinks he has mastured everything already and is ready now? or like One-eyed Ed who prepares so much that he can keep only one eye open all day in classes.



Listening Skill: Comprehension--Critical Level

Procedure:

Have students answer the following questions about the quote below:

1. Do you agree or disagree with this?
2. How do people listen to what they are saying to themselves?
3. Do you know of any people who do?
4. Do you know of another term or name that might be used for "listening to what we are saying to ourselves"?
5. Do you ever listen to what you are saying to yourself?
6. How could you change if you cared to?

Quote by Sidney J. Harris found in Last Things First (Houghton-Mifflen)

The most important person to listen to is oneself, and our most important task is to develop an ear that can really hear what we are saying.

Dictionary Skill: Pronunciation and finding meanings

Procedure:

1. The children should copy the list of words in alphabetical order; then mark each vowel with the correct diacritical mark; then look up the definitions given for the word.

monotonous	extending	infect	enclosure	conveyor
process	profit	medicine	temperature	prosperous

2. The words use in this lesson should be added to their spelling list.
3. Have the class read orally "Tony and the Fryer Farm"
4. If you feel there is a need for a spell down of words and definitions this is advised.

Functional Writing: For developing skills in letter writing, written interviews, taking notes and career classifications.

Procedure:

Discuss Tony's experience at the poultry farm. Discuss vocational opportunities available, and corresponding considerations necessary in a career choice.

Practice writing job applications and acceptances. Obtain some job applications from a local business firm, and practice filling them out.

Obtain a research speaker for the room - a local personnel man from a local business firm.

Arrange a field trip to a local place of business, and visit the job application office.

Write a letter accepting a job.

Develop and write up an interview with a personnel manager for a job of your choice.

Write stories entitled, "My Goal in Life."

Functional Writing: Assemble, Edit, and Publish School Newspaper

Procedure:

Inquiry discussion of purpose of News Media. Invite a local editor or reporter to speak to our room. Write thank-you notes to our guest speaker.

Discuss importance of truthful and reliable information in newspapers. Do intensive work with newspapers to develop organization and outline of important constituents of newspapers.

Take a field trip to a local newspaper. Write up evaluation of the trip and findings.

Select editor, reporters, and form work committees to publish school paper. Visit other rooms for news stories. Write the news stories, edit them, and revise for publication. Draw cartoons for the paper. Write a poem for the paper. Final editing before printing. Rewrite materials for final submission for print. Publish the paper and distribute throughout the school.

Evaluate the success of our project, and decide whether to repeat it or not.

Remember to send copies to the Rest Home and to any other friends we have made this semester, who might be interested in our activities.

Writing Skill: Formulating Ideas

Procedure:

Ask the children, "How many of you have thought about what kind of work you would like to do when you finish school? (If there is a good response, hear a few.)

Have them "Rank Order" several occupations. (To rank order, individuals are given an opportunity to list the given alternatives in the order of their preferences. This is done orally, so that they learn to "take a stand" and also to recognize that people do feel differently about things.) Below are listed some suggested occupations for rank ordering, but it is best to arrive at a point quite soon where the children suggest the various categories.)

deep sea diver	veterinarian	physician
sky diver	psychologist	dentist
astronaut	orthodontist	banker
mechanic	store owner	secretary
grocery clerk	teacher	teacher
soldier	accountant	nurse

List a few occupations of fathers and mothers of the children in the group, as they are volunteered. Discuss what people with various jobs really do.

Discuss the possiblity of arranging for a father to speak to the class about his work; or the possiblity of paying a visit to the place of business of some father whose work is particularly interesting or puzzling to members of the class.

Arrange for a speaker or a trip and follow through.

Let the class members choose between writing about the special occasion mentioned above or a career they might like to pursue.

"CHARLOTTE BECOMES A TROUPER"

Read: "Charlotte Becomes a Trouper," p. 116

Listening Skill: Comprehension - critical level
Listening to make and substantiate inferences
Procedure: (listening beyond the lines)

Discuss importance of listening beyond the lines of a story or essay. Have students substantiate from the story the following inferences.

Preface each statement with the words: "What makes me think that..."

1. Charlotte had no brothers or sisters.
2. Mrs. Evans had been very poor when she was a girl.
3. Charlotte was usually smartly dressed.
4. Mr. Evans was president of the school board.
5. Charlotte and Laura's parents were friends.

Listening Skill: Comprehension - interpretive level
Listening to note plot structure and climax
Procedure:

Discuss blueprints and diagram sketches. Note that stories too can be sketched or diagramed, particularly as to the excitement in the story.

Discuss climax of story

- the point up to which the action builds up
- the turning point in the story
- the most tense, exciting point
- determine other parts of story leading up to the climax and following
  - a. opening
  - b. problem
  - c. rising action
  - d. complicating action
  - e. climax
  - f. falling action
  - g. ending

Discuss possible interpretation and climax placement in this story and others. Climaxes may be placed towards beginning, middle or end of story and may be sketched respectively:



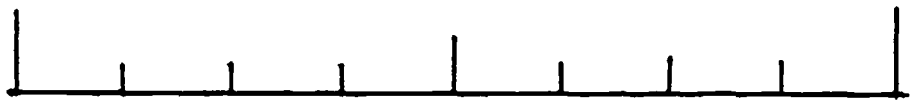
Possible climaxes include:

- announcement of try out results
- Charlotte's concession to let Laura play the part
- the success of the play

Functional Writing:

Procedure:

Grade continuum for listening skills from good to bad.

Alert Albert  Apathetic Annie

Written evaluation of, "What Makes a Good Listener."

Proud whip on respectful listening skills.

Discuss courtesy in conversation.

Review use of quotation marks in writing conversation.

Review four kinds of sentences used in writing and punctuation for each kind.

Read the story as far as the second paragraph on page 120. Stop and let the students finish the story in their own creative ways.

Take turns reading aloud the surprise endings to the group and share enjoyment of each other's creative endings.

Build diarama depicting the story.

Create a bulletin board accenting good listening skills.

"WHIRLIGIG OF LIFE"

Read: "Whirligig of Life," p. 157.

Listening Skill: Listening to note speech patterns and differences

Procedure:

Discuss different speech patterns.

Examples:

a. the late President Kennedy's pronunciation of Harvard - without the "r" sound.
b. New York City's very rapid speech - "didcheat" = "Did you eat?"
c. South (eastern part) - you all

Have students point out and discuss examples of speech patterns from story.

Discuss what specific geographical area is here represented.

Discuss the other phrases from different parts of the United States.

- ten minutes of twelve = ten minutes to twelve o'clock
- up town = down town
- bucket = pail
- vittles = food

etc.

Dictionary Skill: Telling meanings in your own words

Procedure:

1. The children should put the following words in alphatical order, then, they should describe what they mean in their own words: idly, foolishly, visible, divorce, solemn, deliberately, indifference, documents, summons, delayed, sufficient, obscured, countenance, swaggered, scalawags, scanned, flaw.

2. These words should be added to their spelling list.

"CYCLONE CELLAR"

Read: "Cyclone Cellar," p. 109

Listening Skill: Listening to make inferences to check comprehension on interpretive level

Procedure:

Ask students after they have listened to story to substantiate the following inferences:

What makes me think that:

1. Mr. Blake could have run for mayor?
2. The "cyclone" during the story took place on Friday, the 13th.?
3. Mr. and Mrs. Blake were farmers?
4. Mr. and Mrs. Blake were married many years?
5. The community was not a suburb of a city?
6. Many of the men were out of work?
7. Mr. Blake was a do-it-yourself carpenter?
8. Mr. and Mrs. Blake were not new-comers to the community?
9. Mr. and Mrs. Blake were staunch church members?
10. It was not autumn?

Functional Writing: Story Evaluation

Procedure:

Check test for listening skills.

Draw individual interpretation pictures of the picture on page 195, and write a creative story for your picture.

Discuss values portrayed of affection and courage in the story.

Critical reorganization of stories we wrote.

Sharing our stories with the group, preceded by discussion of good listening skills, constructive evaluations of stories read, and list the good points of each story.

Similar procedure with the story "The Hurricane."

Create and make a bulletin board on weather.

Resource speaker on weather forecasting invited to speak to our room.

Thank-you notes to the resource speaker.

Correlation of our stories with Science and Weather Forecasting.

Build a diorama depicting our stories.

Dictionary Skill: Locating words

Procedure:

1. Each item below contains an underlined word that registers a rather low degree of meaning. In the word box are two other words which indicate stronger meanings of this underlined word. Write these words opposite the item. Put them in order with the strongest meaning the the last column.

Low Degree	Higher Degree	Highest Degree	
a. relaxed	rested	tranquil	
b. sorrowful	despairing	despondent	Note: The words used in the higher and highest degree should not be on the student's copy.
c. complementary	recognized	honored	
d. polite	couretous	gracious	
e. influenced	swayed	ruled	
f. relying	depending	trusting	
g. asking	questioning	inquiring	
h. learning	knowing	understanding	
i. infringe	trespass	violate	
j. avoid	elude	escape	
k. disprove	abolish	destroy	

Word Box

rested	gracious	despondent	swayed
understanding	despairing	ruled	depending
trespass	knowing	violate	escape
courteous	honored	elude	tranquil
abolish	destroy	questioning	trusting
recognized	inquiring		

"THE HURRICANE"

Read: "The Hurricane," p. 129

Listening Skill: Listening to take notes

Procedure:

Suggest that the students be news reporters

Remind students to take notes on the important w's of reporting: who, where, when, what, why.

From their notes they should be able to write or verbally announce an interesting news item, as though they were a news reporter covering the Major Strauss family's activities.

Who	Major and Mrs. Strauss of U.S. Air Force and daughter Anne.
Where	Moving to Miami, Florida to Homestead Air Force Base
When	Spring of year
What	Hurricane approaching - Hurricane Edith

They meet:

Who	Mrs. Sanger, wife of Major Strauss' pilot
Where	They go to the Sanger home near Homestead Air Force Base
When	Just before hurricane
What	They see the home and precautions and preparations Mrs. Sanger has made.
Why	They feel very safe, but excited and somewhat frightened Major Strauss rejoins them shortly.

Listening Skill: Listening for details for purpose of note taking

Procedure:

Have students take notes on the preparations and precautions Mrs. Sanger made. (See pp. 132, 133, 134)

- canned goods
- candles
- flashlight
- canned heat
- jars of drinking water
- first aid kit
- transistor radio
- cooked roast
- rounded up - porch furniture, garbage cans
- put car into garage
- locked garage door

*Note: Interesting and informative booklets can frequently be obtained from office of Civil Defense, Red Cross, Board of Health, etc. Ex. Fallout Protection from Civil Defense office

Listening Skill: Listening to determine sequence of sentences. (Further adaption may include listening to recall speaker or situation of sentence)

Procedure:

Give students the following on separate cards and have students rearrange themselves in sequential order. The sentence may also be listed in scrambled order and students can then number them in order.

Statements: (numbered sequentially)

1. "When? How long?"
2. "I'm in the service remember?"
3. "...don't be a kill joy."
4. "The eye of the hurricane will probably pass over...late tomorrow night."
5. "We'll stay right in this hotel."
6. "We'll have a hurricane party."
7. "Thought I'd cook it while we had electricity."
8. "We have our men stationed at good points and we'll..."
9. "People next door didn't have them cut off their trees."
10. "I just had to come and see how you got through it."
11. "Welcome to peaceful, sunny Florida."

Variation: Students may be asked to give the speaker and/or situation of each statement.

Listening Skill: Listening politely in class discussions

Procedure:

General discussion of emergency preparations.

Discuss emergencies, weather, nuclear, etc. and how we can prepare for them.

Discuss what preparations each student can do for emergencies.

What would they take with them in one small suitcase, if they knew that all else may be demolished or inaccessible?

What can each student do to help provide for, and make preparations for others. What would be important for their comfort and lives? Elicit contributions and generalize that for optimal safety:

- specific preparations must be made to avoid loss of life and property.
- the weather bureau and/or civil defense instructions must be obeyed.
- minimum food and water supplies must be ready as well as some eating utensils and disposal recepticals.
- light and heat substitute and uncontaminated air must be provided
- first aid care and provisions must be present.
- some communication link must be planned and provided for with unaffected area.
- dependable shelter must be provided.

Students may do well to check over their own homes.

Dictionary Skill: Locating words

Procedure:

1. Each item below contains as underlined word that registers a rather low degree of meaning. In the word box are two other words which indicate stronger meanings of this underlined word. Write these words opposite the item. Put them in order with the strongest meaning the last column.

Low Degree	Higher Degree	Highest Degree
a. To exclaim	yell	shriek
b. To lift	hoist	heave
c. To admire	respect	esteem
d. To offend	enrage	infuriate
e. To condemn	slander	vilify
f. To like	love	worship
g. To arouse	excite	thrill
h. To trot	run	race
i. To remove	eradicate	exterminate
j. To object	disaprove	reject
k. To offer	promise	vow
l. To grumble	protest	complain
m. To inform	instruct	enlighten

Note: The words used in the higher and highest degree should not appear on student's copy.

Word Box

yell	slander	vow	vilify
hoist	thrill	reject	excite
love	race	protest	offer
enrage	enlighten	exterminate	respect
instruct	esteem	eradicate	promise
worship	heave	disapprove	object
infuriate	shriek		

Writing Skill: Formulating and Expressing Ideas

Procedure:

Discuss the story, developing points regarding safety precautions described in the Teacher's Manual.

Ask children to tell what they know about other natural disasters. List those mentioned on the chalkboard. (Possible: tornadoes, floods, earthquakes, volcanoes, landslides, cave ins, famines, blizzards, fires, explosions, etc.) After discussing, it might be profitable to group disasters in threes and have children rank order them.

Let the children select one of the other natural disasters and write an original story about it. Emphasize vivid descriptions of settings and happenings. This is an excellent time to build a story plot with a definite planned climax.

"ONCE A MONTH MOTHER"

Read: "Once a Month Mother," p. 6

Listening Skill: Listening to recognize mood words

Procedure:

Have students write or otherwise indicate mood words, as they listen. The following are suggested:

p. 6
radiant
dreaming

p. 7
deserted
enviously
special day alone
love
envying

p. 8
love
home of your own
mother there every day
strolled
cheery
fairly flew
happily
stunned
started
knees weaken
sank somehow
calmly
smile
feel very much in love
bitterness
embarrassment

p. 9
honey
endure it no longer
bursting into sobs
ran
slamming
never forgive
never
buried

p. 9 con't
sweet
little
thrilled
terrible blow
loves me deeply
moved closer
throwing
drying her eyes
near tears
boomed
kind face

p. 11
brave, affectionate
hard
tried . . . but she couldn't
hugged
kissed
softly
dear
darling
tenderly
growing up
all alone
chuckled
so happy
real happiness
sharing
silence
quietly
cuddled
fell asleep

Variation: Substitute other mood words and re-read story noting and describing the change of meaning that results.

Dictionary Skill: Finding meanings and locating words

Procedure:

1. The children should look up the following words in the dictionary, list them alphabetically and then define them:

glistened	enviously	abruptly	expression	stammer
bitterness	love	affectionate	cuddled	anxious

2. The words that they looked up in the dictionary should be found in the story and the first word and the last word of the sentence that they appear in should be written down.

3. Enter these words in spelling list.

4. Discuss with the class that not everyone can go home to a mother and father. But because of economic reasons or divorce, many families are split up.

Writing Skill: Expressing Ideas
Sensitivity

Procedure:

Explain the meaning of services or "family gifts," as defined in Values to Live By, then have the class list as many as they can think of pertaining to family living before reading the story. The list should be placed on the board.

After reading the story, have each child list the "family gifts" he is most grateful for.

Suggest the following to the children: Suppose JoAnn had not accepted the idea of a new father. Suppose they simply "didn't get along" well. How would the story have ended then? Write a different ending.

Do a Sidney Simon's "Proud Whip" on contributions to family living. Give each child the opportunity to complete the following sentence:

"I am proud that I . . . . .
(something I have done for a member of my family in the last month).

Any child should be allowed to pass if he so desires.

"SANDRA'S AWAKENING"

Read: "Sandra's Awakening," p. 77.

Listening Skill: Comprehension--Critical Level
Listening to make and substantiate inferences
Listening beyond the line

Procedure:

Have students listen to story. Discuss importance of listening beyond the actual lines of the story or essay. Have students substantiate for the story the following references:

Preface each statement with the following words: "What makes me think that . . ."

1. Sandra was in high school.
2. Sandra had no brothers or sisters.
3. Sandra was ignorant of her family's financial situation.
4. Sandra had an understanding principal at school.
5. Sandra later became a nurse.

Listening Skill: Comprehension--Interpretive Level
Listening for words and phrases portraying various concept or moods.

Procedure:

Have student listen to story. Have students write down as they listen words or phrases from story that illustrate or portray these concepts:

1. love	2. self pity	3 responsibility

Have the students answer the following questions:

1. Why was Sandra unhappy?
2. What made her change?
3. What were the alternatives to her actions?
   What would have been the consequences of these alternatives?
4. What does the story title, "Sandra's Awakening" mean?

Listening Skill: Comprehension--Interpretive Level
Listening to answer questions on story
Listening between the lines

Procedure:

Ask how many students do work at home. Ask who has both parents working outside the home.

Procede with "Devil's Advocate" stating that children should not have to do any work at home. Parents should handle all the duties and should provide for their children. Children should be allowed to do as they wish.

Discuss why anyone should work or help at home. Elicit alternative behaviorisms (alternative to the Devil's Advocate suggestions) and consequences of such behavior.

Suggestions:

1. Parents cannot accomplish all the work by themselves (it is too tiring).
2. Children cannot accomplish all the work by themselves (it is too tiring). They are at times not old enough.
3. To hire servants to do the work requires much money.
4. All can share in the work.

Listening Skill: Comprehension--Critical Level

Procedure:

Have the students answer the following questions after listening to the story:

1. Do you know of anyone who do their jobs with lots of energy, enthusiasm, and hard work?
2. How else can they do their jobs? What are the alternatives?
3. What might result from the alternative ways?
4. How much time do you work with lots of energy, enthusiasm, and hard work? When and where if you do?
5. What are some other ways you could use this time?
6. Do you care to change your ways?
7. How could you change your ways if you wanted to? What could you do?

Quote by Harry S. Truman: I studied the lives of great men and famous women; and I found that the men and women who got to the top were those who did the jobs they had in hand with everything they had of energy and enthusiasm and hard work.

Quote by John MacNaughton in Pulpit Digest: Maturity begins to grow when you can sense your concern for others outweighting your concern for self.

1. What is "concern for others"?
2. Are all people "concerned for others"? Explain.
3. Do you know anyone who is more concerned about himself?
4. Which would you rather be like in life, one is concerned for others or for himself? Discuss.
5. What can you do to get what you would like to be like?

Oral Communication: The panel discussion

Procedure:

Ask for several volunteers to do some research and report to the class with a description of a panel discussion, the responsibilities of th leader and panel members. Such a report might include the following information: "The panel discussion usually involves from 3 to 8 panel members and a leader. The leader is responsible to be informed on the matter to be discussed, to give each panel member an opportunity to present his statement at the beginning of the discussion, to keep the discussion following from becoming side-tracked or argumentative, and to summerize at the end. The panel members are each expected to give a short statement at the beginning of the beginning of the presentation, and is expected to be well prepared on some particular phase of the discussion. The audience is usually permitted to ask questions at the end of the panel's presentation."

Ask the class how this method of sharing ideas might be used-hopefully to summarize and review the book, Values to Live By. For example, each panel member might choose two or three similar stories to review and comment on. The panel leader might at the end, summarize the findings of the panel and encourage the panel to come to some general conclusion as to whether they had enjoyed the book, found it meaningful, etc. The teacher should meet with the leader to offer suggestions for this summarizing process.

Another timely use of the panel might be to present to the class a review of Presidential Election procedures.

Dictionary Skill: Finding meanings and locating words

Procedure:

1. The following words should be looked up for definitions and put in alphabetical order; then the children should use each word in a sentence.

mused	refuge	halt	scattered	sighed
roused	weary	interrupted	unsteadily	embrace
tenderly	privileges	responsibilities		

2. These words should be added to the spelling list.
3. There should be discussion about why people can't change their personality. The point to be developed should be that a person needs to see for himself that a change is in order. If he does not see this, no change will occur.

Writing Skill: Expressing Ideas
Clarity
Fluency

Procedure:

Read and discuss the story. Then have the children read the following situations and answer these three questions for each one. Make sure they understand there are no "right" or "wrong" answers.

Question 1) What would you want to do? Why?
Question 2) What do you think you should do? Why?
Question 3) What do you think you would do? (Be honest)

Situation A.

It is Saturday morning. Your room needs cleaning. You promised your mom last night that you would take care of it today. While you are eating breakfast, two of your friends stop by and want you to join them on a hike through the woods.

Situation B.

You have several hours of homework ahead of you and it's getting late. You begin an assignment in your English book. Suddenly (folded up inside the book), you discover a sheet of paper that belonged to some-one last year with all the answers on it.

Situation C.

As you walk into the room, you catch sight of a boy you know standing by another person's desk, just shoving something into his pocket. You think he looks "sort of guilty." Later you hear that the person who sits at that desk is missing a dollar.

Situation D.

There is a new child in school. He (or she) seems quiet and not too friendly. Most of the other children ignore him (or her) and go on about their work and play.

"I'LL NEVER BE A LADY"

Read: "I'll Never Be a Lady," p. 137

Listening Skill: Critically listening to reports of others; determining if material heard is fact or opinion

Procedure:

Students may listen to classmates report on what they feel are the qualities of a lady or a gentleman. Such reports may be evaluated critically on the basis of opinions expressed as such and not as fact, but nevertheless thoroughly convincing.

Other related activities might include:

- Students may also express Mrs. Norgen's opinions on what the criteria of being a lady was, as are mentioned in story.
- The opinions of Mrs. Norgen could also be inferred and the students could discuss, "What makes me think that Mrs. Norgen would feel _____."

Listening Skill: Critical listening of mass media for purpose of determining use of generalizations, fact and opinion and etc.

Procedure:

Discuss the use of generalizations and the use of opinions stated or implied as fact. Discuss advertisements which imply that use of X product results in "lady-like" or "gentleman-like" character.

Listening Skill: Listening to determine sequence of sentences

Procedure:

Students may be given cards on which one sentence is written and then may rearrange themselves to stand in sequential order. Sentences may also appear in non-sequential order and student may number them to show correct order.

Sentences: (Numbered sequentially)

1. "Smoothly, but without losing time the chauffeur got out and opened the left rear door."
2. "Don't forget that you are a Norgen."
3. "Why can't I live and roam here forever."
4. "She walked as if she were going somewhere."
5. "I'm sure you'll enjoy your stay. It's a wonderful place."
6. "Now we'll register and get acquainted."

7. "...she made the newcomers feel at home."
8. "I don't want to be a put-on."
9. "But she knew in advance what her mother would say."
10. "...we have a first-aid job on our hands."
11. "These grades are not those of a Norgen."
12. "You will never be rude or snobbish because you care about others as well as yourself."

Variation: Students may be asked to give the speaker and/or situation of each statement.

Dictionary Skill: Using guide words

Procedure:

1. The children should look up the following words and list their guide words. Then they should define these words in their own words: truthfully, approached, suburban, unwillingly, resumed, forbidding, impressed, frequent, poise, enchantment, rasping, roused, sincere, enclosure, acquainted, disagreeable, snob, meandered, regal, artificial.

2. These words should be added to their spelling list.

"THE WRONG FISHING SPOT"

Read: "The Wrong Fishing Spot," p. 52

Listening Skill: Comprehension - interpretive level
Listening to answer interpretive questions

Procedure: on story (listening between the lines)
Listening and contributing to discussion

Introduction:

Ask and discuss:

1. How many of the students' fathers and mothers work outside the home?
2. Did anyone ever wonder how they received their job?
3. What did it take for them to become accepted for and on the job?
4. Is it hard for them to go to work each day when they would rather be doing something else, at times?
5. What makes them continue on?
6. Why is it necessary and good to work? Why financially and psychologically?
7. Discuss alternatives and consequences, financially and psychologically of not working.
8. How does our government try to be of assistance in this area?

Have students listen to the story. Have students answer the following questions:

1. What were the reasons why Ken wanted a job?
2. What were the reasons why he did not get the job?
3. At what point in the story did Ken give up something he liked very much in order to help control his future?
4. Why was it "The Wrong Fishing Spot" for Ken?

Ask students how much time they would give themselves for waiting at an appointment. Construct value line:



Puffer Pete - who comes running through the door, for his appointment as he kicks off his still-wet scuba flippers.

Ready Randy - who comes two hours ahead to see all the people who come ahead of him.

Listening Skill: Critical level

Procedure:

Have students answer the following questions:

"Some people reguard discipline as a chore. For me, it's a kind of order that sets me free to fly."

Julie Andrews, quoted by
Kimmis Hendreck in The Christian
Science Monitor

1. What do you think of self-discipline is?
2. Do you know any people who discipline themselves? If so, in what way?
3. In what ways would their lives be different if they did not discipline themselves?
   What would a person's life be like without self-discipline?
4. How often do you discipline yourself?
5. Would you care to change?
6. What ways can you think of that would make you more what you want to be like?
   What things can you do to change yourself?
   If not, write "no change."

"Opportunity knocks only once, but temptation leans on the doorbell."

Western Livestock Journal

1. Tell what this means in your own words. Relate or connect it to the story if you wish.
2. How many people do you know who have missed a big chance in their lives?
3. Is it always best or necessary to answer every "knock of opportunity"?
4. Do you know of any opportunities that have come or will come only once for you?
5. In what ways can you be ready for an opportunity?

Functional Writing: Conservation and Poetry

Procedure:

Establish rapport for values found in the world of nature, and consider the importance of enjoying, conserving and preserving Nature's gifts to us.

Show appropriate films from the Michigan State Conservation Department.

Construct room letter to the Michigan State Conservation Department to ask a resource person from their department to visit our room, and discuss vital importance of nature in our lives.

Field trip to Kellog Bird Sanctuary in Battle Creek, or other nature center of interest. (Write for appointment).

Inquiry discussion of Haiku Poetry (seeks its source topic in nature, because it develops deep thought and values with minimum number of words), namely 5-7-5 syllable arrangement of three lines.

Write Haiku Poetry or any other kind more desirable to individuals.

Enjoy reading and sharing our poetic thoughts.

Constructive criticism of our poems.

Revision of our poems.

Draw supporting pictures for our poems.

Construct a terrarium. (Written step by step directions).

Assemble a tropical fish aquarium for our room. (Written Reports).

Climax with an actual tree planting ceremony in school yard (symbol of permanent and increasing value). Write a program and plan directions.

Writing Skill: Research and Clarity

Procedure:

Read and discuss the story. Have children list rules and regulations that affect their lives (school, community, etc.). Which ones do they like? Dislike? Ask them to consider these questions: Why was the rule made? By whom? Is it enforced? How would our lives be different if the rule did not exist? What rules do they dislike or regard as unfair or unnecessary?

Ask them to write a description of "A Day without Rules."

An extension of this idea might lead to exploration of the concept that rights and responsibilities go hand in hand.

"MR. DOBB'S NARROW ESCAPE"

Read: "Mr. Dobb's Narrow Escape," p. 59.

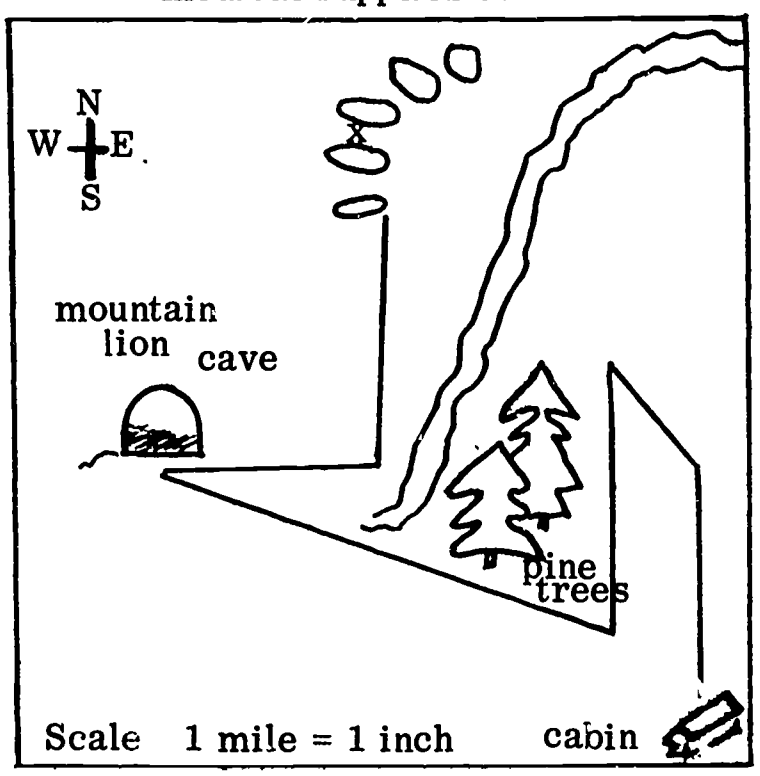
Listening Skill: Following oral directions

Procedure:

Imagine yourself in an isolated mountain cabin, with a storm coming up. Your ham radio is going dead, but you can still hear faint directions coming from the owner of the cabin who is directing you to the cabin's burried medical supplies to aid your sick friend.

Directions:

-begin at cabin
-travel 1 mile north
-travel 1/2 mile N. W.
-turn 1 mile left past pine trees
-turn left 2 miles to N. W.
-travel right 3/4 miles
-travel 1 mile north
-search between the second and third big rock there, counting from the left
-return and aid your friend



To further check students location have them fold their map into thirds, creading only the top 1/3 line. Then divide paper into half bringing left side to meet right side and crease. The crossing of the creases should be on the spot the medicine chest.

Dictionary Skill: Telling meanings in your own words

Procedure:

1. The children should put the following words in alphabetical order, then they should describe what they mean in their words:

anchor	response	shrugged	announced	leisurely
commanded	steadied	challenged	gleaming	pride
equipment	resuscitation			

2. These words should be added to the spelling list.
3. The class should read orally how they defined the words in this lesson.

Writing Skill: Expressing ideas with clarity

Procedure:

Ask children to share any experiences they have have involving narrow escapes or emergencies, and action taken. Discuss the need for calm, prompt and effective action. Talk about responsibilities with regard to accidents (before and after).

Write an original story based on an emergency situation. Ask them to make use of some pattern of action (preventive or curative)to solve their problem.

Name_____ Date_____

PERSONAL OPINION INVENTORY*

On the pages that follow, you will find descriptions of situations that might happen to you. Please circle a., b., or c., according to what you feel is the best solution for you. All questions must be answered.

1. I bring a treat to school. There are a few extra pieces. I should---

   a. take them back home so no one feels privileged or hurt.
   b. divide them among my closest friends.
   c. give them all to the teacher.

2. The clerk in the drugstore gives me too much change by mistake. I should---

   a. pretend I didn't notice because if they can't be accurate they deserve to lose money.
   b. tell him about his mistake and warn him to be more careful.
   c. keep the money and buy a treat for my little brother.

3. Two of my best friends are going to a movie. They want me to go along, but I don't have enough money. I should---

   a. arrange some other fun with a different friend.
   b. borrow the money from my mother.
   c. persuade them to change their plans.

4. A group of my friends wants to start a neighborhood softball game and I haven't finished cleaning my room. (Mom said to be sure to get it done today.) I should---

   a. tell the kids I'll be there as soon as I finish.
   b. leave a note for my mother saying I'll finish when I get back.
   c. tell the kids not to plan on me, because I have to finish my work.

5. As I walk along the playground, I spot a dollar bill on the ground by the swings, along with a quarter and a dime. There is no way of identifying the owner. I should---

   a. announce that I found some money and describe it as carefully as possible to assure finding the owner.
   b. hold the money, but tell no one because if they know I've found it, anyone might try to claim it.
   c. announce that I found some money, but don't tell how much or where I found it.

6. I'm a member of the Student Council. A meeting has been called for noon recess, but I had planned on practicing high jump for the Field Day. I should---

   a. attend the Student Council and practice high jump later.
   b. practice high jump and send my alternate to Student Council.
   c. ask permission to be excused from Student Council if they can get along without me.

7. There is a rule against chewing gum in school. I think there is nothing wrong with chewing gum in school. I should---

   a. chew gum anyway, because the rule may not be enforced.
   b. try to get the rule changed.
   c. abide by the rule.

8. When your teacher has to leave the room, she should expect---

   a. everyone to behave themselves, because they will be punished if they don't.
   b. the children to be noisy, because it's her job to control them.
   c. some children will behave, some may not, depending on how responsible they are for their own actions.

9. The teacher has given an assignment which I don't understand. I should---

   a. not do the assignment until it is explained more fully.
   b. try to work it out for myself.
   c. choose another activity until the teacher is free.

10. I've been appointed to a committee for making decorations for our class party. I have some great ideas which I have talked over with my friends. All my friends think they're great! At the committee meeting I should---

    a. take some samples of my ideas and let the committee decide.
    b. don't tell my ideas, but make the decorations secretly and spring them as a wonderful surprise the day of the party.
    c. get my friends to help me make the decorations before the committee meeting to save time, since the committee is sure to realize what a good idea it is.

11. There is a fight on the playground. The odds are uneven and a friend of mine is in trouble. I should---

    a. report the fight to the playground supervisor.
    b. come to the defense of my friend.
    c. stay out of the area, because fighting is against school rules.

12. There is a fight on the playground. The odds are uneven and a new boy that I've never met is in trouble. I should---

    a. report the fight to the playground supervisor.
    b. come to the defense of the new boy.
    c. stay out of the area, because fighting is against school rules.

13. I have agreed to help my next door neighbor with her Math, even though I don't particularly enjoy her company. A good friend of mine stops by in the middle of our work. I should---

    a. forget the Math and do something we would all enjoy.
    b. tell my neighbor we'll do the Math later and play with my friend.
    c. tell my friend we'll play later and finish the Math.

14. I'm on a committee to plan games for a party. The committee does not choose the games I suggested I should---

    a. get a different committee together and make new plans.
    b. convince the committee that they must change their plans.
    c. agree to abide by the committee's decision.

15. A group of sixth graders is using the basketball court on the playground. Some fourth graders come along and want to play, too. We should---

    a. tell the fourth graders that the sixth grade has priority, ---they'll have special privileges when they're sixth graders, too.
    b. let them play, even though the court will be very crowded.
    c. work out some time schedule so that both grades will be sure of having some chance at the court.

16. I'm not very good at reading. I should---

    a. try to find out why and do something about it.
    b. make up for it by being especially good at sports.
    c. read every book I can get my hands on.

17. Everyone is required to sign up for two track events for Field Day. I know several other people who are more skillful than I am. In fact, I'm not very good at any of them. I should---

    a. sign up for two events, but don't practice very much, because it's better to leave the practice areas clear for those who are really good at an event.
    b. pick the two events I like best, practice as often as I can, and do my best.
    c. try to get permission to spend my time on something more worthwhile.

18. I don't say a prayer before my meal. The person sitting next to me does. I should---

    a. pretend I'm saying a prayer, too.
    b. be quiet until he's through praying.
    c. go ahead as though nothing is happening.

19. The teacher asked for volunteers to make a sign for the bulletin board. Several of us raised our hands, but the teacher chose Jim. However, Jim doesn't make letters very well and I do. I should---

    a. offer to do them for him.
    b. let him make them as well as he can (the teacher will see how wrong she was).
    c. offer to show him a better way to make the letters.

20. The teacher has asked me to help a lower-grade teacher at recess time. I would rather go out for recess with my friends. I should---

    a. find someone else to take my place.
    b. sort of "forget to go" and apologize later.
    c. ask permission to be excused.

21. Everyone has signed up for two track events for Field Day. I'm one of the top contenders for honors in the high jump. If we do well enough, we'll win the trophy for our school. During school hours, everyone should---

    a. have an equal chance to practice high jump.
    b. have an equal chance to practice high jump if they signed up for it.
    c. let the people who have the best chance of winning practice the most so we can win the trophy.

22. There are papers on the floor near my desk. I did not put them there and it is time to go home. I should---

    a. tell the teacher who really put it there.
    b. suggest to the person nearest me that we clean it up together.
    c. push it behind the desk, because it's the custodian's job to clean the room.

23. My best friend wouldn't play on the swings with me last recess. I should---

    a. find other friends who will be more agreeable.
    b. let my friend suggest an activity for the next recess.
    c. play on the swings by myself.

*Personal Opinion Inventory prepared by Ms. Norma Berry.

Name_____ Date_____

EVALUATION*

1. The best way to make a friend is to.....

   (a) First be a friend.
   (b) Ignore other people.
   (c) Consider my own wants and needs first.

2. When visitors come to our room, I should.....

   (a) Exploit my worst behavior.
   (b) Act courteously and show special obedience to room rules.
   (c) Act my best at all times.

3. When I do written work to hand in, I should.....

   (a) Take pride in it and have a sense of well being because I know it is an example of my very best work.
   (b) Feel good over just getting it done any old way.
   (c) Do my best and leave the rest.

4. When someone is speaking or reading, I should.....

   (a) Entertain myself with my own thoughts.
   (b) Listen attentively so I can constructively comment on their remarks.
   (c) Whisper quietly to those near me.

5. When I am nominated for an office, I should.....

   (a) Accept the nomination.
   (b) Accept the nomination and win or lose the election graciously.
   (c) Refuse the nomination.

6. When writing the story of my life, I should include.....

   (a) Facts only about myself.
   (b) Facts about myself, my friends, interests, pets and hobbies.
   (c) Facts about others.

7. To me conservation means.....

   (a) Facts about the out of doors.
   (b) Facts about natural resources.
   (c) Wise use of our natural resources, and conserving them for future use.

8. To me aged people are.....

   (a) Of no concern for me.
   (b) Someone to share ourselves and our talents with.
   (c) Someone to be taken care of.

9. Newspapers are.....

   (a) Uninteresting to me.
   (b) Necessary for my parents.
   (c) A helpful news media to keep us informed on current happenings.

10. I enjoy letters because.....

   (a) They are fun to write.
   (b) They are necessary for communication with others far away.
   (c) A way of sharing our love and experiences with others far away.

*Evaluation form prepared by Ms. Mildred Cloud

At this time Evaluation Sheet number 1 should be given again in order to see a gain in self concept. This Evaluation Sheet appears in the Preliminary Activities.

Note: The work presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Name_____ Date_____

EVALUATION*

Please put an X over the one line after each paragraph that best fits how you see yourself.

	always	usually	hardly ever	never
1. It is my turn to be chairman of our committee. There are certain tasks to be done. I allow each person to choose the job he wishes.	I	I	I	I
2. I just come upon the scene of something happening on the playground. I ask around of several people who were there when it happened before I make my own conclusion what happened.	I	I	I	I
3. I speak to new students and ask them to join my group when we play.	I	I	I	I
4. I am a block from home on my way to play when I remember the book I have promised to bring someone nearby. I go home immediately to get the book.	I	I	I	I
5. I am to choose members for our team. I see someone whom many think is "odd". I would choose that person for my team first.	I	I	I	I
6. Someone wants to tell me of another way to do something that will take longer and will be harder, but will be more fun to do. I stop to listen to him.	I	I	I	I
7. I am ready to go out to play when I see that my mother is very tired. There is still another job that she must do before she can rest. I do the job for her without being asked.	I	I	I	I
8. My twin and I come into the house very hungry. I am alone in the kitchen and see that there is only one cooky and nothing else to eat left in the house . I divide the cooky in half to share.	I	I	I	I

always usually hardly ever never

9. My friends are going to play a trick on a younger child. I know that the person may feel hurt from it. I tell my friends what I think.

I I I I

10. Someone suggests a new easy book to look at that will give me added information for what I am doing. I go out of my way on the way home from school to get the book.

I I I I

11. I talk in a friendly manner to a person whom my friends scorn and do not like, because he is different.

I I I I

12. In playing a game, I feel myself tagged ever so lightly. My tagger acts as if he does not know that he tagged me. I go to the sidelines with the others who were tagged.

I I I I

13. As chairman of our room duty group, I see that there are five equal jobs to be done by the three of us in the group. I would take two of the five jobs myself.

I I I I

14. When by themselves, my friends frequently ridicule and laugh at a certain group of people who are different than they. I don't know much about whether what they are saying is true or not. I wait to learn more about the group of people before I decide whether to join my friends or not.

I I I I

15. My classmate gets a much higher mark on a paper than I do. I know that we both worked hard. I praise him for what he did.

I I I I

16. I see some money that had rolled under the counter of the store where I am alone cleaning. I put the money aside to give to the owner when he comes in.

I I I I

17. I am working on a project that takes much time. Many other things interest me also, that I could be working on. I work on my project until it is finished.

I I I I

always usually hardly ever never

18. A student my age stands alone in a corner watching others play an interesting game. I am ready to join the game. I ask him to come along with me.

I I I I

19. I know that an otherwise very naughty boy is not guilty of something he is accused. I know that my friend is guilty instead, but my friend does not know that I know. I tell the person in charge what I know when I have a chance.

I I I I

20. I am considered good looking. I look like people in pictures or on television. Some people might even call be pretty or handsome.

I I I I

21. Playing alone at school at night, I bounce my ball and it leaves a large crack in a window. In the morning I report what I did.

I I I I

22. I am well co-ordinated. I can control my motions and play sports well. Some people call me graceful. I am not clumsy.

I I I I

*Evaluation form prepared by Ms. Marthea D. Jager.

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DEVELOPING RESPECT FOR HUMANITY THROUGH LANGUAGE ARTS*

Specific Value:	Respect
Subject Area:	Language Arts
Grade Level:	Fourth
Time:	Twelve Weeks

Project on Student Values
3860 Plainfield Ave., N.E.
Grand Rapids, Michigan 49505

*Materials prepared by Stella Slade

DEVELOPING RESPECT FOR HUMANITY THROUGH LANGUAGE ARTS

Abstract

I. Philosophical Statement. The field of Language Arts provides many experiences in development of respect for humanity, which is so necessary for the protection of man's basic rights as an individual.

II. Statement of General Objectives.
   A. Development of a values system that places premiums on socially acceptable behavior.
   B. To bring about changed behavior through values education.

III. Specific Objectives. Among the later listed specific objectives are:
   A. Assist some member of class who needs help.
   B. Respects others opinions, even though they differ.
   C. Consideration for others feelings.
   D. Expresses pride in own work.
   E. Shows respect for his own and others property.
   F. Openly acknowledges his personal values.

IV. Context. Fourth Grade.

V. Content. Involvement of all facets of community, development of value-education programs, provision for more individualized education, development of acceptance of change, acquaintance with developmental stages of children, elimination of "labeling" of children, development of more wholesome attitudes toward school, allowance for many choices or alternatives, operation under few rules or expectations, understanding by students that teachers are on their side.

VI. Methods. Tests and planning, value sheets, role-playing, open-ended questions, unfinished story, problems box, autobiography-type or personal experience story, ranking---oral reporting, continuum.

VII. Time Schedule. Twelve Weeks.

DEVELOPING RESPECT FOR HUMANITY THROUGH LANGUAGE ARTS

Character building, development of health standards, recreational activities, aesthetic appreciation and values must be a part of our new school curriculum. Louis Kaplan states that: "Schools are justly criticized for paying too much attention to the development of intellectual process and too little to the education of feelings. We must develop personalities as well as intellect. Since our law requires our boys and girls to attend school during the years in which problems may be forming--- it should be the job of the schools to detect problems early."[1]

If education is going to help lower class children and reach other than the "middle-class" we must overcome some of our social prejudice and learn more about the values and modes of living of these people. "If society is to be relieved of some of the financial burdens and human tragedies caused by this situation, schools must take the responsibility of promoting mental health through cooperative school projects to integrate youth activities such as: in-service programs and community recreational centers."[2]

"Education must awaken before too late. If we can't adjust educational achievements to the environment in which we live our education will be doomed to die and with it our social and religious institutions while science and industry will triumphantly bury them. Integration happens from within and only takes place through self identification. We must educate for the times and accept change."[3]

Teachers as well as parents must acquaint themselves with the developmental stages of their children so they won't force activities upon them before they are capable of carrying them out. Once a child is ready for a given process in learning there is no stopping him, nor should we be guilty of attempting to stand in his way of progress.

"When a child is eager for expression this should not be limited to a specific time of day or regimented to a particular topic. He should not only tie his expression to his personal experience and "self" but he should be provided the opportunity to develop or establish relationship between his experience and the environment."[4]

Physical defects, emotional problems, competitive school practices, home indifferences etc. cause some of our failures, in the classroom. Barring brain injury or mental disorders, most children should be considered to be educable.

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[1]Kaplan, Louis. Mental Health and Human Relations in Education. New York, Harper and Bros., 1955.

[2]Op. Cit. pp. 61-68 and 407-426.

[3]Lowenfeld and Brittain, Creative and Mental Growth. New York, The Macmillan Company, 1964.

[4]Op. cit.

"We can't designate a minimum I.Q. needed for learning. An individual with an I.Q. of 65 should be able to read with special help---most agree a mental age of 6 is desirable for reading."[5]

Socio-economic and other socio-cultural factors make the problem of identity difficult for some children. "Too much emphasis is placed on material success in America. The love for the "almighty" dollar is too great and we must get away from it."[6]

Experience and cultural background are big factors in planning of a values-educational program to fit individual needs. Too often the lives of children are confused by their environment.

"Too often a child lives "split-personality" existence---streamlined modern kitchen in the home but often out-dated pseudo-styled furniture in the living room---or old-fashioned chairs at home and modern desks at his classroom. Even our schools and social institutions still adhere to the past vs. modern. We must see these discrepancies and change them for they affect emotional well-being."[7]

Children need more time for experimentation and personal creativity. What better way is there for children to learn than through trial and error in personal creations! If the child is not allowed to operate no growth takes place. I am in complete agreement with the superintendent who commented on Jesse Stuart's classroom in The Thread That Runs So True: "There is noise, but it's working noise---bees make noise in the beehive---if not---they make no honey."[8]

In my efforts to try to carry out some of my beliefs I feel strongly the need for emphasis on individual worth, respect for "self" and others and individual responsibility. A certain amount of routine procedure is necessary as well as some restrictions and limitations for a sense of security. Each child must experience success and praise if we expect to develop his self-concept. I explain that limitations or restrictions we place upon them or their freedom are put there to help them to distinguish right from wrong so they may not meet up with punishment from a less-loving society later.

I like to conduct Interest Inventories---Bett's Clinic[9] and Case Studies---Kaplan[10] early in the year, for these help me determine interests and particular needs of individual students. Then "Any teaching aids should be adapted not

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[5]Robinson, Helen M. Why Pupils Fail in Reading. Chicago, Illinois, University of Chicago Press, 1947.

[6]Barron. The Juvenile in a Delinquent Society. Chapter 11 & 12.

[7]Lowenfeld and Brittain. Creative and Mental Growth. New York, The Macmillan Company, 1964.

[8]Stuart, Jesse. The Thread That Runs So True.

[9]Bett's Reading Clinic. Haverford, Pennsylvania.

adopted to the particular needs."[11]

I consider oral expression is a must in any classroom. I want my students to orally acknowledge their choices of values and to likewise commit themselves to their chosen values through oral expression. "You don't really know what you know until you have told it to someone."[12]

I often think schools do too much labeling of children in personal folders. I purposely do not read my individual folders until I have conducted inventories and case studies and formed some opinions regarding individual worth. I like to feel I know my pupils quite well before going over their folders. I have found from personal folders that a child I have had no trouble with is supposed to have been a cheater, lier and one not to be trusted etc. "Don't label unless you know the circumstances surrounding the case, for an ounce of prevention through love, feeling of belonging, plus certain freedoms and responsibilities along with something to believe in---add up to no discipline problems."[13]

This course and the many books I have read re-emphasize in me the need for more "individualized" instruction and more value-education in the classroom. I feel that past and present techniques used in my classroom have paid off and I would hope that suggestions in this project, when put to practice, will result in more "meaningful" educational experiences for children.

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[11] Op.cit.

[12] Robinson, Helen M. Oral Aspects of Reading. Chicago, Ill., University of Chicago Press, 1955.

[13] Leonard, Charles W. Why Children Misbehave. Science Research Associates, Inc., 1952.

GRID

Objectives	1 Self-respect	2 Respect for Individual	3 Respect for School, Teachers	4 Respect thru Cooperation	Total
Tests and Planning	6	4	4	4	18
Value Sheets	5	5	5	5	20
Role Playing	1	3	1	1	6
Open-ended Question	4	3	2	1	10
Unfinished Story	1	1	2	4	8
Problems-Box	3	2	2	3	10
Autobiography-type or Personal experience	3	2	1	2	8
Ranking Oral Report	4	3	1	2	10
Continuum	3	3	2	2	10
Total	30	26	20	24	100

Copies of the Respect Goal Record should be in the hands of each student at the outset of this unit's introduction. Each pupil should rate himself on the twenty-three behavior factors at the outset. He should also be responsible for keeping his record sheet up-to-date throughout the duration of the values project.

Pupils have a right to know what is expected of them by their classroom teacher. Each student is entitled to have in his possession a copy of the Observed Behaviors In Pupils Which I Will Accept.

Some of the Pre-tests and inventories may also be used at the end of this unit, for comparison of responses. By comparison of Pre-test and Post-tests and interpretation of the varied evaluations at the close of the unit, one will be better able to determine whether changed behavior has occurred as a result of this teaching unit on values.

RESPECT GOAL RECORD

Pupil_____ Teacher_____ Year _____

Behavior Factor	At Outset	Initial	Sustained	Quality
1. Assists some member of class who needs help.	—	—	—	—
2. Helps a classmate who has been absent.	—	—	—	—
3. Respects others opinions, even though they differ.	—	—	—	—
4. Openly advocates equal rights and opportunities.	—	—	—	—
5. Praises peers for a job well done.	—	—	—	—
6. Consideration for others feelings.	—	—	—	—
7. Expresses pride in own work.	—	—	—	—
8. Defends classmate whose rights have been offended.	—	—	—	—
9. Discusses unacceptable feelings & behaviors with peers.	—	—	—	—
10. Does not chide those of less ability or of different background.	—	—	—	—

(con't)

Behavior Factor	At Outset	Initial	Sustained	ality
11. Obeys rules of conduct.	___	___	___	___
12. Expresses pride in own appearance.	___	___	___	___
13. Demands same rights for others he demands for "self."	___	___	___	___
14. Realizes freedom carries with it---corresponding duties.	___	___	___	___
15. Judges people by individual behavior rather than be race, occupation, culture, etc.	___	___	___	___
16. Is courteous to peers and adults.	___	___	___	___
17. Shows respect for his own and others property.	___	___	___	___
18. Uses evidence to formulate opinion.	___	___	___	___
19. Demonstrates respect for his school.	___	___	___	___
20. Demonstrates respect for "flag" and country.	___	___	___	___
21. Keeps still when occasion calls for silence.	___	___	___	___
22. Openly acknowledges his personal values.	___	___	___	___
23. Openly commits "self" to personal values.	___	___	___	___

OBSERVED BEHAVIORS IN PUPILS WHICH I WILL ACCEPT

1. Excuses "self" when passes in front of others.
2. Greets teachers and classmates with a hearty, "Good morning!"
3. Helps his peers.
4. Praises his peers for owrk well done.
5. Can be trusted without constant supervision.
6. Self-discipline in line-up for lunch, library period, gym class, etc.
7. Observes rules of conduct.
8. Budgets own time wisely.
9. Takes pride in own work.
10. Does not chide those of less ability or of different background.
11. Pride in personal appearance.
12. Show of respect for "flag", country, school, etc.
13. Open acknowledgment of personal values.
14. Open commitment to personal values.
15. Regard for others opinions.
16. Ability to listen.
17. Use of evidence to formulate opinions.
18. Responsibility for own acts.
19. Punctuality.
20. Honesty.
21. Neatness
22. Pride in personal worth.
23. Silence when occasion calls for it.
24. Says: "Good-bye" to teacher and classmates upon leaving.

INTEREST INVENTORY

OPEN-QUESTION TECHNIQUE

1. I wish _____
2. The thing that bothers me most _____
3. The trouble with some homes is _____
4. I used to be afraid of _____
5. If I could only _____
6. When praised _____
7. When punished _____
8. I cannot understand _____
9. A brother _____
10. One must never _____
11. Most of all _____
12. It is wrong _____
13. I boil up when _____
14. I despise _____
15. Sometimes I dislike _____
16. When the teacher says _____
17. I need _____
18. I can work best _____
19. Sometimes I hate _____
20. A sister _____
21. I get angriest when _____
22. Parties _____
23. My father _____
24. When I think _____
25. My mother _____

PRE-EVALUATION

RESPECT FOR SCHOOL-TEACHERS-CLASSMATES

Complete the following by expressing three of four personal points of view regarding each:

1. In our present Fourth Grade classroom:

2. My teacher in this classroom:

3. My other classrooms:

4. My teachers in other classrooms:

5. My classmates:

PRE-EVALUATION RESPONSES

Question	No. of Students	Response
1. In our present Fourth Grade classroom:	4	program is flexible
	2	group work frequently
	5	we work happily
	4	we respect individuals
	6	teacher guides instead of dictates
	5	obligations are observed
	5	we express opinions
2. My teacher in this classroom:	7	welcomes differences of opinion
	7	makes me think
	5	lets me know what she expects of me
	3	has few rules or objectives for conduct
	9	

ERIC

Question	No. of Students	Response
	4	provides many choices
	5	considers desires and needs of students
3. My other classrooms:	6	expected to believe as teacher believes
	6	little freedom of choice
	8	boring
	4	"tense" atmosphere
	4	feeling that rules are made to "break"
	3	little concern for what others do or think
4. My teachers in other classrooms:	7	require stereotype responses
	3	show favoritism in the classroom
	7	lecture most of time
	6	have many regulations or rules
	5	are quite strict
	3	criticize before others
5. My classmates:	2	keep promises
	2	are honest
	4	are unmannerly
	3	are polite
	2	share with me
	1	pick on me
	6	respect my rights and ideas
	6	are helpful
	5	are "fun"

PRE-EVALUATION

REACTION SHEET

1. Did you do anything this week that required more than three solid hours?
2. What, if anything, did you do this week of what you are proud?
3. Did you work on any plans this week for some future experience you hope to have?
4. List one or two ways in which the week could have been better.
5. Were you in emphatic agreement or disagreement with anyone this week? Explain.
6. What did you learn this week in or out of school, that you are likely to use in your later life?
7. What did you do this week that made you very happy?
8. What was the best day of the past week? What made it best?----or worst?
9. Are you happy with the way you spend your week ends? How could you improve them?
10. List three choices you made during the past week.
11. How was this week different from the previous week?
12. Were there important contradictions or inconsistencies in your part week?

PUPIL RESPONSES TO REACTION SHEET

Question	Response		
	Girls	Boys	
1. Did you do anything this week that required more than three solid hours?	7	12	Yes
	7	5	No
2. What, if anything, did you do this week of which you are proud?	2	4	Good report card
	5	3	Helped others
	1	2	Rec'd club honors
	2	2	Cared for pets
	0	1	Won swimming award
	3	5	Was a good sport
	1	0	Got a short hair cut
3. Did you work on any plans this week for some future experience you hope to have?	1	3	No
	2	2	Spend week end with friend
	1	5	Future trip

Question	Response: Girls	Response: Boys	
	1	1	Week end hike
	1	3	Science experiment
	1	1	Club duties
	1	0	Read about life of a "Vet"
	0	1	Read about life of a "Dr."
	2	0	Read about life of a teacher
	0	1	Read about life of a ventriliquist
	1	2	Start a club
	0	1	Yes
4. List one or two ways in which the week could have been better.	2	1	Practice neatness
	1	1	Do assignments promptly
	1	2	Better sport
	1	3	Better listener
	1	3	More observing
	4	2	Think before acting
	2	2	Study more
	1	2	Less daydreaming
	0	1	Control temper
	0	1	No response
5. Were you in emphatic agreement or disagreement with anyone this week? Explain.	0	3	Agreed to quit Club
	1	0	Agreed to short hair cut
	1	3	Agreed to be better sport
	1	1	Disagreed on wearing boots
	2	4	Response: "No"
	1	0	Response: "Yes"
	1	2	Agreed report card not so good
	2	2	Agreed to clean "own" room at home
	3	0	Disagreed on "terms" of play on playground
	2	0	Disagreed on need for a "Soc." test
	0	2	Disagreed on scoring of game
6. What did you learn this week that you are likely to use in your future life?	0	3	Sportsmanship
	0	1	Hold chain so dog won't drag me
	0	2	Shoot baskets
	0	1	Life of a transformer is short
	5	3	Geometric figures in Math
	1	4	Multiplication facts
	1	0	Not to fight with peers
	1	0	Not to fight with siblings
	1	0	To roller skate

	0	1	To ski
	1	1	To swim
	0	2	Money isn't everything
	0	2	Nothing
	5	3	It pays off to be friendly
7. What did you do this week that made you very happy?	0	3	Good sport
	1	0	Attend concert with "Mom"
	1	0	Name in local paper--- Pres. of Club
	1	1	Cared for pets
	0	3	Quit a Club
	3	4	Helped others
	1	1	Good report card
	0	2	Won swimming award
	0	1	Learned how to swim
	0	1	Learned how to ski
	1	0	Learned how to dance
	1	2	No school Wed. ---ice storm
	0	1	Raced cars---no school
	1	0	Baby-sat for money
	0	2	No response
8. What was the best day of the week? What made it best?	3	2	Club meetings---Wed.
	2	2	Sunny---Tues.
	2	3	No school; ice storm---Wed.
	3	5	Ice skating---Wed.
	2	0	Shopping day---Sat.
	0	1	Got new snare drum---Mon.
	2	1	Lazy day---Sun.
	2	1	No response
9. Are you happy with the way you spend your weekends could you improve them?	4	10	Yes---satisfied
	4	2	No---more time with friends
	0	2	Sometimes
	1	0	No---want to roller skate weekends
	0	1	No---want to ski more
	3	2	No---more chance to "sleep in"
	2	0	No---like to go on trips
10. List three choices you made during the week.	3	5	Ice skating
	4	13	Choice of games
	0	2	Climb trees
	5	7	Choice of T.V. shows
	2	4	Reading books
	2	1	"Sleep in" on weekend
	0	2	Wearing no boots

	3	4	Choice of friend's home to visit
	5	4	Choice of movie
	6	3	Art work on weekend
	4	3	Choice of musical programs
	3	3	Choice of a hot or a cold lunch
	0	3	Skiing choice
	0	2	No response
11. How was this week different from the previous week?	3	1	I wasn't ill
	2	2	Report card week
	0	1	Got my snare drum
	0	2	No music lesson
	0	2	More sports activities
	0	2	Warmer weather
	1	4	No school on Wed.
	2	6	More choices
	0	2	Easier week
	0	1	Harder week
12. Were there important contradictions or inconsistencies in your past week?	18	0	"No" response ans.
	0	13	"Yes" response ans.

PRE-EVALUATION

OPEN-ENDED QUESTIONS

Here are some open-ended questions. You are to complete them by expressing your personal opinions:

1. If I had 24 hours to live _____
2. Purpose of my life _____
3. My best friend can be counted on _____
4. With a gift of $100 I would _____
5. My bluest days are _____
6. My children won't have to _____ because _____
7. People can hurt my feelings most by _____
8. Some people seem to want only _____
9. The thing I like most in a teacher _____

10. I believe _____

11. My advice to the world _____

RESPONSE TO OPEN-ENDED QUESTIONS

Question	Girls	Boys	Response
1. If I had 24 hours to live---	1	4	Act normal
	4	4	Spend with family & relatives
	0	2	Live dangerously
	2	2	Give money, etc. to charity
	0	2	See a doctor
	3	3	Make it a fun-day
	2	2	Visit friends
2. Purpose of my life---	0	3	Great Football hero
	6	1	Teacher
	2	1	Marriage & Family
	1	3	Serve country as a good citizen
	0	1	Astronaut
	1	2	Travel
	2	1	Good Education
	2	0	Nurse
	0	1	Veterinarian
	1	1	Live it to the "full"
	0	1	Farm
	0	1	Pilot
	0	1	Policeman
3. My best friend can be counted on---	3	3	Keep secrets
	3	5	Help, when needed
	0	1	Almost everything
	2	2	True friendship
	2	2	Trust
	3	1	Playmate
	1	1	Honesty
	0	1	Fair play
	0	1	Sharing
4. With a gift of $100 I would---	4	0	Save for education
	0	3	Buy skiis
	1	2	Be most thankful
	2	1	"Blow" it
	5	3	Bank it
	0	1	Travel
	1	1	Refuse it
	2	2	Give to poor
	0	1	Buy football outfit
	1	1	Help Mom and Dad

5. My bluest days are---	3	1	Nothing-to-do days
	4	1	Rainy or stormy days
	1	1	Sundays
	1	1	Injury days
	0	5	Days when I get in trouble
	1	1	Ill days
	2	3	Days when I'm ignored
	1	1	Early-to-bed days
6. My children won't have to--- because---	3	3	Eat some foods---I had to & hate them
	2	3	Go to college---too much studying
	2	3	Go or do what they don't want to--- I have to
	0	1	Be heroes---It's very hard
	0	1	Work in factories---want them to use brains
	1	0	Be what I want them to be--- It is their lives
	2	3	Work too hard---I'll see they're educated
	0	1	Just "walk away" on me---I'll give them love
	1	0	Wash dishes---house chores--- I hate them
	1	1	Follow many rules---I had too many to follow
	2	1	No response
7. People can hurt my feelings most by--	1	2	Criticism
	1	1	Yelling at me
	4	5	Ignoring me
	0	2	Laughing at me
	1	1	Telling me I'm no good
	2	1	Calling names
	1	3	Getting angry with me
	0	1	Being a braggart
	1	2	Falsely accusing me
	0	2	Teasing me
8. Some people seem to want only---	3	3	Money
	0	2	To be mean
	0	2	Peace
	2	1	Their own way
	2	0	Happiness
	1	1	To be "Big"
	0	2	To be winner
	1	1	To "use" me
	2	1	To "goof" off
	1	3	All fun---no work

	0	1	To be pretty
	1	1	To start trouble
9. The thing I like most in a teacher---	2	3	Sense of humor
	3	0	Love of art and music
	1	1	Knows subject matter
	3	5	Kindness---nice
	2	3	On my "side"
	1	2	Fairness
	0	2	No favorites
	2	1	Understanding
10. I believe---	3	2	I could do better work
	2	1	In Marcians etc.
	0	1	I'm "cool"
	0	1	I'll become rich
	1	2	In human worth
	2	2	People will inhabit the moon
	3	2	You're a good teacher
	0	2	In freedom
	1	1	Some classroom rules
	1	1	In God
	1	2	I'll pass my grade
11. My advice to the world---	1	4	End war
	2	1	More friends---less enemies
	2	1	Good citizenship
	2	0	End drugs
	3	5	Peace
	1	1	It's a good place to live---forget moon explorations
	1	2	End air pollution & water pollution
	1	2	More aid for needy
	0	2	Buckle those seat belts

VALUE LESSON

Regaining Lost Respect

BACKGROUND FOR DISCUSSION: Without formal introduction, have pupils read the story: Cure For A Cheater.[1]

DISCUSSION: After pupils have read the story, guide discussion by such questions as:

1. "I wonder if anyone in the room has ever cheated?" Point out that no one is expected to answer the question aloud.

   Generalizations to above question:

   A. Some time or another most pupils have probably cheated in some way.
   B. Cheating may be common, but it does not insure success in the long run.
   C. Cheating makes a person lose self-respect which is so important to personal peace and contentment.
   D. Price for cheating is guilt feeling and constant fear of being caught.
   E. Cheater denies himself of important knowledge.
   F. Cheater loses respect of his classmates and teacher or parents.

2. "I wonder if anyone in the class ever had a chance to cheat and did not?"

   Possible responses for not cheating:

   A. Fear of getting caught
   B. Guilt feeling
   C. Unwillingness to disappoint teacher, friends, parents.
   D. Need for having to lie to cover up.

3. "How could one avoid feeling the need to cheat?"

   A. Skillful preparation of assignments.
   B. Develop better listening skills
   C. Read assigned work more than once.
   D. Discuss assignments with classmates

FOLLOW-UP ACTIVITIES: Pupils could be asked to write a paragraph entitled: "Cheating Is Wrong for Me Because_____"

Pupils could be asked to write a paragraph explaining how they would tell their parents if they were caught cheating.

Pupils could be asked to list some common excuses people give for cheating.

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[1]Arnspiger, V. Clyde, Brill, James A., Rucher, W. Roy. Values To Learn. Austin, Texas, Steck-Vaughn Company, 1967, p. 115-119.

VALUE LESSON

Respect

INTRODUCTION: When a person feels he is not respected or wanted, what can he do?

DISCUSSION: Teacher will try to guide discussion to emphasize:

1. Everyone's responsibility to help those of low status to acquire respect.
2. Each individual must prove he deserves the respect of others.
3. Each individual has the responsibility to help himself restore or gain status.
4. Individual responsibility of being friendly, if one wishes to make friendships.
5. Individual awareness that "actions speak louder than words," in gaining other's respect.

FOLLOW-UP ACTIVITIES -- after discussion --

1. Read and discuss the story, The Blueberry Muffin,[1] in which the following values are emphasized:

   A. Respect for Gina by others asking for one of her blueberry muffins.
   B. Affection for Gina by a friend asking her to her home for a visit.
   C. Well-being or happiness enhanced through exchange of visits and shared happiness between the two households.

2. Write a paragraph entitled: I Want to be Friendly Because:

3. Write a paragraph entitled: When I Feel Sorry For Myself:

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[1] Arnspiger, V. Clyde, Brill, James A., Rucher, W. Roy. Values To Learn. Austin, Texas, Steck-Vaughn Company, 1967, p. 1-5.

VALUE LESSON

Respect for the Aged

Each year my Fourth Graders are grateful to the Bell Telephone Company for the loan of Telezonia Kits for classroom use in the development of techniques for the proper use of the "phone" for personal and emergency calls.

As a follow-up activity last spring, volunteers from my classroom called local Nursing Homes and arranged with them to make table favors for all patients on holidays throughout the year.

To express appreciation for our interest, the supervisor of East Side Nursing Home in Eaton Rapids, invited my entire group to a guided tour of the Home. Assisted by her therapist, we had the pleasure of meeting and talking with the patients. We viewed their handiwork and crafts and enjoyed refreshments served by our hostess.

We are continuing this idea with my new group of Fourth Graders this school year.

A deep sense of respect and sympathetic understanding of the elderly was developed within my pupils as they experienced the joy of bringing a bit of sunshine into the lives of these "shut-ins."

VALUE LESSON

Self-Discipline---Self-Respect

INTRODUCTION: Is it all right to do something wrong if you are not caught?

Is it smart to plan to get away with something against rules and which might harm someone?

DISCUSSION: Try to bring out:

A. It's not getting caught that makes action wrong---but whether the action has negative effect on "self" or others.
B. Disobedience results in denied freedoms.
C. Freedoms often involve corresponding duties.
D. Worth and dignity of individual demands the same rights for others that we demand for "self".
E. If one does what he knows is wrong he should be willing to accept responsibility for his act and corresponding punishment.

ACTIVITIES: Read and discuss the story: The Stolen Firecracker[1]

Story emphasis is upon:

A. Well-being----planned Fourth of July fun.
B. Deprivation of freedom as a result of disobeying rules made for the good of all.
C. Realization of how wrong their actions were when grass catches on fire as a result of the boys' prank.

Write a paragraph entitled: Is It Right to Plan Pranks For Enjoyment At the Expense or Discomfort of Others?

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[1]Arnspiger, V. Clyde, Brill, James A., Rucher, W. Roy. Values to Learn. Austin, Texas, Steck-Vaughn Company, 1967, p. 47-51.

VALUE LESSON

Respect

Judging people by individual behavior rather than race, occupation, or culture etc.

INTRODUCTION: Each person differs from every other, some are humorous, some serious, some have read hair or black hair; in fact there are hundreds of differences to be seen even in our own classroom, but aren't differences what make people interesting ---think what a dull world it would be if everyone and everything in it was exactly the same!

DISCUSSION: Encourage discussion along such topics as:

A. What makes a person accepted in a group?
B. What makes a person favored in a group?
C. Will good looks alone get a person what he wants? Remember the saying: "Beauty is only skin deep."
D. Is a pleasing appearance an asset?
E. Is the ability to help "self" and others more enduring a way to gain respect?
F. Do we respect people for what they are and what they do rather than how they look?

ACTIVITIES: Read and discuss the story: Ramon Makes Friends.[1]

Story emphasis is upon:

A. Respect for Puerto Ricans, Ramons, skill in art.
B. Respect for Puerto Rican through understanding of his family background and the sharing of such interests.
C. Write a paragraph on How I Would Feel if I Were Ramon: ---Puerto Rican lad who entered school in a suburb of Chicago.

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[1]Arnspiger, V. Clyde, Brill, James A., Rucher, W. Roy. Values To Learn. Austin, Texas, Steck-Vaughn Company, 1967, p. 85-88.

VALUE LESSON

Respect for Teachers

Place a check mark before each phrase you agree with---for completing this: 'I like a teacher who:

___ considers needs and desires of students.

___ makes me think.

___ gives clear directions.

___ has many rules in the classroom.

___ shows favoritism---has pets ---in the classroom.

___ has few rules in the classroom.

___ lets me know what she expects of me.

___ considers I may have worthwhile opinions.

___ makes me memorize a lot of material.

___ will change plans if something unusual comes up.

___ enforces rules that are made for the classroom.

___ smiles often.

___ doesn't let others interfere with my rights.

___ can joke, see the funny side of things.

___ allows few choices in the classroom.

___ gives pupils opportunities to give their point of view.

___ gives clear-cut examples.

___ allows many choices.

___ expects pupils to believe as she does on all issues.

___ is well-groomed.

___ criticizes pupils before classmates.

Respect for Teachers (Con't)

___ moves about the room to help those in need of help.

___ sits at her desk most of the day.

___ acts like a human being.

___ trusts pupils.

___ can see pupils' points of view.

___ bids pupils good bye at the door when they leave.

___ greets pupils at the door upon entrance.

___ considers physical comfort of students.

___ is very strict at all times.

___ expects pupils to help keep a neat classroom.

___ uses pleasant voice in the classroom.

___ is excited about each new assignment.

___ guides but does not dictate.

___ does all the room chores herself.

___ expects pupils to help with responsibility of room decorations.

___ allows pupils to work in groups at times.

___ allows pupils certain freedoms to move about the room.

___ praises pupils for good effort.

___ likes children.

___ shows little concern for what pupils do.

___ expects common courtesies from pupils at all times.

___ gives pupils the gas and lets them drive their own cars.

___ stresses promptness in meeting daily assignments.

___ demands respect from her students.

Respect for Teachers (Con't)

___ lets pupils help make rules for the classroom conduct.

___ expects stereotype answers to questions.

___ reminds pupils in advance when bigger projects will be due.

___ asks thought-provoking questions.

Value Questionnaire

Write Yes or No before each of the following:

_____ 1. Should nine or ten year olds have a definite weekly allowance?

_____ 2. Would you rather ask your parents for money when you need it?

_____ 3. Should you be able to control what you do about your feelings, even though you can't always help how you feel about things?

_____ 4. When you do nothing, do you run the risk of becoming nothing?

_____ 5. Is it better to try and fail than never to try?

_____ 6. Can human worth be measured in dollars and cents?

_____ 7. Should you be able to behave without constant supervision?

_____ 8. Should nine and ten year olds require constant supervision?

_____ 9. Should nine and ten year olds be responsible for keeping their own rooms neat?

_____ 10. Should nine and ten year olds help a classmate with "make up" work, when he has had a prolonged absence from school?

_____ 11. Should you expect others to take first steps in making new friendships?

_____ 12. Should you be able, in many cases, to recognize right from wrong?

_____ 13. Do you think, "All work and no play, makes Jack a dull boy?"

_____ 14. Do you think: "You should always follow this old saying: "When in Rome, do as the Romans do?"

_____ 15. Should you respect adult guidance?

____ 16. Should you accept responsibility for your own acts?

____ 17. Do you consider promptness very important?

____ 18. Should you be conscious of times and places when absolute "quiet" is essential?

____ 19. Should you be easily influenced by others opinions, when they may be contrary to your own?

____ 20. Should you be much more responsible than you were at age seven?

____ 21. Can you expect to have friends, if you aren't friendly?

____ 22. Do you think a smile goes a long ways in this world?

Role-Playing

Productive value-thinking may emerge from dramatic improvisation such as sample situations below:

1. Jane, plays the part of a dime store clerk who is faced with the customer who is returning a purchase. The customer is giving Jane a rough time.

2. Three family members---a Fourth Grade child and his parents---engaged in conversation. The child has just delivered his report card to the parents and has gone down in some of his grades from the previous marking period.

3. Three friends are in quite a heated argument on a street corner.

4. A Safety patrol student and two involved students---playground misconduct--- are in the process of presenting their various viewpoints to the Principal of the school.

5. The chairman and two members of a committee are in conference over a group project which is not progressing as rapidly as it should be.

6. A panel of four students have volunteered to explain the "pros" and "cons" of: "What our elementary playground would be like if it were without adult supervision."

7. Two students have volunteered to play roles of the leader of our country and of Russia and explain to the group why each believes his country to be the greatest.

Unfinished-Story Technique

I have found this technique to be a valuable method of approach in the elementary classroom, especially when the teacher makes use of actual classroom problems but poses them as a situation occurring in some far off school in another state.

Students read the stories, which are set up in such a way that there is no definite solution. They add their own opinions regarding the disposition of the problem.

Some sample stories of this type follow:

Sally attends school in Kansas City. This local school was conducting a Spelling Contest in the Upper Elementary grades. Sally was over confident about winning. She made her brags to her classmates about her assurance. Her friends tried to help prepare her for what might happen but she refused to be advised. She lost the championship which was a terrible "let down" and she took it very hard. Some said, "We tried to tell, but you wouldn't listen, Sally." Others commented: "Some never learn." I would say to Sally: "_____

_____

_____

Ted was the type of boy who really thought he was great! He was a good student and received many "A's" and few "B's" in his work, but would often say, when asked what he got: "Oh, I got an "A," of course!" This really disgusted his friends. I finally decided I would try to put across to Ted that this was hurting him and causing him to lose some friendships. I approached him at the proper time and said: "_____

_____

In an elementary classroom in New York City, Fredrick had the problem of not being able to keep his hands to himself. Every time he went to the pencil sharpener, rest room, reading table etc., he would poke someone as he passed a desk or tap another on the head. His classmates finally decided they would ask permission of the teacher to discuss Fred's problem in the hopes of offering some suggestions to help him break this habit. Some suggestions I think are worth trying _____

_____

Jim goes to school in West Virginia and has the bad habit of speaking out of turn. He always thinks that his ideas are so great that he can never wait for others to have their say before he interrupts. He never seems to listen to what others say and often repeats what has already been discussed. I think Jim should

_____

_____

A certain classroom in San Francisco has classified one of its members as the class "Bully." Under the surface he is really nothing more than a coward. Outwardly he has many convinced they should never question his word or disagree with him in any respect. Knowing this is not his real nature, but only "put on," I think the following recommendations might help Jack to change his ways _____

_____

_____

Problems-Box Technique

As a follow-up activity at the completion of our unit on: "Problems of Growing Up" we devised a "Problems-Box." Pupils placed their individual problems in the box. These carried no signatures and names were never used in our discussion of the problems. From time to time these slips were pulled from the box and discussed as a group. Through such discussions pupils learn that others have problems similar to their own and that their problems are not as bad as they had imagined them to be.

I have followed this procedure for the past five years and find it very successful. Pupils are enthused with the method are report that it helps in a better understanding of many of their problems of growing up and taking on added responsibilities in life.

The following is a listing of the types of problems submitted by my Fourth Grade Section:

1. Can't sleep at night.
2. Baby sitting for siblings.
3. Pushed around by older brothers and sisters.
4. Younger siblings have their own way.
5. Dad won't let us in the house when he is mad, sometimes.
6. I'm always acting too "tough."
7. Mad when I don't get my own way.
8. No friends.
9. Worried about what I'll be when I grow up.
10. Unhappy.
11. Can't keep my mind on my business.
12. Dad doesn't understand me.
13. Mother doesn't understand me.
14. Fear of talking before an audience.
15. Fear of Doctors and Dentists.
16. Early bedtime hour of eight o'clock.
17. Sister won't help me.
18. Have to clean house, but get no allowance.
19. So little time to play with friends.
20. Have to put younger sister to bed, but I get punished when she won't stay there.
21. Mother never lets me bake.
22. Grandma always invites big sister because she is older.
23. I want to take drum lessons.

24. I have to mow our big lawn.
25. Have to ride home from school---want to walk with friends.
26. Few people can keep a secret.
27. Everyone is always trying to "top" someone else.
28. Too many people are "braggarts."
29. Can't keep up with others.
30. I have trouble keeping my hands off other people.
31. I don't have many choices in my home.
32. Kidney trouble.
33. Doing things I don't want to do.
34. Few girls in my neighborhood.
35. Fixing supper for Mom.
36. Deciding which girls to play with so others won't be hurt.
37. Always doing things wrong, it seems.
38. Sick so much of the time.
39. It is hard to be "small" in stature compared to friends.
40. I am nervous.
41. I work too slowly.
42. Guess I'm not ready for my grade---it seems very hard for me.
43. I can't save money.
44. I get in numerous fights with siblings.
45. Little brother gets into my things while I'm at school.
46. Sister stays up later than I.
47. Sister gets more allowance than I.
48. Brother goes down town after five o'clock---I can't.
49. I am jealous of my brother.
50. I just don't know when to talk and when to keep still.

SELF-RESPECT and SELF-EVALUATION Through Personal Experience Stories

Pupils write more freely when given the opportunity to write about their own experiences. In writing personal experiences they do not compete with others. "You don't really know what you know until you have told it to someone."[1]

Suggested topics for personal experience stories:

1. The Happiest Day of My Life
2. My Dream
3. The Ugliest Person in the World
4. My Family at Dinner Time
5. My Worst Enemy
6. My Most Unforgetable Experience
7. What I See, Hear and Feel on my Bus Ride to School

---

[1]Robinson, Helen M. Oral Aspects of Reading. Chicago, Ill., University of Chicago Press, 1955.

8. My Ride on on a Plane, Bus, Train, Subway, etc.
9. The Saddest Day of My Life
10. My First Day of School
11. My First Day in Fourth Grade
12. An Unforgetable Accident or Illness
13. My Trip or Visit to_____
14. The Day I Felt Sorry For Myself
15. The Day My Best Friend Moved Away
16. The Day I Had to Make All New Friends
17. My Lonliest Day

EVALUATION

Circle either A or B---remembering there are no correct answers. Precede each statement below with, "I should _____:

1. A. Speak properly
   B. Use expressions my friends use, so they won't think I am odd.

2. A. Abide by school rules.
   B. Abide only by those rules I fully agree with.

3. A. Do as well this year as I did last year.
   B. Do better this year than I did last year.

4. A. Speak out for things I believe in.
   B. Keep my opinions to myself.

5. A. Feel style in clothes is more important.
   B. Feel quality in clothes is more important.

6. A. Wear a modest hair cut.
   B. Wear the latest style hair cut, even if it is "way out."

7. A. Wear clothes similar to my friends.
   B. Dress moderately, if it makes me different from friends.

8. A. Get all my work done on my own.
   B. Get help with my work, if allowed to do so.

9. A. Get paid for every chore I do at home.
   B. Do many chores at home without pay.

10. A. Have my own ideas about right and wrong.
    B. Be easily influenced by others as to right and wrong.

11. A. Be able to read anything I wish.
    B. Be guided by adult influence in choice of reading materials.

12. A. Work harder than others in my class.
    B. Work as hard as others in my class.

13. A. Finish a task if I begin it.
    B. Do as much as I can without too great an effort.

14. A. Depend upon others advice for most decisions.
    B. Make up my own mind about many decisions.

15. A. Live mostly for the future.
    B. Live mostly in the present.

16. A. Get more education than my parents.
    B. Get as much education as my parents.

CHARACTERISTICS I RESPECT IN A FRIEND

Place an A before those which you consider most important and a B before those which you consider less important to you.

My true friend should:

___ 1. let me have my own way most of the time.

___ 2. share with me.

___ 3. control his temper.

___ 4. get the best grades in the classroom.

___ 5. have respect for my opinions.

___ 6. be able to take punishment if he deserves it.

___ 7. keep his promises.

___ 8. be sympathetic to my feelings.

___ 9. not act like a "sissy" or a "baby."

___ 10. be able to listen to my "side" of things.

___ 11. be very ambitious.

___ 12. stick by me when things get "tough."

___ 13. be truthful.

___ 14. not be a braggart.

___ 15. not steal.

___ 16. have respect for my property.

___ 17. be honest in his dealings with me.

___ 18. be healthy.

___ 19. not swear.

___ 20. have respect for his own property.

___ 21. follow the "Golden Rule."

___ 22. try to make many friends but few enemies.

___ 23. help me when I need help.

___ 24. think his ideas are always the best.

PERSONAL OPINIONS SURVEY

Write a paragraph or two entitled: "When I Feel I Am Not Respected or Wanted, What Can I Do About It?"

Write a paragraph entitled: "When I Feel Sorry For Myself"

Write a paragraph entitled: "There Should Be Some Work, Some Doing Chores, Before A Child Gets An Allowance."

Write a paragraph entitled: "All Work and No Play Makes Jack a Dull Boy."

Write a paragraph entitled: "It Is Much Better To Try and Fail Than Never To Try."

Write a paragraph entitled: "Now that I Am a Fourth Grader, My Added Responsibilities Are."

Write a paragraph entitled: "What I See Myself As Doing Ten Years From Now."

Write a paragraph entitled: "Of All the People Who Have Helped Me _____ Has Helped Me Most."

RANKING

Restate these in order of preference. State preference of highest priority first:

Everyone should:

Save part of his money.
Spend his money and enjoy life.
Budget his money wisely.

At my age:

Boys and girls should play group games together.
Boys and girls play in separate areas on the playground.
Combine both of the above suggestions.

I think:

Wire-tapping for information is good.
Wire-tapping for information is bad.
Wire-tapping for information should be out-lawed.

I'd rather:

Go to church twice a month.
Go to church each week.
Listen to church services at home on radio or T.V.

I'd rather:

Go to my Grandmother's funeral.
Send flowers and not go.
Do neither, and remember her as I last saw her when alive.

Home should be:

A place where each occupant has a voice in things.
A place where parents make all decisions.
A place where there is often choices.

Choice of T.V. shows to view:

Should be determined by parents.
Should be determined by children.
Should be determined by the entire family, with certain times for childrens' viewing and other times for adults' viewing.

All people should:

Have equal rights.
Have equal opportunities.
See good in others.

During leisure time:

I should read more.
I should exercise more.
I should sleep.

My work should:

Show evidence of my best effort.
Be as good as my friends.
Be better than my friends.

Qualities I like in a teacher:

Fairness
Sense of humor.
Knowledge of subject matter.

It is hard to:

Stay out of an argument, when I'm not even involved.
Wait for my turn to speak.
Talk before an audience.

I believe:

"A stitch in time saves nine."
"Necessity is the mother of invention."
"Early to bed and early to rise, makes a man healthy, wealthy and wise."

I would rather:

Go to the beach.
Go on a nature-study hike.
Shop at a busy discount store.

The hardest to bear:

Poverty.
To be dumber than I now am.
To be disfigured by a horrid scar.

Choice of job:

Airline pilot.
Credit manager of local bank.
B-12 medical doctor.

Qualities I like in a teacher:

Firmness.
Little discipline.
Much freedom.

Choice of job:

Toll gate collector.
Inspector of pickle factory.
Wiper at a car wash.

Qualities I like in a teacher:

Helps pupils a lot.
Expects pupils to think for themselves.
Guides me in my work.

I think:

One should trust to luck.
One should work for success.
Fortune comes to those who wait.

Characteristics in a friend:

Boldness.
Honesty.
Sympathetic.

I'm happiest when:

I help to make others happy.
I have my own way.
I make my own decisions.

Choice in Mathematics:

Division problems.
Problems involving Geometric figures.
Story-type problems.

RESPECT FOR HUMANITY

Rank each group below with a 1, 2, or 3 in order of importance to you:

My true friend:

___ respects my feelings
___ is reliable
___ respects my property

___ shares artifacts and experiences
___ is honest
___ helps me when I need help

___ never disagrees with me
___ cooperates with me
___ listens to my point of view

___ can keep secrets
___ takes turns
___ doesn't tattle

___ smiles often
___ can "give" & "take"
___ does not complain frequently

___ controls his temper
___ is a good loser
___ abides by rules

___ has good manners
___ is not a "cry baby"
___ let's me make some decisions.

___ likes to create
___ loves natural beauty
___ loves music

___ doesn't expect more of me than he does of himself
___ keeps his promises
___ accepts my mistakes

___ plays fair
___ will not deliberately hurt others.
___ does not talk about others

(Con't) My true friend:

___ is a good sport
___ goes to church
___ shows interest in my hobbies

___ gets good grades in school
___ does not swear
___ does not steal

___ is not a braggart
___ doesn't blame others
___ is not greedy

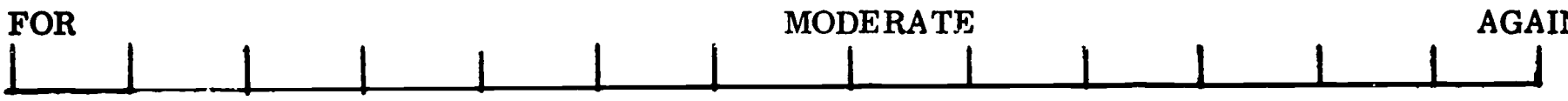
___ is not a "show-off"
___ is truthful
___ is unselfish

___ respects his country
___ respects other races
___ respects others religious beliefs

___ is brave
___ avoids causing trouble
___ is neat and tidy

CONTINUUM

Place your name where it best reveals your idea concerning the issue involved---if your thinking changes, you may cover your name with masking tape and place it elsewhere on the continuum:



Sample issues which might be used for the continuum above:

1. All people should wear seat belts at all times.
2. Teachers should allow students to solve some of their own playground problems.
3. It is not necessary to have as many safeties as we do have at school.
4. Boys and girls in our school should be more mannerly.
5. Schools should be in operation 12 months of the year.
6. All students should have equal rights and opportunities.
7. I would try to be friendly with anyone who moved in next door to me.
8. One should cultivate friends not enemies.
9. Speed limits in our country are too high.
10. The war in Vietnam should cease.
11. Everyone should respect our nations leader---no matter what his political party might be.
12. Water pollution is a serious problem in our locality.
13. Air pollution is a health hazard in our community.
14. Many T.V. programs are a waste of money.
15. Smoking is harmful to a person's health.
16. More censorship is needed regarding "paperbacks" on the market today.
17. One should "weigh" much of what he reads and hears before forming opinions.

AGREE	DISAGREE	
___	___	1. People tend to believe the things in life which are good are those things they desire.
___	___	2. Man desires a certain amount of discord as well as harmony in life.
___	___	3. An ounce of praise is worth more than a pound of criticism.
___	___	4. I work best under pressure or stress.
___	___	5. Many experiences in life do not, when realized, meet up to one's expectations.
___	___	6. A stitch in time saves nine.
___	___	7. I work best under limited freedom.
___	___	8. All men desire peace but few desire the things which make peace.
___	___	9. To be absolutely certain about issues of our times, means one is well educated.
___	___	10. It is almost impossible for people to think except in the fashion of the period in which one lives.
___	___	11. Those habits are best which are developed to excess or great extreme.
___	___	12. Everyone should profit by his mistakes.
___	___	13. I express my opinions more freely when I am not judged by my responses.
___	___	14. I like it when adults consider opinions of youth may have worth.
___	___	15. It is best to indulge in all things in life in moderation.
___	___	16. It gives me a feeling of worth when adults listen to me.
___	___	17. I like to express my point of view on issues which have no correct answer.
___	___	18. I like to discuss problems of growing up with my peers.
___	___	19. I don't like to be judged by adult standards.
___	___	20. It hurts my dignity to hear: "Live up to your age or act your age."

PERSONAL OPINIONS INVENTORY
by
CLARIFICATION OF RESPONSES

Write a paragraph or two to complete the following:

I can scarcely keep still when:

These are the things I would still like to learn this year in Fourth Grade:

I am proud of:

I am sure I will like---or dislike---Junior High for the following reasons:

I would choose_____to spend the week end at my home because:

I am proud that I:

I would choose_____ as the chairman for a group project in our classroom because:

If I were a teacher, I would expect the following from next year's Fourth Graders:

Some adults really disgust me because:

I like some teachers more than others because:

I would dislike going on a nature hike with _____ because:

I certainly would not want to be stranded on a deserted island with _____ because:

I think my most outstanding characteristic as an individual is:

Respect for my school and my teachers is one of my important responsibilities because:

VALUES' INVENTORY

COMPARISION OF FAMILY BACKGROUNDS

"Surprise"

In order to carry out this technique, the classroom should be divided into groupings of four each. Some care should be taken to assure variety of backgrounds in each division or group: Explain that each of the various groups will have a set amount of time to discuss thirteen items regarding family life and choose a chairman from among each of the groups. The chairman will report back to the class on each group's findings.

Items to be discussed follow: ------A dittoed copy should be provided for each group:

1. Interests
2. Special abilities
3. T.V. regulations and shared-viewing
4. Places where you have lived
5. Placed you have visited---traveled
6. Likes
7. Dislikes
8. Expectations
9. Hobbies
10. Bedtime hours
11. Disciplinary procedures
12. Siblings
13. Restrictions

EXAMING ISSUES

Suggestive topics involving social issues:

1. Write a paragraph on: "If I were a parent I would discuss _____ with my child's teacher at Parent-Teacher Conferences."

2. Write a paragraph on: "My reactions to our recent Grandparents' Day."

3. Identify the person in your life whom you most admire. How does he meet his problems? Compare his ideas about cooperation, tolerance and self-reliance with your own. Are there differences? Are there similarities? Which of your attitudes would you most like to change?

4. Write a paragraph on former President John F. Kennedy's statement: "Ask not what your country can do for you but rather what can you do for your country?"

5. Write a paragraph on : "My thoughts as I stand and salute my country's flag."

6. Have each member of the class list the values or beliefs he feels are worth fighting for. See if there are similarities in these beliefs.

7. List some suggestions which might be used by Americans when working with underdeveloped countries.

8. Write a paragraph on: "I should learn to think for myself and to make decisions."

9. Write a brief description of some important decision you have made recently. Try to list some of the values you hold which caused you to make this decision. Which of these values you listed do you follow consistently?

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TOLERANCE OF AND RESPECT FOR INDIVIDUAL DIFFERENCES*

Specific Values: Tolerance and Respect

Subject Areas: Social Studies, Language Arts

Grade Level: Fifth

Time: Sixth to Seven Weeks

Project on Student Values
3860 Plainfield Ave.
Grand Rapids, Michigan 49505

*Materials prepared by Mary Ann Spoelma

TOLERANCE OF AND RESPECT FOR INDIVIDUAL DIFFERENCES

Abstract

I. Philosophical Statement. We educate people. People are individuals. With the birth act comes individual differences. Philosophically speaking, we must become involved with tolerance and respect and room must be made for individual differences. Therefore, it follows that we must help students develop an effective tolerance and respect value system for themselves.

II. General Objectives Statement. An attempt shall be made to help students develop an effective tolerance and respect value system for themselves.

III. Specific Objectives.
- A. To respect family members own ideas and attitudes.
- B. To be tolerant of family expectations.
- C. To respect and interact with school personnel.
- D. To respect school property.
- E. To analyze importance of school government.
- F. To demonstrate tolerant attitude toward individual differences in contacts made.
- G. To learn to live with others in an effective way.

IV. Context. Fifth Grade.

V. Content.
- A. Study the background of the life of Englanders.
- B. Introduce children to story of the Pilgrims.
- C. Use the story of the Pilgrims as a "spring board" for the unit on tolerance and respect.
- D. Family study
- E. School study
- F. Human relations study

VI. Methods. Various methods, among which are an autobiographical questionnaire, open-ended value questions, class discussions, book reviews, outside speakers, film strips, social functions, voting, student reports, picture captions, personal interviews, role playing, public interviews, and tests.

VII. Time Schedule. Six or seven weeks.

TOLERANCE OF AND RESPECT FOR INDIVIDUAL DIFFERENCES

Philosophical Statement.

Educators believe in the worth of human beings, and every life entrusted to us is to be handled with utmost care. With the act of birth comes individuality. This individuality has to be dealt with..

In Lincoln's Gettysburg Address which was given at the Dedication of the National Cemetery at Gettysburg on Nov. 19, 1863, Lincoln said, "Fourscore and seven years ago our fathers brough forth upon this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal..." If all men are created equal, then it follows that as individuals we are equal. Then our individual differences must be tolerated and respected.

Article I of the Constitution states, "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; of abridging the freedoms of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances." Here in America we are assured of the right to exercise our individual differences.

Children must have experiences in which they can clarify the tolerance and respect values for themselves and choose an effective system for them.

General Objectives

Every person is an individual. In America we have the opportunity to express our individuality. With this opportunity comes the responsibility to tolerate and respect the individuality in those other human beings who are a part of our society. This then becomes the object of this unit of study.

Specific Objectives

A. To respect family members' own ideas and attitudes.
B. To be tolerant of family expectations.
C. To respect and interact with school personnel.
D. To respect school property.
E. To analyze importance of school government.
F. To demonstrate tolerant attitude toward individual differences in contacts made.
G. To learn to live with others in an effective way.

Context

Grandville, Michigan, is a city adjoining Grand Rapids, Michigan. It has several elementary schools, a junior high school, and a senior high school. This unit of study will be carried out in one of the elementary schools, West Elementary School, in a middle class, predominately, if not all, white community. The children number thirty and have a wide range of ability. They are in the fifth grade, and this unit will be a part of their social studies and language arts program.

Content and Methods

Since this unit will be early in the term a teacher must get to know his students on a very personal basis as soon as possible. An autobiographical questionnaire will be distributed to help me acquaint myself with each student and to help me with value indicators in order to work with a particular student.

During the first week of October we shall "kick off" our unit by using our text book, The Changing New World as a reference. In it we shall read the historical account given of the life of the people in England under strict rulership of the king and how a group of people known as the Pilgrims came to a new land because they had some differences that were not being tolerated and respected where they were. After much discussion each child will set out to find a book to read at his own level on the life of the Pilgrims, including their life at home, school, and in their own society. After a child has read his book, he will check in with his teacher, and in a personal interview by way of talking with his teacher will relate to him how his life compares and differs with that of Pilgrim boys and girls and adults. Each child will answer value questions which are open-ended and designed to expose them to how family life, school life, and human relations differ at different times in history. Approximately one week and a half will be spent with the personal interviews and the open-ended questions.

Because the children speak of their brothers and sisters so much of the time in a derogatory or degrading manner, time will be spent here to help the children clarify the toleration and respect values in terms of their own family situations. As a part of the Language Arts program, stories of their families will be written. They will be instructed to creatively write about family members, family life, in general. Pictures will be brought in by class members, mounted on manilla paper, and passed around for each child to caption. This will provide a real incite into their values.

By the time the third week arrives, the children will be hearing of coming elections because October will be almost gone and November is the month for politics. We will once again reflect upon the life of the Pilgrims and have some student reports as to what provisions were made to insure the Pilgrims that their freedoms would be respected and their individual differences tolerated. Toward the end of the week, arrangements having been made previously, the city mayor will come in to talk to the boys and girls on how provisions are made in our city to insure them that their freedoms will be respected and their individual differences tolerated. On the following day, a policeman will talk to them about law and order and other important items along this line. He will incorporate into his lecture to them the value of school conduct, respect for peers and adults, and school government inside the classroom as well as on the playground.

At the beginning of the fourth week, we shall have some value-clarifying discussions and will carry out a class election of officers by voting democratically with ballots. Children will have the experience of making the choices and then respecting the classmates chosen. Language Arts experiences will include campaign speeches before the election, poster making, ballot writing, and recording of the

results. During the remainder of the week, the students will bring in newspaper reports or any informative sources of material on any elections that will be made in November on the local, state, or national level. Depending on the candidates being in the news, we will turn to the value-eliciting strategy of role playing. Students delight in play acting and like to take on a new identity temporarily. At first the situation will be carefully structured in which the participants will be selected and their parts out-lined for them. Later when they get the hang of things, they will be left to use their own strategy. Following the role-playing small groups will be formed in which the teacher will carry on a value-clarifying discussion by asking questions making use of clarifying responses. An example of an appropriate question would be, "where would that idea lead; what would be its consequences?" Another appropriate to the role of a candidate would be, "If you accomplish what you say you will accomplish, how will that affect the life of the Negro?" The questions asked will depend, of course, on what the actors who play the roles come up with..

After the children have been helped to clarify their values in home and family life, school and adult life regarding govermental procedures, they should see the need for tolerance and respect to adults and peers in their situations at home, at school or wherever they go.

At the onset of the fifth week, we shall turn to the story of the Pilgrims for one more time and see what they did in addition to their family life activities and their school and business or governing techniques. We find that they had to learn to get along with everyone. The Pilgrims had to work together and with the Indians to make a living and to raise enough food for their families. The Indians taught them to plant and grow corn. The Pilgrims learned to tolerate the Indians, even though their ideas were different in addition to many other differences. The account reveals to the children the Thanksgiving feast in which many came with no regards to color, race, or creed. To help the children clarify their values regarding human relations with others of different color, human relations regarding working together for a common end, and getting along involving tolerance and respect with everyone, the children will be given a chance to take part in Public Interviews. Appropriate topics will be listed from which they can choose such as "Working With an Indian, Sharing My Ideas, Respecting Others' Ways," and the teacher will then ask the student questions to which at any time he may say he passes if he doesn't care to answer. When the teacher is finished asking the student questions, the student may ask him any of the same questions he was asked. This is a value strategy which is fun. Also, a teacher, when asked a value question, has a very good opportunity to inform his students of his values.

During the sixth week, it is time to view some film strips in which situations are presented to the children. At the end of these situations, the children are confronted with unanswered thought questions on the film in which they have to decide what they would do in various circumstances. These we will do orally and talk about the problems presented. Through observing student reaction, the teacher would be able to partially evaluate the affect of the unit, if any, on the children.

As a culminating activity and also as a strategy for observing family, school, and human relations in action, the children will plan a Thanksgiving dinner during the sixth week. Here once again, tolerance for others' ideas will come into play as committees work on menu, activities, and guests lists. Hopefully, during the dinner the teacher will be bale to observe children interacting with family members, schoolmates, teachers, friends, and people in general. Partial evaluation will be made mentally during this time.

The same test which was administered at the beginning of the unit will be again administered this time to see if values have been effectively clarified. It will be interesting to see if the students have developed an effective tolerance and respect value system for themselves.

Time Schedule

Six or seven weeks

Evaluation Data

Observation
Pre and Post tests

Evaluation, Interpretation, and Recommendations

Made through observation during unit
Made by interpreting tests
Made after completion of unit

GOAL SHEET

Behavioral Factors	Initial	Sustained	Quality
1. Demonstrate respect for sisters and/or brothers.	____	____	____
2. Accept family members for what they are.	____	____	____
3. Show courtesy to family members' friends.	____	____	____
4. Learn to give and take at home.	____	____	____
5. Take part in home responsibilities.	____	____	____
6. Accept parental expectations.	____	____	____
7. Expresses consideration for other persons' feelings.	____	____	____
8. Shows respect for school personnel.	____	____	____
9. Helps school personnel when opportunity arises.	____	____	____
10. Demonstrates respect for school property.	____	____	____
11. Demonstrates a friendly attitude toward class members of opposite sex.	____	____	____
12. Helps classmates who do not measure up physically or mentally.	____	____	____
13. Relates to classmates respect for their rights in the classroom.	____	____	____

Behavioral Factors	Initial	Sustained	Quality
14. Shows ability to get along with others on playground.	____	____	____
15. Shows ability to judge others fairly.	____	____	____
16. Advocates tolerance and respect.	____	____	____
17. Allows for others to have opinions differing from own.	____	____	____
18. Not judge an individual according to a stereotype.	____	____	____
19. Openly advocates equal rights and opportunities for all.	____	____	____
20. Listens patiently when other people are talking.	____	____	____
21. Do not become openly upset when someone disputes something he feels is right.	____	____	____
22. Openly acknowledges rights and responsibilities of individuals and groups.	____	____	____
23. Defends persons whose rights have been offended.	____	____	____
24. Abides by the choices of the majority.	____	____	____
25. Listens when others speak.	____	____	____
26. Cooperates with others, even if he doesn't agree.	____	____	____

GRID

Objectives / Methods	I	II	III	IV	V	VI	VII	Totals
Autobiographical Questionnaire						5		5
Personal Interview	3	2			5		5	15
Open-ended Value Questions						10		10
Student Reports	4	3					3	10
Picture Captions	5							5
Outside Speakers			4	4	4		8	20
Group Discussions			5	5	5			15
Role-playing					10			10
Public Interviews						5		5
Film Strips							5	5
Pre-Post Tests								
Totals	12	5	9	9	24	20	21	100%

AUTOBIOGRAPHICAL QUESTIONNAIRE

1. Name

2. Birth Date Age in Years

3. Address Phone Number

4. What other schools did you go to? Tell about them.

5. Who are the people in your family? (Use two sentences to describe each person. (Write this on back.)

6. Have you ideas about what you would like to do when you grow up?

7. What does your father do for a living?

8. Does your mother work?

9. How do you spend your time after school?

10. What magazines do you read regularly?

11. What are your favorite T.V. shows?

12. What do you like best about school?

13. What do you like least about school?

14. If you were a teacher, how would you teach your classes?

15. Is there an adult outside of school whom you dislike intensely?

16. Are there some adults outside of school whom you admire intensely?

17. Have you ever invented anything? If so, what?

18. What is there about you which makes your friends like you?

19. Is there something you want badly but can't quite afford right now? What?

20. Of all the people you know who have helped you, who has helped you most? How did they go about it?

PRE AND POST TEST

Check any of the answers that fit you.

1. I can't stand sisters who
   ( ) cry
   ( ) tease
   ( ) fight

2. Brothers are fun when
   ( ) they wrestle
   ( ) they play ball
   ( ) they read to me

3. If I could choose the number of brothers and sisters in my family, I would choose
   ( ) none
   ( ) three
   ( ) six

4. New arrivals in the family make me
   ( ) jealous
   ( ) happy
   ( ) sad

5. My family's friends
   ( ) make me sick
   ( ) like me
   ( ) come over a lot

6. When I am at home I don't like
   ( ) someone who differs with me
   ( ) someone who argues
   ( ) someone who belittles me

7. I do my work at home
   ( ) when asked to
   ( ) on my own
   ( ) only if, and when, I want to

8. My parents expect me to
   ( ) respect them
   ( ) obey them
   ( ) love them

9. If my family doesn't agree with me
   ( ) I give in
   ( ) I try to change them
   ( ) I don't give in

10. I wish my family was
    ( ) richer
    ( ) poorer
    ( ) just the same

11. I am sometimes ashamed of
    ( ) my sisters and brothers
    ( ) my parents
    ( ) no one

12. I can't stand
( ) myself
( ) my teacher
( ) my principal

13. I respect my
( ) self
( ) teacher
( ) principal

14. I help my teacher
( ) when she needs me
( ) when she asks me
( ) whenever I can

15. My classmates
( ) are fun
( ) are unbearable
( ) need me

16. School property
( ) doesn't matter
( ) should be misused
( ) is everyone's

17. I should respect my teacher because
( ) he is nice
( ) he is an adult
( ) he is trying to help me

18. When others are talking
( ) I listen
( ) I interrupt
( ) I talk, too

19. The world needs government because
( ) we need organization to get along
( ) the world couldn't run without i
( ) people need jobs

20. People of different races are
( ) not as good as I
( ) to be respected
( ) as good as I

21. I should tolerate others' ideas
( ) when they are different
( ) when they are as good as mine
( ) when I don't think they are as good as mine

22. I must wait my turn because
( ) I'm not important
( ) I'm no more important than others
( ) we need organization

23. If I can't get my way
( ) I shouldn't cooperate
( ) I should be unhappy
( ) I should hurt others

24. I try to
( ) hurt other people's feelings
( ) always help others
( ) ignore others

25. Don't make fun of
( ) retarded people
( ) school personnel
( ) parents

26. Help someone who
( ) needs help
( ) helps me
( ) is unkind

OPEN-ENDED QUESTIONNAIRE

1. The name of my book is _____

2. The author is _____

3. Some of the reasons the Pilgrims left England are _____

_____

4. Some of the differences now tolerated in the Pilgrim's new land were _____

_____

5. At home I have to tolerate _____

6. I respect the Pilgrims for _____

7. I want people to respect me for _____

8. I respect my brothers and sisters _____

9. In their homes the Pilgrims' children had to _____

10. In my home we children have to _____

11. At school the Pilgrim children were expected to _____

12. At school I am expected to _____

13. It was important for the Pilgrim children to go to school because _____

_____

14. It is important for me to go to school because _____

_____

15. At school the Pilgrim children had to respect their teachers because _____

_____

16. It is important that I respect my teacher because _____

_____

17. At school the Pilgrim children had to learn to play effectively because _____

_____

18. At school I should learn to play _____

19. The Pilgrims had to demonstrate the ability to get along with the _____

_____

20. If the Pilgrims hadn't learned to get along with the people they came in contact with, they _____

21. I need to "give and take" _____

22. I need to respect others' ideas because _____

23. I need to tolerate people I don't particularly care about _____

_____

24. I think some of the same things that worked for the Pilgrims in getting along in this world will work for me _____

_____

25. I liked reading the story about the Pilgrims because _____

_____

BIBLIOGRAPHY

Exploring Moral Values Filmstrips

Dr. Louis E. Raths
Wasp Filmstrips, Pleasantville, New York

PREJUDICE

Filmstrip #1

A. Moving In

Colored family moves into neighborhood. Two neighborhood boys approach young colored lad. Will they be friendly?

Discuss: "Get to know people before you make decisions about them."

B. The Crippled Girl

A young teen age girl who is crippled tumbles out of her wheel chair at school. Will she be helped by a colored girl who sees her?

Discuss: "Don't be different. It's easy to laugh at cripples."

C. Dressed Up

A boy comes to school all dressed up. Other boys are wearing casual school clothes.

Discuss: "Don't be different."

Filmstrip # 2

A. Latin-American Christmas

A family, south of the border, has a pinata as part of their Christmas festivities. What should the white boy do as they go ahead with their celebration?

Discuss: "Only our way is the right way."

B. The Team

A neighborhood gang of boys is choosing up for a ball game. A poor boy of the area hangs around waiting to be chosen...

Discuss: "He doesn't belong to our crowd."

C. The Salvation Army

A Salvation Army group is holding a meeting on a street. What are the reactions of the young people in the listening group?

Discuss: "They're different. It's O.K. to make fun of them."

Filmstrip # 3

A. The Sabbath

A young Jewish boy, wearing his skull cap (yarmelki), is on the way to a synagogue. He is observed by similar aged boys.

Discuss: "What does religious freedom mean?"

B. The Election

This is a classroom scene where the teacher asks for an answer and the junior high student doesn't know and neither does he care to know. In a class election he is nominated.

Discuss: "Only smart students should be leaders."

C. The Rich Girl

The daughter of an affluent family arrives at the new school in a chauffeur driven car, accompanied by her mother. How will she be accepted by the class?

Discuss: "All rich people are snobs."

D. Picking a Team

This opens with a classroom scene. Teacher returns spelling papers with one boy receiving an F and a second getting 100. Then it goes on an outdoor scene where a team is being selected and the choice is between the two boys shown in the first part of film. The "F" student is chosen.

Discuss: "Smart kids can't play ball."

PERSONAL VALUES

Filmstrip # 4

A. The Little Brother

Older brother and young brother are watching ball game. Opportunity comes for older brother to play. Should he?

Discuss: "Why do we have to watch our little brothers?"

B. The Poor Girl

A girl with a tattered dress is part of a crowd. What will a girl who befriended her earlier do when the gang taunts the poor girl about her appearance?

Discuss: "Only a fool would stand up against a crowd."

C. The Lawn

Father is mowing the lawn. Someone calls for the teenage boy inviting him to play ball. He knows he should help father, but?

Discuss: "Games are important."

Filmstrip # 5

A. The Stranger

An older woman needs assistance in finding her way. Two young girls (about fifth grade) note her predicament. Should they help her?

Discuss: "Don't talk to strangers."

B. Bus Line

A young colored mother with a little baby boards a bus along with others. Should a young girl give her seat to this mother?

Discuss: "I had to wait for a seat."

C. Frightened

A cat is chased up a tree by a dog. What will two boys do?

Discuss: "It's only a cat."

Filmstrip # 6

A. Waiting for a Package

Mother tells son "I'm expecting an important delivery... stick around." Friends of boy come to house while mother is gone. Should he go along with them?

Discuss: "Mom will understand."

B. Homework

Girl is reminded of her homework by mother when friends are visiting.

Discuss: "Homework is a waste of time."

C. Pay Day

Boy earns money by mowing lawn. When paid what shall he do with the money... bank it, spend it.

Discuss: "Spending money is more fun."

Filmstrip # 7

A. Fire!

An older girl is left with young child by mother. Fire is discovered in the home.

Discuss: "Take care of yourself first."

B. The Peanut

Boys are enjoying peanuts on the street. What should be done with the shells and litter?

Discuss: 'I'll go next week."

AUTHORITY

Filmstrip # 8

A. "Mind Your Older Sister"

A family situation just as the title indicates. Parents are out and the older sister is in charge.

Discuss: "She can't tell me what to do."

B. Crossing the Street

A "safety" is at his crossing on the street. A school child of the same age reacts.

Discuss: "Why listen to him? I'm as old as he is."

C. You're Out

Baseball situation of a player contesting the decision of the game umpire.

Discuss: "Umpires never make mistakes."

Filmstrip # 9

A. The Meeting

The Year Book Committee is having its meeting. The chairman acknowledges someone much to the disgust of another.

Discuss: "Rules are a waste of time."

B. The Paper Plane

A boy in a classroom sends a paper plane which lands near the teacher. He is reprimanded.

Discuss: "Can't he take a joke?"

C. Fooling Around

Two boys are in the hall and one purposely trips a third. A new teacher saw the act and he is taken into the office of the administrator. "We didn't mean it."

Discuss: "We were just having fun."

Filmstrip # 10

A. Keep Off the Grass

An area is plainly marked "Keep Off the Grass!" Two girls go ahead as if the sign was not there...An attendant at the park reminds them of the sign. Should they obey or not?

Discuss: "It's public property."

B. Trespassers

Two boys climb over a fence into a private yard in spite of the Keep Out sign. The owner comes out of the house as they climb his tree.

Discuss: "We weren't hurting anything."

C. The Vase

A home situation where a brother and sister are playing with a beach ball in a living room and a vase is broken. What shall we tell Dad?

Discuss: "Dad always blames me anyhow."

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MUSICAL AESTHETICS THROUGH REWARDING GROUP EXPERIENCES AND INDIVIDUAL CHOICE*

Specific Value:	Appreciation
Subject Area:	General Music
Grade Level:	Fourth Grade
Time:	Five Months

Project on Student Values
3860 Plainfield Ave.
Grand Rapids, Michigan

*Materials prepared by: Sharon Wedgwood
Sharon Mooney

MUSICAL AESTHETICS

THROUGH

REWARDING GROUP EXPERIENCES AND INDIVIDUAL CHOICE

Abstract

I. Philosophical Statement. The appreciation of music offers a variety of fascinating possibilities for value education and growth of children. Not only does it open a world of wonder and enjoyment, but also opens the door to understanding of other individuals and their uniqueness.

II. Statement of General Objectives. The general objectives of the unit are to bring the student to an awareness of this beauty of music and of the various possibilities available, with the hopes that this will help him to clarify to himself what he enjoys, and that this may enrich his present and future life. The activities within this study are tools of music with which to lead the student to choosing a facet of musical enjoyment for himself.

III. Specific Objectives. This unit is designed to lead students to strive for:

A. the spirit of co-operation, self discipline, and responsibility through musical participation

B. the knowledge to appreciate and express to others the beauty they find in some aspect of musical enjoyment

C. the ability to discern the quality of performance and listening

IV. Statement of Content: The unit will be used in nine fourth grades.

V. Outline of Content: pre-test, group singing and content studies, instrumental ensembles, listening activities , post-test

VI. Outline of Methods. pre-test, class discussion and listening, extra reports, writing group songs, audio-visual aids, drawing to music, characterization of songs, post-test

VII. Time schedule: January through June. (This includes 25 minute periods twice a week which adds to 1000 minutes or 16 hours, 40 minutes or 3⅓ days of school.)

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MUSICAL AESTHETICS

THROUGH

REWARDING GROUP EXPERIENCES AND INDIVIDUAL CHOICE

Philosophical Statement

"Music is of the heart. It is the smile of our day, the warmth of our feeling, and the fun of our saying and doing things together. The rewards of music making are rich. The more we take part, the more we want to, and the richer are its gifts to us. We do not need to be alike, for each of us can enjoy music in his own way. Yet all can learn to have fun making music together. We can feel the joyful going of it, and discover the way it fits together and sounds well. When our careful trying results in expressive sound, we have the personal satisfaction that comes only from creating." --Irving Wolfe

This description of music seems to fit well with the thoughts in our project. The writers would add that children need to choose music willingly from alternatives and repeat this often to become familiar and personal. Many times, music teachers have felt unsuccessful if their students were unable to perform certain skills. It might be possible for a child to learn many of the musical skills and never see or feel the aesthetic beauty or worth of music. Children and adults can derive personally enjoyable experiences by their choices of attitudes and behaviors in relation to skill development and value education in music. The need for each child to internalize values seems to correlate well with the desire that children need to internalize certain aspects of musical exploration. If a variety of alternatives in group listening and group performance are presented with valid analysis, the student may be better able to select a musical project and explain why it is worthy of presentation to the class. This in turn would give him criteria to select his personal listening. The teacher's

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major role will be in helping each student to clarify his feelings toward the aesthetic beauty of music. The cherished experiences gleaned from these music sessions may help the children develop a more co-ordinated and sensitive approach to prizing items or activities in other aspects of life.

General Objectives

This project is attempting to:

1. create an atmosphere of music which allows the student to analyze and choose what he enjoys
2. present listening, singing, and instrument playing in units according to interest and variety with the outcome that the student may be able to choose a project from any area and present it to the class.
3. provide assistance so that children have ample ways of deciding on a support of their project
4. provide students with adequate means of evaluating their own and others' projects constructively
5. present various musical concepts through all aspects of the unit
6. establish a classroom atmosphere where each student listens attentively to the other students' activity or discussion, with respect for their ideas and individual differences
7. leave the student with a positive need to find out about more aspects of music

Specific Objectives

Objective #1: student strives for a spirit of co-operation, self discipline, and responsibility.

A. student disciplines himself to play instruments with a group
B. student controls himself to play instruments with the beat with an ensemble, does not play before or after an activity
C. student handles instruments with care and knowledge of correct use
D. student sings as contribution to the group while listening to the whole
E. student is quiet and respects others' rights for quiet, orderly atmosphere to begin and perform activities

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Objective #2: Student shows ability to aesthetically appreciate and express to others the beauty he finds in some aspect of music.

A. student listens to some new musical experience
B. student is able to present and qualify his choice of some aspect of music which he enjoys
C. student can pictorially show what feeling he obtains from a musical experience
D. student is able to tell or show what feelings of movement a musical experience evokes
E. student in a group may choose and express music which he enjoys
F. student makes knowledgable free choice of musical expression from alternatives

Objective #3: student discerns the quality of performance and listening

A. student is able to list resons why someone may enjoy a musical experience which he himself does not
B. shows tolerance of others' choices
C. is able to distinguish proficiency of performance
D. distinguished between a band, orchestra or ensemble quality
E. decides which voice part is singing in a listening experience
F. hears various instruments
G. explains value content of song as pertaining to himself in his own words
H. shows knowledge of pitch variation (in or out of tune)
I. is able to clap a beat
J. can clap a rhythm and identify meter
K. makes informed choices

Content

The activities and goals proposed in this unit are to be used in the general music periods at the fourth grade level in five schools. The

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economic level of the community varies from middle class suburban to lower class rural. These areas are totally white except for two Mexican and one Negro family. The religious background includes a large majority of Reformed and Christian Reformed Ditch, and Catholic Polish. The fourth grades include eight different classes which vary in student number from 25-30 including students of all abilities of a normal classroom.

Outline of Content

The value oriented activities are designed to supplement the musical program which uses for a basic text Music Near and Far and Making Music Your Own book 4, published by the Silver Burdett Company, Morristown N.J. Other sources are I Sing of Michigan songbook by Lorna Dee Young and the materials written by Grace Nash, Music with Children, by Mary Helen Richards, Threshold to Music, and by Orff and Keetman, Music for Children. These sources hold for a final outcome the involvement of the total child in a musical experience.

The activities in this proposal have been divided into areas or units of stress although throughout the duration of the year all areas will be integrated and interspersed with performance, movement, aesthetic values, and musical skills.

A. preliminary test
B. literature
C. instruments
D. listening
E. Michigan study
F. post-test and evaluation

Time schedule

This proposal is scheduled to begin the first week in January and continue through to the end of the year. Since class periods for general music are only 25 minutes twice a week, this would mean a total meeting

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time of 3½ school days.

Methods

Literature area:

Every phase of our lives is very personal. This area of the project deals with the vast amount of literature and song available, and what the children themselves create. We will classify each song that we use into one of these broad areas:

A. work
B. patriotism
C. religion
D. enjoyment and arts (leisure time)
E. past, present and future (including problems of our times)

By presenting enrichment in these areas, we hope that eventually, when children are divided into groups of three or four children each, they can choose discriminately from alternatives something to perform or demonstrate for the others. It is our job to help them clarify why they chose their song, and what makes it worth performing for others. They will plan them one day and present them the next two class days.

Song #1: Come and Hear the German Band

A. What is a parade?
B. Have you ever been in a parade?
C. Raise your hand if you would like to learn a song about a parade.
D. I have one called German Band
E. Listen and see if you can explain anything about the song.
F. Let's learn the words!
G. (second class period) Now that we know this song, let's see if there is anything we can add.
H. Ha ve you ever heard band music?
I. Does anyone have a record of some at home? What instruments would we hear?

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J. add instruments: who will play what instruments on which part? What can our feet do? Stand on certain phrases or verse, keep a steady beat.

K. Play record: Stars and Stripes For ever J.P. Sousa

L. I'd like those who enjoy this song to come along in a parade while the rest of you are spectators looking to see if we are in step.

M. What are we staying with if we mark time?

N. Repeat song in a variety of ways and use childrens' ideas.

1. Who will sing the chorus? the verses?
2. Who wants to march?
3. Who has another suggestion?

II. My Grandfather's Clock

A. What time is it? Who has time? What is time? What do we do with our time?

B. Would you consider keeping track of what you do with time? Could you write down what you do every half hour?

C. pass out a worksheet with these questions on:

1. Is time steady?
2. If I had time to _____I would _____.
3. Does a clock have any relation to music? (beat)
4. Who is the Grandfather?
5. Does our life have a pattern to it?
6. Can you keep track of what you do every day?
7. Would you do this for 24 hours? For any time?
8. Are life patterns steady?
9. Is the tick tock of the clock steady?
10. Is the beat of a song steady?
11. Is the rhythm of the song steady?
12. Can you think of any comparisons between life and music? (Example: tick tock of life with each superimposing their pattern of life over time like the beat has rhythm of notes superimposed over it in music)

D. (nextclass) What do the words of this song say?

E. How would you have ended this song?

F. Could we write a song about a clock? What will be the beat? What will be the rhythm?

G. What do we need? (take class ideas and help if necessary)

H. Sing the song they create.

I. Who lived longer, the clock or the man? (next class)

J. What does the song tell us about life?

K. What is weight?

L. What is a pendulum?

M. Have any of you ever seen one? There is one at the United Nations Building.

N. Would you like to sing the Star-Spangled Banner?

O. Before we do , is there a group who would like to find out som information or create a play about this song?

III. Star-Spangled Banner

A. Have students discuss pride.

B. Have a short report of why the song was written.

C. Write the words out and have students learn them.

D. Have them write out the words and interpret what they mean.

E. Act out story of how Star-Spangled Banner was written.

F. Write down how many times in two weeks they hear it sung or played.

IV. Stars and Stripes Forever

A. Discuss words and sing.

B. Listen to a record of a band playing and compare---mood, feelings, emotional.

C. Study John Phillip Sousa and his contribution to American life.

D. Sing Camptown Races---Study Stephen Foster, slavery problem.

V. Song list:

A. Lazy Cowpoke

B. Don Gato

C. Hey Ho, Nobody Home

D. Sit down and Rest a little While

E. White Coral Bells

F. My Hat

G. Home on the Range
H. Old Texas
I. The Goat
J. Old Blue
K. Space Ship
L. Clementine
M. Yankee Doodle
N. Polly Wolly Doodle
O. Jindy

Instrumental Area:

The instruments mentioned consist of rhythm instruments, autoharp, guitar, Orff mallet instruments, melody bells and drums. These are used to increase the child's physical coordination and total involvement in musical activities. Children are required to sing while using the instruments as this requires the child to internalize subsonsciously the vocal work to concentrate on the physical element. The desire to contribute to the group activity and gain a rewarding, aesthetic experience, motivate the child to work within the framework of the beat and rhythm content to increase the effectiveness of the ensemble. The pentatonic scale is a wonderful tool for melodic instruments because the success of the child is built in. How can a child who successfully contributes to a beautiful group ensemble both instrumental and vocal, ever reject completely the wonder of music?

Group written songs are a contribution to this creating element. With knowledge of the syllables do-re-mi-sol-la- (five tone scale_) or combinations of notes within this pentatonic scale, the child may easily come up with a tune. And what is easier than finding a line a words containing four beats if this understanding is there. These songs are then given accompaniment by the instruments at the child's discretion. There is the child: composer,

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performer, and audience.

Listening:

Listening or music appreciaicn lessons are set up to complement both the sing and the instrumental aspects of this music class. The general aim is to acquaint the student with various types of music with specific notice given to finding reasons for people enjoying each kind. The goal is for the children to gain an understanding of different points of view and to be tolerant of other' opinions and tastes.

Since listening activities are only one aspect of music experiences, the selections have been chosen with the literature and tunes used in the unit in mind.

A. Instrument selection of any choice, home-made or otherwise for child to explain why he chose it, why he likes it. Experiment with various combinations of instruments, ways of playing instruments to evaluate resulting textures. Discuss texture, density and their aesthetic importance, which whould result in a recognition of isolated and combined sounds, an internal feeling of what is beautiful, tolerance of each other's opinions and tastes.

B. Listening activities from recordings for the most part will be discovered as a class to find what might make this music worth listening to.

1. "Billy the Kid" from Rodeo by Aaron Copland
   Children will first recognize the tune Good-bye Old Paint.
   A second listening would show them the the tune is used only twice, and that actually they are hearing many other things such as a bass ostinato, a variety of connecting material, many different solo and group instruments on various parts. They should begin to see what a composer has had to do to change that little tune into a symphony orchestra composition, and how many people can enjoy several things about it.
2. Lincoln Portrait by Copland
   In connection with patriotism, a study of the greatness of Lincoln as a simple man would be appropriate. Students would write a paragraph telling what about this music would suggest Lincoln or a feeling of greatness. Questions relating to how

the music makes them feel whould lead to a variety of answers and therefore a discussion of the quest of what the composer did to make this music sound the way it did. This would suggest topics of form, instrumentation, texture, dynamics and tempo.

3. How Many Roads by Peter, Paul, and Mary
   In keeping with current trends, American folk songs of any type which would be understook by fourth grade, would be full of value content. The quality of vocal sound would stimulate thought on a lonely, perscnal level. Contemporary instruments would be studied here as the guitar would be of prime interest.
4. The Sound of Music by Rodgers and Hammerstein
   Since the students would know several songs from this musical, the overture is a perfect place to discover how this form is constructed and to study one of America's best loved art forms.
5. Grand Canyon Suite
   In presenting this musical experience a small section of each selection would be played to compare the way each makes you feel. Students would be asked to decide a picture that each one brings to mind and then select one to draw or paint. Leading questions would be (a) What season is it? (b) Is the sun shining? (c) Are you alone or with someone? (d) How far can you see? (e) Do you like the way it makes you feel?

   On various listenings we can discover how the composer created a feeling that you get from the composition. Also the comparison of feelings from the class would lead to excellant value clarification and tolerance. Other interesting aspects would be from a study of the geopgaphical aspect of the Grand Canyon as related to the composition, or a study of the form of the Suite.

C. Other listening selections:
   1. Funny Girl (People and other selections)
   2. Toyland by Victor Herbert
   3. Stars and Stripes Forever, by J.P.Sousa

4. Appalachian Spring by Copland
5. Variations on"America" by Ives-Schuman
6. Victory at Sea by Rodgers
7. Down in the Valley (a folk opera) by Weill-Sundgaard
8. Porgy and Bess by Gershwin

D. Students are to relate their favorite television program and investigate the music which is used. If a theme is used, discussion whould follow as to the implication of such adding to the worth of the program.

E. Project: Students are to select any aspect of music to present to the class with constructive evaluation as to content and aesthetic beauty.

Michigan Week

The songs by Lorna Dee Young on the aspects of Michigan correspond to the geopraphy lessons learned in the fourth grade. These open the field to discovering the worth and possibilities of our state. The opportunity to instill a pride of belonging becomes ever greater as we find the relationship of Michigan to the total United States.

SELF EVALUATION MUSIC NAME_____

CLASS_____

ANSWER THE FOLLOWING QUESTION WITH:

(1) not at all, (2) very little (3) quite a lot (4) very much

1. I enjoy music _____.
2. I enjoy music class _____.
3. I try to make music class a better class_____.
4. I like to sing _____.
5. I like to listen to music_____.
6. I enjoy playing instruments _____.
7. In music class I try _____.
8. I want to like music _____.

ANSWER THESE QUESTIONS HONESTLY:

1. Do you try to help make music an interesting and enjoyable class?_____
2. Do you think of the other students in the class as well as yourself?_____.
3. Do you try to sing your best?_____
4. Do you think that you are a help to Miss _____.
5. Have you learned anything in music this year?_____.
6. What have you learned?_____.
7. Do you think that music has been worth your while?_____
8. Do you think that Miss _____is a fair teacher?_____
9. What did you enjoy the most in music?_____
10. Would you say that you have learned most of what was expected of you in music this year? _____

Give yourself a grade in the following:

Effort (how hard you try) _____

Achievement (how much you have learned since last September) _____

PLEASE WRITE ANY COMMENTS YOU MAY HAVE PERTAINING TO MUSIC CLASS.

GOAL SHEET FOR CLARIFING AESTHETICS IN MUSIC

NAME _____

CLASS _____

Instructions: Enter the date at which the desired behavior is first observed under the column marked initial occurrance. When the desired behavior has been observed several times, the date is to be entered in the second column. The column marked quality occurrance is to be dated when the student and the observer feel that the behavior has reached sufficient lever to be near excellance.

Behavior Factor	Initial	Sustained	Quality
1. to find evidence of quality when listening to music			
2. to identify types of music			
3. to recognize out of tune music			
4. to recognize music that has lost the beat			
5. to voluntarily listen to some aspect of music			
6. to volunteer to perform for class			
7. to clarify a musical choice to the class			
8. to express feeling involved in listening to some aspect of music			
9. to find value content in words of a song			
10. to sing voluntarily and enthusiastically			
11. to play an instrumental ensemble in tempo			
12. to discipline self in respect to others			
13. to perform two or more skills ar one time (example: singing & playing an instrument)			
14. to constructively evaluate musical activities			

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SKILL SHEET FOR GENERAL MUSIC FOURTH GRADE

1. makes whole note, half note, quarter note and eighth note, and claps relative time values.
2. recognize the following: quarter rest, treble clef, sharp, flat, time signature, staff, measure, dynamic markings.
3. clap a four or a three beat rhythm.
4. sing on pitch
5. play instrumental ostinato
6. distinguish music in threes or fours
7. keep beat in feet or hands
8. sing and recognize pitch patterns using sol-mi-do, sol-la-sol-mi, etc.
9. recognize solo and ensemble instruments
10. clap rhythm of song while keeping beat in feet
11. clap canon with teacher or classmates
12. explain meaning of time signature
13. explain meaning of dynamic markings
14. recognize repeated phrases
15. recognize and demonstrate an accent
16. demonstrate action associated with certain rhythms
17. sings a scale
18. distinguish syncopated from smooth music

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GRID

Objectives / Content	Cooperation	Appreciate Express		Discern Quality	Total
Rhythmic Activity	3	2	2	3	10
Instrumental Activity	4	3.5	.3.5	4.	15
Singing	10	10	10	10	40
Discussion	2	2	3		7
Song Writing	2	2	2	2	8
Listening	6	7		7	20
Total	27	26.5	.20.5	26.	100

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TEACHING OF VALUES THROUGH SOIL, FOREST, AND WATER CONSERVATION*

Specific Value:	Responsibility
Subject Area:	Social Studies
Gra e Level:	Fourth
Time:	Six to eight Weeks

Project on Student Values
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*Materials prepared by Holland L. Warner

TEACHING OF VALUES THROUGH SOIL, FOREST, AND WATER CONSERVATION

Abstract

I. Philosophical Statement. Because America has always been a nation rich in natural resources, the majority of the people of this generation assume that America will always continue to have resources in generous supply. It would appear that the responsibility for those who have access to these resources is to expand the usefulness of these resources, explore possible new resources rather than to be satisfied merely with the prevention of waste.

II. Statement of General Objectives. The general objectives of this unit are to teach:

A. responsibility to conserve these resources
B. responsibility to develop new methods and uses for these resources

It is hoped that the children will become:

A. followers of wholesome conservation practices
B. knowledgeable voters on conservation issues

III. Statement of Specific Objectives. The specific objectives are:

A. to show concern for others than self
B. to plan for maximum usage without waste
C. to learn to disagree courteously
D. to teach responsibility

IV. Statement of Context. Fourth grade.

V & VI. Content and Methods.

(See attached charts)

VII. Time Schedule. Six to eight weeks.

TEACHING OF VALUES THROUGH SOIL, FOREST, AND WATER CONSERVATION

Philosophical Statement.

Because America has always been a nation rich in natural resources, the majority of the people of this generation assume that America will always continue to have resources in generous supply. This assumption is further enhanced by our economy which places much emphasis on the material values to be gained by advances in mechanization and technology. However, increasing emphasis is being placed on the conservation of our natural resources, because concerned people are coming to the realization that even plentiful resources, such as good soil, plentiful fresh water, and abundant forest lands, can be exhausted if used wastefully and without thought of replenishment. It would appear that a further responsibility for those who have access to these resources is to expand the usefulness of these resources, explore possible new resources, rather than to be satisfied merely with the prevention of waste. It is the duty of America, a nation rich in natural and human resources, to show responsible behavior by helping under-developed nations raise their standard of living. We as a nation and our youth as individuals must learn how to use scientific skills creatively, while conserving and enhancing resources, so that it will have a positive effect on people everywhere.

Statement of General Objectives.

The general objectives of this unit are to begin teaching children, at an early age, that because our nation is richly endowed with resources this carries with it a responsibility to conserve these resources, and to develop new methods and uses for them. Hopefully, they will begin to learn that all possible methods and uses have not yet been discovered, and that man can help to convert even wastes into useful products. Basic to the teaching of the subject matter in this unit are values that may form the base for a complete value system later in life. It is hoped that if the beginnings of this value system are successfully implanted in the minds of these children that all of them will become followers of wholesome conservation practices, knowledgeable voters on conservation issues, and some one or two may even become leaders in the field of creative conservation and will make it possible for these resources to serve mankind in new ways. Not all, or possibly very few, of these general objectives will reach fruition at the fourth grade level, so the unit will aim primarily at building a solid foundation for future growth.

Statement of Specific Objectives.

The specific objectives have been limited to four, which number may be more easily taught through frequent and meaningful repetition and there is a greater possibility of constructing instruments to measure changes in values. Although there are only four specific value objectives, other classroom objectives such as, improved study

skills, learning of subject matter material, expansion of vocabulary, etc., which are mandates of our educational system, remain central to the teaching of the unit although they are not clearly spelled out in the development of the teaching unit. The four specific value objectives are:

1. to show concern for others than self. This value will de-emphasize personal gain, and emphasize the good or value to others. The "others" will be defined progressively from the familiar (family, friends, pets, neighbors) to the less familiar (other Americans, people of other lands, etc.).

2. to plan for maximum usage without waste. This value will attempt to point out obvious ways to prevent waste in regard to objects familiar to the fourth grade student---in his home, his school, his community and his state. This value will then be expanded to show that extension of prevention of waste is to show creativity in using materials we now consider wastes in new and positive ways, or to find uses for resources we now do not value.

3. to learn to disagree courteously. There are no "hotter" issues to conservationists than issues which have two sides and each has a respectable following. This value is teachable in the classroom, but more difficult to measure by an objective instrument. Once learned, it can become the basis for a total way of approaching life, and the basic material out of which the scientific method is constructed.

4. to teach responsibility to use what one knows and has learned in a constructive manner. The value seems to be closely related to the other three, but it is my impression that this value can be factored out into a separate value.

Statement of Context.

The unit of study will take place in the fourth grade in a rural environment where the environment is conducive to nature study. Many items would have to be modified were this unit to be taught in an urban setting. The unit on conservation and enhancement of natural resources will be part of the social studies curriculum, in the study of societies in world geography. Almost all of the students come from a middle socio-economic class, primarily a white community, who live in a rural area by choice.

Outline of Content.

(See attached chart.)

Methods.

(See attached chart.)

Time Schedule.

This unit is tentatively scheduled to last from six to eight weeks during the spring of the year. Approximately two weeks will cover each of the three basic areas of conservation. No specific timetable is being submitted because this will be controlled through the teacher's weekly work plan, and will allow for flexibility in teaching the unit, dependent on student interest and student initiative. The spring of the year is recommended because the material lends itself better for teaching in the spring. Also, fourth grade students do not have sufficient maturity in the beginning of the fourth grade year to form the concepts being taught in this unit. The unit could easily be adapted to teaching in the fifth or sixth grades.

SUBJECT CONTENT	VALUE TO BE TAUGHT	METHODS OF TEACHING VALUES	SPECIFIC BEHAVIOR TO MEASURE VALUE CHANGE
Conservation of Our Soil			
Soil--our most vital resource A. Properly managed soil need not wear out B. Soil has been misused in past and present	I. Concern for other than self	I. Discussion: Use Rath's Zig-Zag Lesson. Discuss how the finished product of a shoe, going backward to hide, food for animal, etc., is actually dependent on the soil. Also trace dependency of fish on soil--fish live on marine plant life which is dependent on minerals and food values washed into the sea from the soil.	I. In the develop-mental stage of the unit, little actual behavior change can be expected. Soft: Observation of discussion. Later: Test instrument
C. Soil is one of most useful resources 1. Used in production of food, clothing, building materials, etc. 2. Relationship of all living things in balance of nature: Soil-plants-water-fish-food-soil	C. Maximum usage without waste	C. Discussion 2. Experiment: Make soil artifically from lime-stone rocks. Demonstrate contraction and expansion and relate to processes of weathering through heat and frost.	C. Observe process of change thru verbal responses Later: Test Instrument
Soil structure A. Topsoil layer B. Subsoil layer	II. Maximum usage without waste Learn to disagree courteously re: field trip observations. Responsibility to prevent waste thru improper management	II. A and B Field trips to find soil samples from pastures, fields, woods, gardens, etc. Study above in classroom for water-holding capacity, richness of soil, potential for growing plants, etc. Also, obtain sample of water from Grand River after rain. Send to Agric. Agent for analysis of solid sediments and particles, and pesticides.	II. A and B Soft: Observe process of change thru verbal responses. Did violent arguments occur re: observations on field trip? How were they resolved? Later: Test instrument Some relationship to everyday waste in classroom may be demonstrated.

SUBJECT CONTENT	VALUES TO BE TAUGHT	METHODS OF TEACHING VALUES	SPECIFIC BEHAVIOR TO MEASURE VALUE CHANGE
. How to improve soil A. Fertilizer 1. Commercial (Organic and Chemical)	III. A. Maximum usage with out waste: Man can supplement nature. B. Responsibility of man to use his knowledge of agriculture and science C. Concern for other than self: to improve productivity in unproductive agricultural countries D. Learn to disagree courteously	III. Experiment: Plant wheat in five flower pots, using different soils in each. 1. Poor subsoil 2. Subsoil with humus (organic matter) added 3. Subsoil with commercial fertilizer added 4. Subsoil with organic matter and commercial fertilizer added 5. Beach sand with plastic inserted halfway, and using commercial fertilizer. (To simulate a remedy for desert conditions.) Observe and discuss growth of each. Actual classroom experience may lead naturally into further expansion of this as a teaching tool.	III. 1. Increased interest in observing plant growth, or growing awareness 2. Broadening of interest outside of self and own community 3. Responsibility for daily watering of plants 4. Observation of attitude and value change thru discussion 5. Later: Test Instrument
. Soil erosion losses A. Decreased food production B. Increased floods take toll of life and property. C. Dust storms render soil unfit for use	IV. A. Maximum usage without waste B. Responsibility of man to use his knowledge C. Concern for other than self	IV. Demonstration and discussion A and B. If possible, bring to class several cultivated plants--some clean-tilled such as corn, beets and peas and some non-cultivated such as wheat and clover. Discuss root structure of each and how it affects erosion and flood conditions. C. Obtain sample of Indian paintbrush plant and explain 1930 drought planting in West to prevent erosion through dust storms. Examine root structure. Discuss and use pictures of moving sand dunes.	IV. A. Observe growing awareness of related conditions to problems and to solutions. B. Observe change thru discussion C. Later: Test Instrument

SUBJECT CONTENT	VALUES TO BE TAUGHT	METHODS OF TEACHING VALUES	SPECIFIC BEHAVIOR TO MEASURE VALUE CHANGE
V. (continued) D. Periodic crop failure E. Decreased food for wild game F. Muddy stream unfit for fish G. Silted reservoirs not suited for hydro-electric power H. Decline of industries and decay of cities I. Loss of plant food J. Bankrupt farmers, migrating population to cities which results in more poverty and decadence	IV. D to J A. Concern for others B. Responsibility C. Maximum usage without waste D. Disagree courteously	IV. 1) Use of Rath's Zig-Zag lesson 2) Also Rath's Value Continuum (alternatives)	IV. 1) Use Student Evaluation Sheet to determine the progress students are making. 2) Classroom observations re: increased awareness and value change as evidenced in verbal responses. 3) Testing instrument to be used at later date.
V. Use of proper soil management practice to aid humanity A. Ways to obtain food for the hungry world 1. Previously unthought of sources of food 2. New ways to prepare foods now considered waste products B. Increase productivity of underdeveloped nations	V. A. Disagree courteously B. Concern for others C. International responsibility---the problems in other parts of the world may soon become our problems.	V. Devil's Advocate Role: Topic: "If children are starving in impoverished countries, it is of no concern to us." Public Interview with Peace Corps member home on leave (One pupil has brother just returned from South America and now home on leave before return to Brazil. He will present a talk and show slides on how these people are being taught to use better farming methods and to increase the agricultural productivity.	V. 1) Increased interest 2) Personal involvement ---may even lead to student-initiated project of help, due to interaction with speaker.

SUBJECT CONTENT	VALUES TO BE TAUGHT	METHODS OF TEACHING VALUES	SPECIFIC BEHAVIOR TO MEASURE VALUE CHANGE
Conservation of Our Forest Resources		Pupil Pamphlet: "Forest Adventures of Mark Edwards," Grades 4, 5, and 6. Available from American Forest Product Industries, Madison, Wisconsin	
. Early history A. Original forests provided food, shelter, fuel and protection to the early settlers. B. Lumbering, one of the first industries involved with international trade.	I. Informational and developmental	I. Reading--"Forest Adventures..." pp. 4,5 Discussion on student's reports on uses of lumber Movie: "Timber Harvest," Mich. Conservation Department. Vintage Film of early lumbering in Mich.	I. Primarily informational and developmental
. How a tree grows A. Takes place in cambium layer and at tips of twigs and roots B. Food is manufactured in leaves thru the action of sunlight C. Inner bark carries food from leaves to rest of tree D. Sapwood carries sap from roots to leaves for manufacture into food--adds strength to tree E. Heartwood has stopped growing--gives strength to tree trunk F. Tree adds a ring of new growth inside bark each year	II. A. Disagree courteously D. Responsibility Concern for others Maximum usage without waste	II. "Forest Adventures..." pp. 5-10 A. Discussion: "A nail driven into a growing tree will always remain at the same height. D. If season is right, tap a maple tree in school woods (Or get permission from owner of tree) and make a sample of maple syrup. Collect sap regularly. E and F. School woods side trip. Observe heartwood on freshly cut tree stump (diseased elm recently cut down) Make a chart of tree. Color and label. 1. All important parts of tree 2. Where the tree grows (red) 3. Where food comes into tree 4. Where food is stored (green)	A. Respect each others viewpoints--no heated arguments Learn to admit that one can have wrong assumption and accept it good naturedly. Regular pick-up of sap. Increased interest and involvement.

SUBJECT CONTENT	VALUES TO BE TAUGHT	METHODS OF TEACHING VALUES	SPECIFIC BEHAVIOR TO MEASURE VALUE CHANGE
III. Why forests are necessary for us A. Provide us with food, shelter, clothing and other essentials B. Help purify the air, conserve our water resources, and prevent erosion of the soil C. Provide food and shelter for wild life D. Help keep us healthy through outdoor recreation and sports--give us place to relax	III. Maximum usage Responsibility for creative use and expansion	III. "Forest Adventures..." p. 10, 23 B. Experiment: Take two seeds collected from a previous field trip and place a bell jar over them and leave overnight. Observe moisture accumulation on glass. Discuss above. Experiment: Obtain two fresh seedlings. From one remove tiny root hairs. On other, leave roots intact. Plant both seedlings in separate jars. Water daily and observe growth. Discuss above	III. Observe interest and development of concern for wildlife Use of testing instrument
IV. Enemies of the forest A. Forest insects, diseases and wind take a heavier toll of timber each year than does fire B. Fires--90% of our forests have fire protection yet millions of trees are destroyed each year	IV. Concern for others Responsibility	IV. Value Clarifying discussion Demonstrate proper methods for putting out campfires	IV. Evaluation sheet Test instrument
V. Tree farming A. Provides more trees for tomorrow by correct forest practices 1. Use selective harvesting methods 2. Use methods for controlling disease 3. Protect from fires 4. Re-planting idle lands for future use	V. Maximum usage		

SUBJECT CONTENT	VALUES TO BE TAUGHT	METHODS OF TEACHING VALUES	SPECIFIC BEHAVIOR TO MEASURE VALUE CHANGE
VI. Forest Industries A. Forests provide raw material for five major manufacturing industries 1. Lumber 2. Furniture 3. Pulp, paper, and paperboard 4. Plywood and veneer 5. Hardboards and particle boards	VI.	VI. Art project Label trees in schoolyard. Drive stakes into the ground. Insert interesting information on the signs such as what the wood is used for, etc.	VI. Evaluate student interest Testing instrument
B. Industrial research has developed new uses for wood 1. Bark products 2. Wood chips (chip board) 3. Sawdust (Hardboard) 4. Wood chemistry products	B. Maximum usage with out waste Disagree courteously (perhaps)	B. Take field trip to Rockford paper mill 1. Observe paper made from waste rags and scrap paper 2. Also, observe waste products being dumped into Rogue River. 3. Discussion	B. Observe and evaluate how well students listen to guide, and ask intelligent and pertinent questions Students use Response Clarifying discussion
VII. How we can help care for forests A. Be careful with fire--tell others B. Report all fires, including grass fires C. Plant trees D. Learn to recognize injurious pests E. Tell parents and other adults about your study of the forests and how trees should be harvested F. Encourage parents to let you buy a tree out of your allowance and plant it by your home	VII. Responsibility Concern for others Maximum use	VII. Show film; "Smoke Jumpers," U.S. Forest Service Field trip: Arrange field trip to Cannonsburg Fire Station and demonstration by one of the volunteer firemen (Station within walking distance of school) Demonstrate in school forest how to plant a tree correctly Make bulletin board display on "Keep America Green"	VII. Testing instrument Responsibility in care of tree: 1) Water tree each week 2) Fertilize twice/yr 3) Spray for harmful insects

SUBJECT CONTENT	VALUES TO BE TAUGHT	METHODS OF TEACHING VALUES	SPECIFIC BEHAVIOR TO MEASURE VALUE CHANGE
Conservation of Our Water Resources			
I. Water is important A. All living things dependent upon water 1. Necessary to life 2. Water for transportation 3. Necessary for food and plant growth	I. This portion is primarily informational and developmental.	I. Initiate aquarium management in the classroom as part of this unit. Value clarifying responses for student discussion will be used.	I. Observe increased awareness. Observe students who do or do not accept regular responsibility for assigned duties in caring for the aquarium.
B. Concern for right uses of water 1. Most important mineral 2. Preserve water table 3. Properly managed, can render repeated service in many ways 4. Need to find ways to purify salt water 5. Must begin to re-use water again and again	B. Maximum usage without waste Responsibility to use scientific skills and knowledge Maximum usage	Movie: Kent Intermediate School District	Use Value Evaluation sheet re: movie
C. Water is necessary for health 1. Life-blood of man 2. Conveys man's wastes 3. Regulates body temperature 4. Cleanses man 5. Provides recreation and relaxation	C. Concern for self and others	C. Value clarifying discussion Student reports--individual or group reports.	
D. Water belongs to everybody---must be managed so that the ultimate motive will be for the greatest good for the largest number for the longest period of time	D. Responsibility Maximum usage without waste Disagree courteously	D. Use of Devil's Advocate technique, "That river goes through my land and I can put what waste I want into it." List ways in which students can help prevent pollution.	Verbal application of student's understanding of ways to prevent pollution. Friendly dialog carried out between teacher and students in regard to opposing views.

SUBJECT CONTENT	VALUES TO BE TAUGHT	METHODS OF TEACHING VALUES	SPECIFIC BEHAVIOR TO MEASURE VALUE CHANGE
I. Sources of our water supply A. Lakes B. Wells C. Streams D. Artesian wells E. Streams F. Oceans	II. Primarily informational	II. Value Clarifying discussion Zig-Zag technique C. Report on popular American mineral springs-- 1. What healthful minerals are found? 2. Locate on map some of the health resorts built around mineral springs	II. Classroom observation Test Instrument
III. Hydrologic Cycle A. Continuous process B. Source of atmospheric moisture C. What happens to rainfall? 1. Run-off 2. Evaporation 3. Absorption 4. Percolation	III.	III. Make a chart to show cycle Relate to art project	III. Classroom observation Test instrument
IV. Problems of our water supply A. Floods 1. Destruction 2. Uncontrolled run-off 3. Poor land practices B. Low water conditions 1. Importance of maintaining the flow of streams during dry seasons 2. How we can increase the flow of streams C. Water pollution 1. Causes of pollution 2. Effects of pollution 3. How pollution can be reduced a. Analysis of water for purity b. Modern treatment for disposal of waste by industries and people	IV. 2. Maximum usage without waste C. 1. Responsibility to prevent pollution 2. Concern for others	IV. Reports by individuals and groups: "What can be done to stop floods?" C. 2. Use of extra aquarium to show harmful effects of pollution 3. Field trip to Rockford Water Treatment plant. Observe lab tests and addition of chemicals to make water safe for use. Extend above field trip to include visit to Rockford Sewage Treatment Plant	IV. Same as above C. Children regularly clean aquarium to prevent pollution. Do children question intelligently and listen attentively on field trip. Students themselves should begin using Value Clarifying discussion.

SUBJECT CONTENT	VALUES TO BE TAUGHT	METHODS OF TEACHING VALUES	SPECIFIC BEHAVIOR TO MEASURE VALUE CHANGE
. Ways water may serve us better in the future	V.	V.	V.
A. Coho rearing project in Michigan 1. Use for sport and recreation 2. Use for food 3. Use to control pollution a. Devour alewives b. Devour plant algae	A. Maximum usage without waste Concern for others	Show film, "Michigan Coho," from Conservation Department. High interest because project is local.	Evaluation sheet on movies Test instrument
B. Fish farming as a resource 1. Potential food for underdeveloped, over-populated nations 2. Project would create employment in these nations	B. Concern for others Maximum usage International responsibility Disagree Courteously	B. Show movie, "Feeding the Billions," available from Dr. Lawrence Donaldson, University of Washington, Seattle 1. Chinook salmon-artificially bred 2. Use above technique to breed milk fish and mullett in tropical waters Use Zig-Zag discussion: 1. What did you have for breakfast today? 2. If we didn't have any chickens in this country, no eggs, then what might you have had for breakfast? 3. What do you think they eat in other lands? Japan? etc. 4. What if we didn't have any cereal due to crop failures? 5. If protein is needed for a child to develop full use of brain, what do you think they could substitute for chicken and eggs? 6. Continue questions to lead up to ultimate question, "Are we responsible to feed the hungry of the world?" "Can we help them to better provide their own food?"	Hopefully, the class are beginning to show better use of classroom expendable materials. Clarifying questions from students should be becoming more frequent

GRID

Content and Method \ Specific Objectives	A	B	C	D
. Soil Resources oral discussion experiments & demonstrations field trip observations devil's advocate role guest speaker				
. Forest Resources assigned readings field trip observations oral discussions movies				
. Water Resources oral discussions movies management of classroom aquarium				

Evaluation Data

Soil Conservation

Grid	Value Given		
IB		1.	In our country we have good soil abundance so we must:
	-		A. defend it from our enemy nations.
	+		B. see that it keeps on producing food.
	0		C. let it alone.
IB		2.	Saving our soil is important:
	+		A. because it takes a long time for nature to make good soil.
	0		B. but it will not affect our lives very much.
	-		C. but I will let some one else worry about it.
IB		3.	After a heavy rain our rivers and streams carry rich topsoil off the land so:
	0		A. we should avoid fishing in the river at this time.
	+		B. we should plant a crop such as hay near the stream to hold the soil in place.
	-		C. it is the farmer's choice as to whether he wants to lose his best topsoil.
ID		4.	If the soil is poor:
	0		A. leave it alone.
	-		B. get what you can out of it while you can.
	+		C. it should be tested to determine what fertilizer would be best.
IA		5.	People in India do not have enough food so:
	+		A. we should teach them new ways to grow food.
	0		B. send them our surplus foods this year only.
	-		C. it really does not concern us as long as we have enough food for ourselves.
ID		6.	Due to heavy winter snows, heavy flooding of rivers is predicted:
	+		A. the farmer should try to prevent soil erosion.
	0		B. the farmer should move to higher ground each year.
	-		C. the forecast does not mean anything--it may never happen anyway.

Grid	Value Given		
IB		7.	Dust storms blow soil from one place to another:
	-		A. this is all right as the winds will blow it back another day.
	+		B. we should plant trees and plants that hold the soil down in sandy soil.
	0		C. we cannot predict what nature will do.
ID		8.	If we have a crop failure:
	-		A. we must blame the government for not preventing it.
	+		B. we must understand why it happened and try to remedy it.
	0		C. accept the fact that this is bound to happen no matter what we do.
IA		9.	If our cities become slums:
	-		A. we must burn the slums down to kill all the rats.
	0		B. let the people move to the country.
	+		C. we must rebuild them and find ways to prevent slums from developing.
ID		10.	Muddy streams are unfit for fish:
	+		A. so that a good source of food is wasted.
	0		B. it means we cannot go swimming for awhile.
	-		C. so we will do all our fishing in Alaska where the streams are clear.
ID		11.	The United States is a nation rich in resources so:
	-		A. we must keep all surplus foods for ourselves just in case we may need them some day.
	0		B. we need not worry about our people starving.
	+		C. we have a responsibility to feed the hungry peoples of the world and provide for their needs.

Forest Conservation

IIA		12.	The old settlers of our land:
	0		A. cut and wasted all our timber with no concern for the younger generation.
	+		B. did waste a lot of our timber, but some of this was necessary to rapidly advance the growth of our cities.
	-		C. wasted timber, but that was ok as there was lots of it anyway.

Grid	Value Given	
IIC		13. Joe says that a tree grows only from the top up so that a nail driven into a tree always stays at the same height, but Jim says the nail will move to the top of the tree as it grows.
	-	A. I feel Jim is wrong and the teacher should tell him so.
	0	B. It does not matter if one is right or wrong.
	+	C. Joe and Jim should talk about it and look for answers from other sources before deciding who is correct.
IIA		14. Forests are necessary for wildlife...
	-	A. but I do not hunt, so wildlife does not interest me.
	+	B. so I should try to find out how to conserve wildlife.
	0	C. but wildlife can always find a new home if forests are destroyed.
IID		15. Campfires:
	0	A. will go out eventually by themselves.
	-	B. need not be made out because green trees cannot burn.
	+	C. should be made out before leaving, because many of our fires are caused by such carelessness.
IID		16. Trees:
	+	A. should be replanted so that we will have forests in the future.
	-	B. that die need not be replanted as it takes a long time to grow a tree.
	0	C. can be replanted by the government.
IIB		17. Forests:
	-	A. should all be removed so we can plant all the land to feed the hungry people.
	+	B. should be protected and only mature trees should be harvested.
	0	C. belong to the owner and he can do with them what he pleases.
IIB		18. Sawdust and wood chips:
	0	A. must be thrown away.
	-	B. are waste products.
	+	C. should be saved and new ways should be found to make new things out of them.

Grid	Value Given		
IIA, B, C, D.		19.	One of the forests main enemies are insects so:
	0		A. we should stay out of the forests so that bugs cannot bite us.
	+		B. we should protect the birds, because they eat insects.
	-		C. we cannot do anything about it as there are so many of them.
IIA, D		20.	If I use my own allowance to buy a tree, plant it and care for it:
	+		A. I will feel that I have accomplished something worthwhile.
	-		B. I have wasted my money.
	0		C. I will ask my parents for extra money as this is not what I want to spend it for.
IID		21.	If we have a forest fire in our area, the authorities:
	+		A. should have the right to call in anyone who is strong and healthy to help fight the fire.
	0		B. may ask me to fight the fire, so I will stay away from them.
	-		C. have no right to take a person off the street and ask him to go and fight a fire.

Conservation of Water

IIIA		22.	Clean water is important for life:
	-		A. but we in America need not be concerned about it.
	0		B. our government will keep the water supply clean.
	+		C. therefore, it is the responsibility of every person in America to keep it clean.
IIIB		23.	A shortage of clean water:
	0		A. is not very likely.
	+		B. is a possibility we might have to face in the future.
	-		C. will never happen.
IIIB, D		24.	We are having a dry summer, so the manager of our water department has asked us not to sprinkle our lawns...
	0		A. but we can do it if we do not get caught.
	-		B. he has no right to tell us what we can do because we pay for the water we use.
	+		C. we should obey his suggestion so that everyone will have some water for the more necessary things.

Grid	Value Given		
IIIA		25.	Throwing tin cans and glass in the water:
	-		A. is a good way to dispose of them.
	0		B. is a good sport as long as we do not care to fish.
	+		C. should never be done, whether we like to fish or not.
IIIA, D		26.	We just purchased a new lake cottage and we have discovered that sewage waste from the cottage goes directly into the lake...
	-		A. this is a good way to get rid of it.
	+		B. we should take steps to correct this situation.
	0		C. we can forget about it as we do not swim in the lake anyway.
IIIB		27.	Everyday we accumulate much paper that we no longer need...
	0		A. we should burn it up to get rid of it.
	+		B. we can save it and give or sell it to the Rockford Paper Mill so that they can re-use it again.
	-		C. so we should leave it in the corner of the yard.
IIIA, B		28.	The Michigan Coho program....
	-		A. is a foolish waste of money.
	+		B. is a worthwhile program, as it provides recreation and rids the beaches of the stinky alewives.
	0		C. gives the conservation men something to do.
IIIA		29.	If children in India are hungry:
	0		A. we cannot help them as they are so far away.
	+		B. it is the duty of America to help supply them with food.
	-		C. we cannot help it as we have our own children to care for.
IIIA		30.	If the sea can supply us with many products:
	0		A. we should increase the number of people who fish in the sea.
	+		B. we should experiment with ways to make useful products from the sea.
	-		C. it is more important to use the sea to get rid of our smelly garbage.

Complete the following statements as well as you can.

1. I am a conservation officer, and I think the most important part of my job is....

2. My advice to people in countries where they do not have enough food is....

3. If we could go on as many field trips as we wanted, where would you go and why?

4. If you were given lots of money and you were told you had to spend all of it for some one besides yourself, or your family, what would you do with it?

Evaluation Sheet on Movies

1. What was the main story of the movies?

2. What did you learn from the movie?

3. Did you change your mind about anything after you watched this movie?

Forestry Activities

1. Collections of leaves, and preparation of leaf stencils, spatter prints, and blue prints.
2. Preparation of a collection of wood samples, 3" x 5" sanded and polished.
3. Preparation of samples of bark.
4. Preparation of galls, molds, fungi, attacking trees.
5. Observation of Arbor Day.
6. Instruction in forest fire fighting methods. (field trip to fire station)
7. Preparation of fire prevention posters, and bulletin boards.
8. Tree ring studies and ring counts.

Soil Activities

9. Silting demonstrations.
10. Study of soil profiles in excavations, bare banks, gravel pits, hill slopes, and woods. (field trip)
11. Determine effects of erosion on soil.
12. Preparation of soil erosion boxes using different soils and compare rates of erosion.
13. Measurements of soil porosity.
14. Comparisons of rates of growth of a species on different soils.

Water Activities

15. Study of run-off water samples to determine soil content.
16. Pollution study of ponds and ditches.
17. Simple mapping of ponds.

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AN APPROACH TO CLARIFYING HUMAN VALUES BY MEANS OF THE VALUING PROCESS*

Specific Values: Responsibility, Self-Respect, Cooperation, Respect, Loyalty, Friendship, Justice, Prejudice, Honesty, Wealth

Grade Level: Sixth

Time: Thirty Weeks

Project on Student Values
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AN APPROACH TO CLARIFYING HUMAN VALUES BY MEANS OF THE VALUING PROCESS

Abstract

(Values Workshop is a special class for sixth grade students which constitutes one forty-two minute period each week.)

I. Philosophical Statement. The nature of values and the confusion which surrounds them indicates that children need assistance, more than ever before, in clarifying values. The process of valuing is an important tool which can help young people select values that operate effectively for them.

II. General Objectives. The general objective this workshop is to instruct children to use the process of valuing in selecting values that relate effectively to their life situations.

III. Specific Objectives. Given a value problem, the student will utilize the process of valuing to arrive at a value choice which can operate effectively for him in his situation.

IV. Context. Sixth grade.

V. Content. Pretest, writing activities, discussion, and adaptations of value strategies recommended by Sidney B. Simon.

VI. Methods. Movies, pretest, value sheets, incomplete value sheets, pictures, provocative questions, role playing, contrived incident, zig-zag lesson, devil's advocate, thought sheets, value continuum, reaction sheets, open-ended questions, time diary, public interview, voting, group discussion, five-minute quote without comment, goal sheet for valuing behaviors.

VII. Time Schedule. The unit as a whole will cover thirty weeks.

AN APPROACH TO CLARIFYING HUMAN VALUES BY MEANS OF THE VALUING PROCESS

Philosophical Statement

The constant change which has pervaded and stirred all areas of our society has not come about without consequences. Discision-making in the area of value selection has become a domain teeming with conflict and confusion, and people of all ages are finding it increasingly difficult to come to grips with values that relate effectively to their situation. The frustration that results from this confusion points to the need of a process which one can use to clarify values that relate effectively to him.

To assume that children will naturally learn to select values, through the intelligent consideration of alternatives and consequences, is to assume too much of them all by themselves. The characteristics of values indicate that they are:

1. personal
2. different for different people in different situations.
3. created from experiences that are unpredictable, and
4. effective only when they relate to the person in his situation

The nature of values and the confusion which surrounds them indicate that children need assistance, more than ever before, in clarifying values. The process of valuing is an important tool which can help young people select values that operate effectively for them.

Statement of General Objectives

1. Develop skill in using the process of valuing.
2. Students can utilize the process of valuing to select sound values for themselves.
3. Students can demonstrate elementary critical thinking skills in considering alternatives and selecting values intelligently.

Statement of Specific Objectives

Specific objectives for the Workshop will be measured in terms of behavioral responses that demonstrate knowledge and use of skills needed to arrive at value selection.

Behavioral Objectives

1. To demonstrate rational choice of an alternative based upon the students needs
2. To identify and define value problems.
3. To recognize and indicate careful consideration to the consequences of each alternative.
4. To distinguish between fact and opinion.
5. To recognize relevance or non-relevance of data considered.
6. To determine whether facts supported generalization.

7. To demonstrate rational choice of an alternative that meets the needs of his particular situation.
8. To demonstrate pride in his choice of alternatives.
9. To defend choice of alternatives by means of a physical, verbal, or written act.
10. To indicate that he has performed an act based upon his choice.
11. To indicate that he has exercised his choice on several different occasions.

Value Objectives

Value objectives are incidentally considered in the Workshop and used as a tool to help students in clarifying values. Students are not under obligation to accept, reject, or disclose their value decisions, nor are they required to participate. Values that will be treated are the following:

1. Responsibility
2. Personal Appearance
3. Cooperation
4. Respect
5. Loyalty
6. Friendship (peer acceptance)
7. Justice
8. Prejudice
9. Honesty
10. Leisure
11. Money
12. Work
13. Individual Differences

Statement of Context

The activities in this report will be presented to children at the sixth grade level as a course in Values Workshop. The class will meet one forty-two minute period per week as the course will be presented in a departmentalized program for two hundred and ten students.

The majority of students are from middle-class to the upper-lower economic group, suburban, lightly integrated. Occupations range from professional to white-and-blue collar. .Parents in the district are active participants in school affairs.

Outline of Content

The activities in this Workshop originate from four areas. There is no text for this course.

1. A pretest written by the teacher to determine the student's position on ten basic values.
2. Motion pictures from the Kent Intermediate Materials Center.
3. Adaptation of value strategies recommended by Sidney B. Simon, Values and Teaching.

4. Other sources such as magazines, newspapers, books, songs, advertising, and cartoons.
5. Goal Sheet for Valuing Behavior.

Outline of Methods

1. Motion pictures
2. Pretest
3. Value sheets
4. Incomplete value sheets
5. Pictures
6. Provocative Questions
7. Role playing
8. Contrived Incident
9. Zig-Zag lesson
10. Devil's Advocate
11. Thought Sheets
12. Value continuum
13. Reaction sheets
14. Open-ended questions
15. Time diary
16. Public interview
17. Voting
18. Group discussion
19. Value Scrapbook
20. Five-minute quote without comment
21. Goal Sheet for Valuing Behaviors

Time Schedule

Activities are organized into class meetings which occur once-a-week. The course is planned for thirty periods.

GOAL SHEET

Instructions: The observer is to enter the date at which time the student indicated the desired behavior listed. No mark is made until the behavior occurs. The column marked initial occurrence is for indicating the date of the first time the desired behavior was observed. The column marked sustained occurrence is for indicating the date at which the desired behavior has occurred a number of times. The column marked quality occurrence is for indicating observed poise and unusual grasp of the desired behavior.

Behavior Factor	Initial	Sustained	Quality
Cognitive			
1. To demonstrate rational choice of an alternative based upon the students needs.	____	____	____
2. To identify value problems.	____	____	____
3. To recognize and give careful consideration to the consequence of each alternative.	____	____	____
4. To distinguish between fact and opinion.	____	____	____
5. To recognize relevance or non-relevance of data considered.	____	____	____
6. To determine whether facts supported generalization.	____	____	____

Behavioral Factor	Initial	Sustained	Quality
Affective			
1. To demonstrate rational choice of an alternative that meets the needs of his particular situation.	_____	_____	_____
2. To demonstrate pride in his choice of the alternative.	_____	_____	_____
3. To defend choice of alternatives by means of a physical, verbal, or written act.	_____	_____	_____
4. To indicate that he has performed an act based upon his choice.	_____	_____	_____
5. To indicate that he exercises his choice on several different occasions.	_____	_____	_____

Observer: _____

LESSON PLAN (1st Period)

Subject: Introduction to Values Workshop
Skill Objective: Identifying and defining value problems
Materials: Movie or filmstrip and pretest

Activities:

1. Introduction of value problems
    a. A movie or collection of slides will be constructed to introduce value problems.
    b. The presentation will have no sound-tract, as its purpose is to introduce the value areas that we will be considering in the Workshop.
    c. The film or slides will be reviewed by the students at the end of the Workshop as part of a post-test designed to the behavioral response--- Identifying and defining value problems.
2. Behavioral Pretest
3. Lecture: Introduction to Values Workshop
    a. What are values?
    b. Are values important to you?
    c. Purpose of the Workshop.

LESSON PLAN (2nd period)

Subject: The process of valuing
Skill Objective: Identify valuing behaviors
Materials: "Definition Sheet"

Activities:

1. Review value definition and importance of choosing values.
2. Introduction of the Valuing Process, (distribute "Definition Sheet", class discussion.

LESSON PLAN (3rd Period)

Subject: Year's Activities for the Workshop
Objective Skill: None this period
Materials: "Goal Sheet for Valuing Behaviors" and "Value Scrapbook Format"

Activities:

1. Introduce the "Goal Sheet for Valuing Behavior"
    a. The purpose of the "Goal Sheet" is to assist students in performing behavioral responses that indicate achievement of the valuing process skills.
    b. Criteria to follow in fulfilling behavioral response skills.
        1) Divide students into groups of four.
        2) Each group will judge its own members.
        3) Three members will serve to judge its fourth member on skills identified in the "Goal Sheet."
        4) The panel will enter the date in the appropriate column when they are satisfied that the skill has been performed to their satisfaction.
        5) This "Goal Sheet" is to be completed at the "initial occurance level" by the end of "Workshop."

2. Introduce the "Value Scrapbook Format"
    a. The purpose of the "Value Scrapbook" is to build a visual image of the valuing skills.
    b. Contents of the "Value Scrapbook"
        1) Choose a value that is yours and find a picture (or draw a picture that illustrates it).
        2) Find pictures that illustrate the Process of Valuing that you performed in selecting it.
            a) Selecting alternatives
            b) Weighing the consequences of each alternative
            c) Choosing freely
            d) Showing pride in your choice
            e) Defending your choice of values
            f) Acting upon your choice
            g) Repeating the act to show that the value has become part of your life.
    c. Physical Appearance of the "Value Scrapbook"
        1) Make the cover from construction paper.
        2) Use plain white or colored paper inside
        3) Inside cover sheet
        4) Table of contents
        5) Description of your values
        6) Description of the process of valuing as it applied in choosing your value.
    d. The "Value Scrapbook" will be an indication that you have achieved skill in using the Process of Valuing. It is due when you feel that you are able to handle those skills.

LESSON PLAN (4th Period)

Subject: Valuing of Responsibility
Skill Objective: Identifying value problems #2
Materials: Value Sheet

Activities:

1. Voting Session
   Questions:
   a. How many of you have ever been seriously burned?
   b. Anyone here ever owned a car?
   c. How many think sometimes of dying or what death might be like?
   d. I would like to see how much loneliness is in this group. Vote either that you feel lonely often, sometimes, or seldom.
   e. How many would want to be told if they had bad breath that was annoying others?
   f. How many of you have no fathers living at home?
   g. Who here watches television more than four hours a day, on the average?

2. Value Sheet: Introducing the value of responsibility
   Distribute "Value Sheet" that describe the following situations:
   a. You are walking down the street with a friend. You see a boy (bigger than you) hit another boy and take his money. No one else is around. Your friend says, "Let's get out of here, let's not get mixed up in this."
   b. Three weeks ago you came to school without your lunch, so you borrowed money from a friend to buy a hot lunch. You promised to pay the friend back the next day, but you forgot. Now three weeks have passed, and your still have not paid the money back.

3. Discussion Questions
   a. What value to you recognize in these situations?
   b. What does responsibility mean to you?
   c. Is responsibility important to you?
   d. What other words do people use sometimes when they talk about responsibility?
   e. Do you consider yourself responsible?

4. Assignment:
   a. If any of you are interested in having ideas that you think should be voted on, put them on a card and give them to me next time. I will not use your name or identify you in any way.
   b. Make a list of alternatives or choices that the people in situations "a" and "b" have.

LESSON PLAN (5th Period)

Subject:	Alternatives and Consequences of Responsibility
Skill Objectives:	#1 To demonstrate rational choice of an alternative based upon the students needs
	#3 Recognizing and consideration of the alternatives related to the value
Materials:	3 x 5 cards

Activities:

1. Voting (If any students have submitted questions)
2. Discussion of alternatives and consequences to responsibility.
   a. List, on the board, alternatives offered by students.
   b. List consequences of each alternative and discuss.
3. Assignment: On a 3 x 5 card, write your choice of alternatives concerning the responsibility. Be sure to include your reason for your choice. Bring it to class with you next time.

LESSON PLAN (6th Period)

Subject:	Critical Thinking About Alternatives
Skill Objectives:	#4 To distinguish between fact and opinion
	#5 To recognize relevance or non-relevance of data considered.
	#6 To determine whether facts supported generalizations.
Materials:	Pictures of advertisements, value sheet with advertising phrases and slogans.

Activities:

1. Collect "Choice Cards."
2. Voting (If any students have submitted questions)
3. Discussion of critical thinking
   a. Distribute value sheets that contain advertising phrase and slogans that demonstrate inaccuracies in the five critical thinking behaviors
   b. Through discussion, draw out the inaccuracies in the advertising material, that illustrate problems in the various areas of critical thinking.
4. Assignment:
   a. On a 3 x 5 card, prepare a "Thought Card" for next time.
   b. You may write any thought which is important to you. It may be on any topic.
   c. They may be any length or style, prose or poetry is acceptable.
   d. Your thought will not be graded or corrected in anyway. They will be treated in the strictest of confidence and no one will see them except me.

LESSON PLAN (7th Period)

Subject: The Criterion of Choice

Skill Objectives:
#7 To demonstrate rational choice of an alternative that meets the needs of his particular situation.
#8 To demonstrate pride in his choice of alternatives.
#9 To defend choice of alternatives by means of a physical, verbal, or written act.

Materials: Chart of the Criterion of Choice

Activities:

1. Collect "Thought Cards"
2. Discussion: The Criterion of Choice
   a. Identifying alternatives
   b. Recognizing and carefully considering the consequences of each alternative.
   c. Freedom to choose the alternative that has meaning for you.
   d. Demonstrating pride (or prizing) the alternative one has chosen.

3. Discuss the result of the "Choice Cards"
   "Choice Cards" submitted in period six will be compiled and results of the students choices will be made and discussed at this time.

4. Distribute questionnaire---"Your Choice - Responsibility"
   Questions:
   a. Did you give careful consideration to all of the alternatives involved?
   b. Does your choice of alternatives work or have meaning in your life?
   c. Are you proud of your choice?
   d. Would you defend it to your friends?
   e. Are you aware of the consequences of your choice?
   f. Will your choice become part of your life?
   g. Would you change in view of today's discussion?
   h. Would you like to think about it some more?

Comments:

5. Assignment:
   a. Would someone in the class volunteer to defend his choice of alternatives in front of class next time? (Try to get two volunteers for a question and answer period for the next class meeting.)
   b. For the next class meeting, will you prepare a "Thought Card" and any topic you wish. Make a thought that is bothering you---anything. The rules on confidence applies.

LESSON PLAN (8th Period)

Subject: Prizing, Defending, and Exercising One's Value Alternative

Skill Objectives: #8, #9, #10, #11

Materials: Chart "The Valuing Process"

Activities:

1. "Thought Cards"
   a. Collect new "Thought Cards"
   b. Read two or three "Thought Cards" from the previous assignment and draw comments and questions from the class. Make discussion very brief. Just enough to get them thinking about alternatives, common problems, or the awareness of problems.

2. Game: "On Trial" (Defending one's choice)
   a. Ask volunteer to sit in the teacher's chair and the teacher will take his desk.
   b. Fire questions at him and challenge his choice.
   c. If he maintains a reasonable defense of his alternative, ask the class to vote on his goal sheet. (Promote this activity and encourage other students to use this activity to complete their goal sheets.)

3. Completion of the Process of Valuing
   Briefly discuss the following:
   a. Review the Process of Valuing steps, and
   b. encourage students to begin their Evaluation Panel Group Activities.

4. Assignments:
   a. Announce the next topic---Personal Appearance
   b. On a sheet of paper, list all of alternatives that you think of regarding the value subject --- Personal Appearance.
   c. Also, list the consequences of each alternative. Bring it to class next time.

LESSON PLAN (9th Period)

Subject: Value Problem: Personal Appearance

Skill Objectives: #2, #1, #3

Materials: Costumes

Activities:

1. The Devil's Advocate
   (Do not announce or inform the students of what is happening.)
   a. Dress rather sloppily for the occasion
   b. Text:
      Good _____. The value problem that we are considering today---Personal Appearance---doesn't really amount to much. I mean, why should I care about it. No one really notices what clothes I am wearing, how I am wearing them, or whether or not they are clean...or I am clean.

So I smell a little, and people flinch and grimace when I pronounce my p's with great profusion. Just because I haven't brushed my teeth for a week doesn't make me a bad guy. (And so on)

c. At this point move in the class and try to get disagreement by asking positive questions like, "Why should the school board object to the way I appear to students and other teachers so long as I do my job, John? Shouldn't all employers feel this way? I bet I could sell just as many insurance policies or vacuum cleaners as any other salesman, don't you think so?"

2. Discussion of Personal Appearance Alternatives and Consequences.
   a. What is meant by personal appearance?
   b. Do people in our society place much value on personal appearances?
   c. What kind of people?
   d. Does personal appearance ever help anyone? How?
   e. Is personal appearance something only adults worry about?
   f. How would you expect to see a salesman dressed? Doctor? Construction worker? Mechanic? Your friends? Me?
   g. Why do you expect people in different jobs to be dressed differently?
   h. Who will defend his choice at "The Trial" I am holding at the next class session? (Get one volunteer)

3. Assignment:
   On the assignment sheets you have prepared for today, choose the alternative that is best for you and state briefly why it works for you.

LESSON PLAN (10th Period)

Subject: Evaluation Panels---Personal Appearance

Skill Objectives: #1-11

Materials: None

Activities:

1. Game: "On Trial"
   The purpose of this game is to psychologically prepare the students for the Evaluation Panel Group Activity which will immediately follow.

2. Evaluation Panel Group Activity
   a. Have the students form their appointed Evaluation Panel Groups.
   b. Reinforce the purpose of this activity---to evaluate their members and judge their completion in all areas of the goal sheet.
   c. Remind them that it is a fun activity and that they are to be courteous with questions and remarks---this is my value.

3. Evaluation of the group activities
   a. Does anyone wish to comment on the sessions or this activity?
   b. Did anyone qualify in all areas of his goal sheet?
   c. What were some of the behavioral responses that were missed? Why didn't that person qualify in that area?

LESSON PLAN (11th Period)

Subject: Value Problem Area---Cooperation

Skill Objectives: #1-6

Materials: None

Activities:

1. Zig-Zag lesson

   Questions

   a. How many of you have ever been on a committee?
   b. How many of you enjoyed serving on a committee? Why?
   c. How many of you did not enjoy serving on a committee? Why? (The answers to questions #b and c should launch a discussion on cooperation.)
   d. What value are we discussing?
   e. What are some other names for cooperation?
   f. Suppose that you are serving on a committee which is formed to study and make an oral report to the class on Venezuela. You don't want to serve on this committee because you don't get along with the kids that are serving with you. What alternatives do you have? What are the consequences of each of these alternatives? (List alternatives and consequences on the board.)

2. Other areas of cooperation:

   Discuss such areas as sports, education, manufacturing of goods, family, etc. and the part that cooperation plays in these areas.

3. Assignment:

   On a 3 x 5 card, state the value subject and state the alternative you chose. Explain why you have chosen your alternative.

LESSON PLAN (12th Period)

Subject: Social Conformity and Value Area---Respect

Skill Objectives: #1, #3

Materials: Value Sheet "Respect"

Activities:

1. Collect "Alternative Cards"

2. Illustrate social conformity by means of a "contrived incident"---discrimination between two drawn lines.

   a. Send one student on an errand. While he is gone draw two lines on the board (A and B), one line being shorter. Set up a race whereby the students are to respond that the longer is shorter.
   b. When the student returns, begin asking the class which line is shorter, A or B?

c. The purpose of this contrived incident is to get the lone student to acknowledge the longer line as being the shorter.
d. Using this illustration, open a discussion concerning social pressure and how it sometimes forces people to accept ideas, decisions, and values without considering all of the alternatives.

3. Respect
   a. What is meant by respect? (Obtain a class definition: honor, esteem, respect, regard, consideration.)
   b. Whom or what can be respected? (Try to extract such areas as opinion, people, positions, religion, decisions, authority.)
   c. How do people influence the decisions of other people as to what they respect?
   d. Are you affected by other people in what you respect or don't respect?

4. Assignment: Value Sheet "Respect"
   a. Complete this value sheet and return it by the next class period.
   b. Prepare for Evaluation Panel Group Activity next time.
   c. I need a volunteer to go "On Trial" next time. The subject shall be respect. This is a chance for someone to complete his goal sheet.

LESSON PLAN (13th Period)

Subject:
1) Value Area---Respect
2) Evaluation Panel Group Activity
3) Critical Thinking

Skill Objectives: #1-11

Materials: "Critical Thinking Reaction Sheet" (To test skill objective #4)

Activities:

1. "On Trial"
   a. Ask volunteers to sit in the teacher's chair.
   b. Fire questions at him and challenge his choice.
   c. Ask him if he would mind having the class ask him questions.
   d. If he defends his choice adequately, ask the class to vote on his goal sheet.

2. Evaluation Panel Group Activity
   a. Have students form into their Evaluation Panel Groups.
   b. Re-emphasize the purpose of these groups.

3. "Critical Thinking Reaction Sheet"
   a. Hand out reaction sheet which deals with objective #4.
   b. Discussion of answers and problems involved in answering.

4. Assignment: "Thought Card"
   a. Submit a "Thought Card" for next time.
   b. Your thought may be on any topic that concerns you.
   c. You don't have to wait until the end of the week to submit your "Thought Card." Drop on my desk as soon as you complete it if you like, but take some care in preparing it. Think.

LESSON PLAN (14th Period)

Subject: Value Area---Loyalty

Skill Objectives: #1, 2, 3, 7

Materials: "Open-ended list of Alternatives for a Christmas Vacation Value Sheet," "Value Continuum Sheet," "Loyalty Questionnaire."

Activities:

1. Collect "Thought Cards."

2. Loyalty Continuum
   a. Distribute continuum sheet.
   b. Discuss the purpose of a continuum.
   c. Using the value continuum, set up alternatives for family loyalty.
   d. What does loyalty mean? (Discuss synonyms faithful, devoted, support, dedicate, sacrifice.)
   e. Discuss the utility of being able to see alternatives in visual form.

3. Questionnaire: Loyalty
   Distribute a questionnaire which deals with questions of loyalty. The purpose being... to stimulate students into considering what loyalty means to them, how it applies to their situation, and to whom or what they have committed their loyalties.

4. Assignment:
   a. Complete Loyalty Questionnaire.
   b. Distribute "Open-Ended List of Alternatives for a Christmas Vacation Value Sheet." Say, "This is a list of activities that people performed during other Christmas vacations. We need more ideas from you.
      1) Please add your ideas to the list.
      2) After you have added other ideas to the list, rate all of the alternatives according to the directions on the value sheet.
      3) Turn it in at our next class meeting.

LESSON PLAN (15th Period)

Subject: 1) Value Area---Loyalty
2) Christmas Vacation Activities

Skill Objectives: #1, 2, 3, 7, 8

Materials: None

Activities:

1. Thought Cards
   Read one or two thought cards and hold a brief discussion concerning them.

2. Discussion of Loyalty Questionnaires.

a. List
   1) People and ideas that one can be loyal to.
   2) Using family loyalty as a value subject, list alternatives and consider consequences to the problem.

b. Using a value continuum, discuss rewards and disappointments associated with being loyal.

3. Discuss "Open-Ended List of Alternatives for a Christmas Vacation Value Sheet."
   a. Have children read their additions to the list.
   b. Ask for alternative committments.
   c. "Have you performed any of these alternatives over past Christmas Vacations?" What were the consequences of your acts? How did you feel? Would you do it again?

LESSON PLAN (16th Period)

Subject:	1) Christmas Vacation Activities 2) Value Area---Friendship
Skill Objectives:	#1, 3, 7, 8, 9
Materials:	"Christmas Vacation Reaction Sheet," "Friendship Value Sheet"

Activities:

1. Discussion of Christmas Activities
   a. Introduction period: Hand out "Christmas Vacation Reaction Sheet." Give them time to reflect and put into words the productiveness of their vacation activities.
   b. Open discussion of vacation activities. Attempt to secure various alternatives chosen, other alternatives they could have chosen, whether there was satisfaction from the activity.

2. Friendship
   a. Distribute "Friendship Value Sheet"
   b. Discuss the value sheet and ask them to bring it to the next class session.

3. Assignment:
   a. Complete "Friendship Value Sheet" and bring it to the next class session.
   b. On a 3 x 5 card, submit any thought you feel is important to you. Bring it to class next time.

LESSON PLAN (17th Period)

Subject:	1) Value Area---Friendship 2) Critical Thinking
Skill Objectives:	#1-11
Materials:	"Critical Thinking Reaction Sheet"

Activities:

1. Collect "Thought Cards"

2. Critical Thinking Exercise
   a. Distribute "Critical Thinking Reaction Sheet" and have students complete.
   b. Briefly discuss the exercise.

3. Friendship Skits
   a. Divide students into groups
   b. Inform students that they are to devise a skit that in some way deals with the problems of friendship.
   c. Skits should not be more than two minutes long.
   d. They have ten minutes to prepare their skit.
   e. Ask a group to volunteer to do their skit.
   f. Class discussion of the value implications of the skit, alternatives, etc.

4. Assignment:
   a. Bring in a "Thought Card" next time.
   b. I need one group to volunteer to do their skit at the next class session.

LESSON PLAN (18th Period)

Subject: 1) Value Area---Friendship
2) Prejudicial Attitudes

Skill Objectives: #1, 2, 3, 7

Materials: "Closedmindedness---Openmindedness Index"

Activities:

1. Collect "Thought Cards"

2. Friendship Skit Presentation
   a. Volunteer group presents a skit which indicates a value problem concerning friendship.
   b. Discussion of the skit.

3. "Closedmindedness-Openmindedness Index"
   This is an index which is designed to determine the degree to which students are open or closed minded in their peripheral beliefs. The index will be returned to the students at a later date when the value area prejudice is being considered.

4. Assignment:
   Please complete part 1 of the autobiographical questionnaire and return it the next class session.

LESSON PLAN (19th Period)

Subject: Value Area---Friendship

Skill Objectives: #1, 2

Materials: "Prejudice Reaction Sheet"

Activities:

1. Collect "Autobiographical Questionnaire: Part 1"

2. "Thought Card" discussion

3. Five-Minute Quote without Comment
   Ask if anyone would like to make a statement to the class about an idea or problem that he thinks will concern or interest members of the class. No comment is permitted at that time.

4. Hand back "Closedmindedness-Openmindedness Index." Discuss.
   a. The purpose of the index
   b. How the index works
   c. Discuss the closed mind vs. the open mind

5. Assignment:
   a. Complete this reaction sheet and bring it to the next class period. (Reaction sheet will be concerned with synonyms, attitudes, and areas of prejudice.)
   b. Complete Autobiographical Questionnaire: Part 2 for the next class session.

LESSON PLAN (20th Period)

Subject: Value Area---Prejudice

Skill Objectives: #1, 2, 3

Materials: "Weekly Reaction Sheet," "Autobiographical Questionnaire: Part 3," "Prejudice Identification Sheet."

Activities:

1. "Weekly Reaction Sheet"
   a. Hand out reaction sheet and have students fill it out.
   b. The contents of the sheet will be concerned with value actions of the previous week.
   c. Discussion.

2. Prejudice Reaction Sheet
   a. Discuss the definition of prejudice, its antonym and synonyms.
   b. Construct a continuum that illustrates the various positions one can occupy.
   c. Construct the consequences of each position.
   d. Identify areas in which prejudice occurs.

3. Assignment:
    a. "Prejudice Identification Sheets" - Answer "yes" or "no" to the following statements to indicate whether or not they are statements of prejudice. Bring it to class next time.
    b. Complete the "Autobiographical Questionnaire: Part 3" and bring it to class next time.

LESSON PLAN (21st Period)

Subject: Value Area---Prejudice

Skill Objectives: #1-9

Materials: "Autobiographical Questionnaire: Part 4"

Activities:

1. Collect "Autobiographical Questionnaire: Part 3"

2. Discuss "Prejudice in Our Society"
    a. Discuss statements from the "Prejudice Identification Sheets"
    b. Where prejudice operates in our society
    c. Must one tolerate it?
    d. What are the consequences of fighting it? (Economic and social)
    e. Have you ever seen examples of prejudice?
    f. What will you do? What can you do as an individual?

3. Assignment:
    Complete the "Autobiographical Questionnaire: Part 4" and bring it to class next time.

LESSON PLAN (22nd Period)

Subject: Value Area---Honesty

Skill Objectives: #1, 2, 3, 7, 8, 9

Materials: "Autobiographical Questionnaire: Part 5"
"Value Sheet: Honesty"

Activities:

1. Collect "Autobiographical Questionnaire: Part 4"

2. Auction
    The purpose of this activity is to get the students to commit themselves to values so that they may have a clearer idea of the values that they hold and the rank order of their values.
    a. Issue each student the same amount of money.
    b. Distribute a list of various value alternative statements to each student that are for sale. Construct the list to resemble a "for real" auction brochure.
    c. Auction off cards, with the value alternatives printed on them to the highest bidder

3. Discussion of Auction
   a. Why did you choose to bid for this alternative?
   b. Discuss the indications that their choices infer.

4. Assignment:
   a. Complete "Autobiographical Questionnaire: Part 5" and bring it to class next sesssion.
   b. Distribute value sheet concerning honesty.

LESSON PLAN (23rd Period)

Subject: 1) Value Area---Honesty
2) Critical Thinking

Skill Objectives: #1-7

Materials: "Value Sheet: Cheating", "Critical Reaction Sheet."

Activities:

1. Collect "Autobiographical Questionnaire: Part 5"

2. Critical Thinking Exercise
   Distribute "Critical Thinking Reaction Sheet." Have students answer it and discuss it briefly.

3. Discussion of the "Value Sheet: Honesty"

4. Assignment:
   a. Submit a "Thought Card" at the next class session.
   b. Complete the "Value Sheet: Cheating" and bring it to class next session. (Value sheet will present a school situation in which cheating occurs)

5. Five-Minute-Quote Without Comment
   Ask if anyone would like to make a statement to the class about an idea or problem that he thinks will be of interest or concern to the other members of the class. (No comment is permitted after comment is made.)

LESSON PLAN (24th Period)

Subject: Value Area---Honesty

Skill Objectives: #1-7

Materials: "Time Diary"

Activities:

1. Collect "Thought Cards" and one or two briefly from a previous collection.

2. Value Sheet Activity: Cheating
   a. Set up alternative continuum
   b. Identify and discuss consequences of each alternative.

3. Discussion of incidents involving problems of honesty selected from news clippings.
    a. Discuss the situations of the individuals involved.
    b. Identify alternatives open to the individuals involved along with the consequences of each.
    c. Rationalize the decisions of people involved.

4. Assignment:
    a. Distribute a chart to each student that breaks the week into one hour segments.
    b. Ask each student to record his week's activity in this "Time Diary."

LESSON PLAN (25th Period)

Subject: 1) Value Area---Honesty and the Double Standard

Skill Objectives: #1, 2, 3

Materials: "Time Diary Reaction Sheet"

Activities:

1. Discussion: Use of your Time
    a. Distribute "Time Diary Reaction Sheet."
    b. Ask students to review their week's activities and answer the questions in the reaction sheet.
    c. Discuss the reaction sheet. (The primary concern of the activity is to have the students consider the question, "Are you satisfied with the way you spend your time?"

2. Discussion of Honesty and the Double Standard
    a. Introduce a value sheet that presents several incidents where honesty and dishonesty are operating in situations which allow the double standards to exist.
    b. Discuss the alternatives of each situation and the consequences of each alternative.
    c. "Why are people honest or dishonest?"

3. Assignment:
    a. Distribute another "Time Diary Sheet" to the students and ask them to bring it to class next time.
    b. Ask for a volunteer to go "On Trial" at the next class session.
    c. Announce that, at the next class sedsion, there will be Evaluation Panel Group Activities

LESSON PLAN (26th Period)

Subject: 1) Value Area---Leisure
2) Goal Sheet Activities

Skill Objectives: #1-11

Materials: "Time Diary Reaction Sheet"

Activities:

1. Discussion: Use of Your Time
    a. Distribute "Time Diary Reaction Sheet"
    b. Using their "Time Diary Charts," ask students to review their week's activities and complete the reaction sheet.
    c. Discuss their activities with them.
        1) "Are you satisfied with the way you spent your time last week?"
        2) "Is there any one activity in which you engaged that you are particularly proud of?"
        3) "Would you change anything that you did last week?"

2. "On Trial"
    a. Ask volunteer to sit in the teacher's chair.
    b. Fire questions at the student and challenge his choice.
    c. Ask the student if he would mind having the class ask him questions.
    d. Have the class to vote on his goal sheet.

3. Evaluation Panel Group Activity
    a. Have students form into their Evaluation Panel Groups.
    b. Re-emphasize the purpose of these groups.
    c. Use five minutes at the end of the hour to discuss the group activity.

4. Assignment:
    Bring "Value Scrapbooks" to class next time.

LESSON PLAN (27th Period)

Subject: Indexing Valuing Behaviors

Skill Objectives: #1-11

Materials: "Valuing Process Index," "Value Sheet: Justice."

Activities:

1. Valuing Process Index
    a. Administer the index.
    b. Check "Value Scrapbooks" and offer suggestions where needed

2. Assignment:
    Distribute "Value Sheet: Justice." Ask students to complete it for the next class session.

LESSON PLAN (28th Period)

Subject: Value Area---Justice

Skill Objectives: #1, 2, 3

Materials: None

Activities:

1. Discuss "Value Sheet: Justice"
   a. Definition of justice
   b. What areas is the value---justice involved?
   c. Alternatives and consequences of situations presented.
   d. Whom does justice concern?

2. Skits: Value problems involving justice
   a. Divide students into their groups
   b. Give them ten minutes to devise a skit.
   c. Have students give skit.

3. Discussion of skits
   a. Value problem
   b. Alternatives and consequences available

4. Assignment:
   Bring "Goal Sheet" to class next time.

LESSON PLAN (29th Period)

Subject: Ranking Values

Skill Objectives: #1, 2, 3, 7, 8, 10

Materials: "Weekly Reaction Sheet: Pride", Envelopes with Value Symbols."

Activities:

1. Weekly Reaction Sheet: Pride
   Have students briefly write on "Things I did last week of which I am proud."

2. Ranking Values
   a. Hand each student an envelope with value symbols in it.
   b. Ask students then to rank them in their order of importance, according the their own judgment.

3. Goal Sheet
   Discuss progress that students are making with goal sheet activities.

4. Assignment:
   a. "Value Scrapbooks" due the next class session.
   b. Distribute "Time Diary Chart" and ask students to bring it to the next class session.

LESSON PLAN (30th Period)

Subject: Value Area---Leisure

Skill Objectives: #1, 2, 3, 7, 8, 10

Materials: "Reaction Sheet: Leisure," "Open-Ended List of Alternatives for a Summer Vacation," "Open Ended Questions Sheet."

Activities:

1. Collect "Goal Sheets" and "Value Scrapbooks"

2. Distribute "Reaction Sheet: Leisure"
   a. The reaction will raise the question of what students will do with their summer vacation.
   b. Have students briefly consider and answer questions.
   c. Brief discussion of their responses to the reaction sheet.

3. Distribute a list of "Open-Ended Alternatives for a summer Vacation." Have students categorize these alternatives as to their preferences.

4. Show movie: Identifying value problems without comment.

5. Distribute a list of open-ended questions concerning values and have students finish one question which is most important to him.

NAME_____ GROUP _____ DATE_____

VALUING PROCESS INDEX

On the pages that follow, you will find descriptions of situations that might happen to you. Please circle the letter of the one solution that you feel is the best solution for you. Be sure to answer all questions.

1. Tom's friends came over Saturday and asked him to play football. Tom hadn't finished cleaning his room and doing the other chores that his mother had asked him to do, but he decided to go with his friends. This story involves---
   a. Tom's cooperation with friends.
   b. Tom's responsibilities.
   c. Tom's respect for his friends.

2. There is a fight on the playground. The odds are uneven, and a friend of yours is in trouble. You could 1) report the fight to the playground supervisor, 2) jump in and help your friend, 3) stay out of the area, because fighting is against the school rules. Is it possible to choose---
   a. number one
   b. number two
   c. number three
   d. any one of these

3. You are standing in the drugstore, looking at comic books, when you suddenly realize that you slip a comic book into your coat and walk out of the store without being discovered. If there was no possibility of anyone seeing you take the comic book, could there possibly be any other punishment that you might suffer?
   a. Yes
   b. No
   c. Maybe

4. Which of the following statements are statements of fact (truth)?
   a. Nothing can go wrong if you figure things out carefully.
   b. Violence is not a sign of intelligence.
   c. Snow is white.

5. "Most policemen steal." Would this statement be more believeable if it came from a ---
   a. a fire marshall
   b. a detective
   c. a chief of police
   d. a newspaper reporter

6. Tom discovered that the transistor radio, that he brought to school was missing from his desk. John, the boy who sits next to him, is always going in his desk and borrowing pencils, papers, and other things. Tom should---
   a. Hit John and tell him to give the radio back.
   b. Tell the teacher that John stole his radio.
   c. Tell his parents, when he gets home, that John stole his radio, and let them handle it.
   d. Go directly to John's house after school and tell his parents that John stole his radio.
   e. None of the above.

7. Janet found a dollar bill on the playground by the swing. There was no way of identifying the owner. Janet decided to keep the money unless the owner asked her if she had found a dollar. This story is about---
   a. Janet's respect of other students.
   b. Janet's loyalty to other students.
   c. Janet's honesty with other students.

8. The teacher has given an assignment that you don't understand. You could 1) not do the assignment until is is explained more fully, 2) try to work it out for yourself, 3) choose to do something else until the teacher can help you. Is it possible to choose---
   a. number one.
   b. number two
   c. number three
   d. any one of these

9. John was sick yesterday. On his way to school today, John notices that the note that his mother wrote simply says, "Please excuse John's absence from school as he was sick." John figures, that as long as the note doesn't say anything about how long he was sick, he can skip school today and turn the note in tomorrow and no one will be wiser. If John does fool his parents and the school, could there still be any other problems for John?
   a. Yes
   b. No
   c. Maybe

10. Which of the following statements are statements of opinion (how one believes).
   a. There is something good about every human being.
   b. Taxes help the people who pay them.
   c. There are many different kinds of fish.

11. Can you accept this statement? "There are 5,280 feet in one mile, therefore, there should be 12 inches in one foot?"
   a. Yes
   b. No
   c. Maybe

12. When you see, hear, or read news of college students burning draft cards and rioting in the streets, you can---
    a. Believe everything that the newspaper, T.V., or radio reports concerning the events.
    b. Believe those parts of the news which you can clearly accept as facts, or
    c. Believe nothing, because the news is often not correctly reported.

13. Mary likes to make fun of her friends and tell them what to do. Mary has been losing friends and can't figure out why? Mary must not know---
    a. How to be loyal to friends.
    b. What justice to friends means.
    c. How to be honest with friends.
    d. How friendship works with friends.

14. Which of the following statements can you accept?
    a. Tom is going to the doctor; he must be sick.
    b. Facts and figures show that the more crime occurs within cities than in the suburban (outside the city) areas; therefore, one should be more hesitant about trusting people who live in the city.
    c. If the sign reads, "Buy one box of candy and get a second box for a nickel," you can expect that the second box will only cost 5¢.
    d. None of the above.

15. Circle one of the following. Read <u>all</u> choices <u>first!</u>
    a. I love my parents, and I would do anything that was in my power for them.
    b. I love my parents, but there are some things that I would not do for them, even though I was capable.
    c. In my own way, I love my parents, and there are certain things that I would do for them.
    d. I like my parents, and there are certain things that I would do for them.
    e. I like my parents, but I wouldn't help them unless they really needed the help.
    f. I don't like my parents, but I would help them if they really needed the help.
    g. I don't like my parents and I wouldn't help them unless they forced me.
    h. I would rather not say.
    i. (Write your own statement if you do not find one above that fits your situation.)

16. If someone said, "I think your answer to number 15 is dumb," how would you answer that person? Write, briefly, your answer to this person.

17. A close friend of yours will not play with you because you have made friends with a Japanese boy. Your friend's father was in the war and says that you can't trust them. The problem here is that---
    a. Your friend's father is prejudice toward Japanese people.
    b. Your friend's father is not loyal to Japanese people.
    c. Your friend's father is not honest.

18. Look at your choice in number 15. Describe one act, that you performed, which proves that you believe your choice. (Describe briefly)

19. Alex borrowed his friend's bicycle so that he would not have to walk to Little League practice. At the end of the practice session, Alex's coach said, "C'mon fellas, I'll give you a ride home in the car." Alex left his friend's bicycle and rode home with the coach. The problem here is that---
    a. Alex was not loyal to his friend.
    b. Alex did not respect the property of his friend.
    c. Alex was not honest with his friend's property.

20. Look at your choice in number 15. Briefly describe <u>two more</u> (different) acts to prove that your life is directed by your choice.

KEY TO THE VALUING PROCESS INDEX

Purpose: To index each student's proficiency in using the process of valuing.

Objective: To evaluate the success of the Values Workshop class in terms of the student's improved proficiency in using the process of valuing.

Administration: The index will be administered at the beginning of the year and prior to the conclusion of the school year.

Proficiency Key:

Number:	Answer	Rating
1	b	5
2	d	5
3	a	5
4	c	5
5	c	5
6	e	5
7	c	5
8	d	5
9	a	5
10	a	5
11	b	5
12	b	5
13	d	5
14	c	5
15	*1	5
16	*2	5
17	a	5
18	*3	5
19	b	5
20	*4	5

Total Points: 100

*1 Question #15 depends upon the answers to question #16, 18, 20. If the student performs the behavioral responses for #16, 18 and 20 then rate question #15, a, 5

*2 Question #16 is rating objective #9. The evaluation will be a subjective one.

*3 Question #18 is rating objective #10 primarily. The evaluation will be a subjective one.

*4 Question #20 is rating objective #11 primarily. The evaluation will be a subjective one.

Other Observations:

It can be observed that many of these questions touch on more than one objective area, however, it is believed that the index would be of more utility, as a measuring device, if each question is used to measure one specific objective. It would seem that it would be less confusing to measure valuing behaviors on a one question, one objective basis and thereby gain accuracy through simplicity.

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A CURRICULUM UNIT IN VALUE EDUCATION

Uncovering the Nature of Mathematics

by

Jeanne Algee
(classroom teacher)

Specific Value:	Appreciation
Subject Area:	Mathematics
Grade Level:	Eighth
School:	Northview Junior High
District:	Northview Public Schools
Time:	September 11- October 29, 1967 (seven weeks)
Directed by:	Walter L. Thomas, Project Director
Sponsored by:	Project on Student Values 3860 Plainfield, N.E. Grand Rapids, Michigan, 49505

UNCOVERING THE NATURE OF MATHEMATICS

A rapidly changing world has brought us a changing pattern of morality, values and attitudes. Mathematics offers unlimited opportunities to teach not only concepts and computational abilities; but habits of clear thinking, responsibility, integrity, courtesy, and creativeness.

The objective of this unit is to lead the child to discover for himself the concepts, skills and patterns in mathematics.

Every child should learn to be responsible for his own work. He should be made aware of the vastness of space, and the insignificance of man in this Universe. He should become acquainted with the word infinity, and its implications. He should develop a reverence for its orderliness, beauty and mystery.

The units will be conducted one period each day in each of three eighth grade math classes of 30-35 average ability groups.

A great deal of work will be done with the history of mathematics and the civilizations that laid the groundwork for our present math concepts. The unit on space will include all the basic concepts of space, and include the orderliness, and the beauty of it.

Chalkboard drawings, charts, films, and library work are the methods of instruction that will be used.

The unit begins September 11 and consists of three parts:

History of Mathematics	September 11-15
Numeration System	September 18-29
Space and Geometry	October 2-29

The students will be pretested and post tested, including skills and concepts as well as the values defined in this unit.

The girls showed an increase of 60%; the boys 90%, for an average of 75%.

To improve this unit, more time should be spent on individual reports on ancient mathematicians, more films, and more time allotted to orderliness and harmony.

UNCOVERING THE NATURE OF MATHEMATICS

Statement of Philosophy

The world in which we live is changing rapidly; many of the things which we take for granted today were virtually unknown twenty-five years ago. Along with this changing pattern of living there has emerged also a changing pattern of morality, values and attitudes. Mathematics offers unlimited opportunities to teach many values such as clear thinking, responsibility, integrity, respect, courtesy, and creativeness.

Statement of general objectives

The objective of all of the so-called "modern math" series is to lead the child to discover for himself as many of the concepts, skills, and patterns in mathematics as he can. Too many children of the past learned to dislike math because of the cut and dried format, and because they did not understand what they were doing. My objectives, then, are to instill an appreciation for math, itself; to get each child to think for himself, to stimulate his curiosity; to introduce mathematics as a science involving experiments and discover. I would encourage my pupils to be creative; to be courageous enough to express an opinion; to be encouraged to work independently and to report accurately his achievements, admitting defeat if he has to.

Statement of specific objectives

a) An Appreciation for Math

An understanding that math pervades nearly every aspect of their lives; that mathematics can be challenging, and fun; that mathematics goes hand-in-hand with science; that there are patterns and relationships to be discovered; and to focus attention upon the fact that only a few fundamental concepts are the basis of the whole structure of mathematics, from which there is a logical sequential pattern.

b) Respect for Ancient Mathematicians

An understanding of the need that ancient man had for a mathematics and the obstacles that had to be overcome; to recognize the names of ancient mathematicians and the discoveries and/or techniques they found; to realize the contributions that each culture made, and how each was an improvement over the other; and finally, the advantages of the system that we use.

c) Reverence for Space and Infinity

An understanding of the vastness of our Universe, the wonders of the infinite, and the orderliness of the natural laws; to develop a sense of awe, or wonder, in the orderliness of nature; to learn to appreciate the beauty, variey, complexity, and adaptability in nature; to learn to observe geometric forms found in nature, such as symmetry, regular polygons, spirals, concentric circles, and other forms which show consistent design or pattern.

Statement of context

I conducted the values studies in three classes of eighth grade mathematics. There were actually ninety-three students who participated in the experiment. These students were mostly from a well-to-do middle class environment, and were of a high-average ability group. The classroom situation was good. Most of the lessons were conducted in my own classroom, but we met several times as a total group for discussions, and films. I had excellent cooperation from other teachers, and Mr. Kelly, our principal. I have picked at random a sampling of the student responces, and have made comparisons of only 30 behavioral changes.

Statement of content

The specific areas in which we made our studies were:

- The Egyptian Numeration System
- The Babylonian Numeration System
- The Roman Numeration System
- The Hindu-Arabic Numeration System
- The Greek Scientists and Mathematicians
  - Archimedes, Pythagorus, Golden Rectangle, etc.
- Concepts of Space
  - points, lines, planes, infiniteness, vastness, balance in geometric figures, symmetry, similarity, applications for modern architecture as compared to Gothic and Roman, a need for preciseness.

Statement of methods

I used the usual methods, including lecture-type presentations, films, student creative posters, discussions, value-sheet responses, interesting and attractive bulletin boards, and individual reports.

Time schedule

I found that the time which I had orriginally allotted for the value lessons was not enough. The four weeks which were devoted to the ancient numeration systems were adequate, but we spent much more than four weeks on the concepts of space and the Greek philosophers. We spent at least six weeks discussing and doing research on space.

Evaluation and Interpretation

Appreciation:

The girls showed an increase of 60%, the boys 90%, for an average of 75% gain. I thought it rather interesting that the boys showed a greater gain than the girls, because there is usually a greater interest shown in math among the boys in the first place. They seem to realize that they are going to need math in their future lives. Many of them are preparing to become engineers, electricians, or scientists, and they know how important mathematics will be in their development. Many girls are not too concerned, even though they know it is important.

Respect:

The greatest overall percentage increase was in the area of respect for ancient mathematicians and ancient cultures which provided the climate for a need for a mathematics of some sort.

The students all became very interested in the lives of Archimedes and Pythagorus, especially. We had several reports on the 'war machines' that were invented by Archimedes and how they were used to defend his city of Syracuse. The story of the Pythagoreans was rather well done in the film, "Mathemagic Land," and it aroused much curiosity as to why their meetings had to be held in secret. The use of the pentograph was a logical step into the construction of regular polygons.

I do not believe that the students had ever been exposed to the contributions that the ancient peoples had made to mathematics. They made many charts to show ancient numeration systems, Egyptian, Babylonian, and Roman. Previous studies in history had brought out many social and economic aspects, but never had they realized the implications for mathematics---the need for it, nor the difficulties encountered in making it communicable.

I feel that I accomplished a great deal in this area.

Reverence:

The boys with an increase of 28%, and the girls with an increase of 44% , for an average of 36%; would make it appear that these students did not gain much in reverence. However, it can be justified by the fact that this group of boys and girls are rather religiously oriented. We had many very interesting discussions about space, infinity, science versus theology, God versus Mother Nature, and other such philosophical topics.

I gave the students a value sheet with seven questions for them to consider and comment on. I have included here, the questions with some of their most comprehensive answers.

1. Do you think it is possible for the human mind to fully understand the vastness of space?

No. It is infinity and the mind can only think to a limit. By the rate we are going the world will be put to an end before that.

No, because I believe that space never ends and there will always be something man will be searching for.

No, it's impossible to fully understand 'nothing.'

No, because there is too much to know about space and so little time.

No, the mind thinks finite and the Universe is infinite.

2. Do you think it is possible that there are no limits to our Universe?

No, because I believe there will always be a limit between God's Kingdom and our world.

I can't imagine where or how it could stop, and I can't imagine how it can go on forever.

Yes, nothing we have found proves that it ends.

No one knows for sure.

Yes, because everyday we learn more and more about it.

3. If there are limits to our Universe, what do you believe is beyond?

Just plain nothing.

Jesus said that He'll come back, and the earth will end, and He'll take everyone to heaven.

Hell.

God's Kingdom.

Maybe another Universe? I don't think man will ever find out, the way the wars are carrying on.

God's Kingdom--everything beyond the Universe, if it ends, is spiritual and not material.

Either it's heaven or we've been living in a sort of giant bottle.

4. Where, or when, do you think the galaxies will come to a halt?

Just let the world come to an end when God wants it to.

God will stop things when He thinks they should be stopped. He said the world will come to an end.

Never. If it was made by God it must be eternal because God is eternal.

I don't think it will come to a halt unless the whole world is burned up by the sun.

I think it will stop when man is one step away from being perfect.

When the world is blown up.

5. What kind of feeling do you get when you go out of doors at night?

I feel terribly lonely.

I feel as if I am very small and insignificant.

God is so great in making such a fantastic scene in the sky and space.

A humble feeling--it makes me feels very small.

I wonder if there is life on other planets.

A funny feeling of security--that all is well and will come out good in the end.

A feeling that God is watching and keeping guard over us.

Peace, serenity, a calm and unruffled quietness.

6. What evidences have you observed that point out orderliness in nature?

Day and night. Sun rise, sun set. Snowflakes and raindrops. The balance of life. Honeycomb of a bee hive. Diamonds. Cells. The moon is always there. Tides. Evaporation and condensation.

7. Who or what do you think is responsible for these phenomena?

God, who made them, controls them.

God, He set this up better than any computer, and I think God set up the scientific development of man.

I think that it was a super explosion, and a being was formed (God). He made the galaxies and us, and probably other beings we wouldn't know about.

I think God is mostly responsible and Mother Nature is the other.

God, but if God created everything, who created God?

God. I believe He is the creator of all. I don't believe in evolution. God made this world and everything in it and He can take it away as easily as He put it there.

Noting that the greatest area of improvement was in respect, as far as the values were concerned, it is noteworthy that the greatest percentage of time was allotted to gaining respect for ancient cultures and the contributions of their mathematicians and scientists.

The total time given to the study of the history of mathematics was 44%, which is by far the greatest percentage. It would seem that I accomplished that which I set out to do.

The time schedule allotted 18% of the time spent on values, to be in the area of Reverence. It does not seem to be a great deal of time, but mathematics does not lend itself well to much more than that. The pupils made the least gain in this area, not, I believe, because there was less time spent on it, not because it was neglected, but rather because there was not the room for improvement here that there was in other values. Also, many pupils did not do as well on the post test as they did on the previous post tests because I changed it. Many of the boys and girls, after the first post test, anticipated the response that they thought I wanted, and thereby improved their scores tremendously. The post test on reverence was altered just enough to make the children think out their own responses. Their answers were good, but of course, did not show the marked degree of improvement shown previously.

I made #25 particularly controversial (I thought), but all but two, of the ninety-three students participating in the classes answered 'A'--that math and science seem to be the key to the future.

The most spectacular gain of all was in concepts, which may prove that I am a better math teacher, than a philosopher!

Percentage of time allotted to Specific Values

Objectives / Content	Appreciation for Math	Respect for the Ancient	Reverence for order/infinity	Totals
History	10%	16%		26%
Numeration Systems	20%	14%		34%
Elements of Geometry	8%	14%	18%	34%
Totals	38%	44%	18%	100%

Values integrated with concepts and skills

Objectives / Content	Appreciation for Math	Respect for the Ancients	Reverence for space/infinity	Concepts and skills	Totals
History of Mathematics	4%	5%		14%	23%
Numeration Systems	7%	5%			12%
Concepts of Space	3%	5%	5%	21%	34%
Geometry in Science	3%	5%	5%	17%	31%
Totals	17%	20%	10%	53%	100%

Evaluation Data:
Scores and percentages of gain or loss of 30 representative pupils.

Value: Appreciation

Girls				Boys			
Student	pre-test	post-test	%	Student	pre-test	post-test	%
1.	18	21	17	2.	16	33	100
3.	15	29	93	4.	23	31	35
5.	10	23	130	6.	10	23	130
7.	17	27	60	8.	16	33	100
9.	9	22	140	10.	19	26	37
11.	18	27	50	12.	11	33	200
13.	9	31	240	14.	7	17	140
15.	12	11	-8	16.	27	32	18
17.	25	34	36	18.	21	25	18
19.	31	33	6	20.	23	34	42
21.	19	13	-32	22.	9	27	200
23.	16	9	-43	24.	21	34	71
25.	19	34	79	26.	8	9	12
27.	15	20	33	28.	14	25	85
29.	12	24	100	30.	5	15	200

Value: Respect

Girls				Boys			
Student	pre-test	post-test	%	Student	pre-test	post-test	%
1.	16	13	-20	2.	16	31	93
3.	16	32	100	4.	19	27	42
5.	18	27	200	6.	6	26	330
7.	7	28	300	8.	9	31	240
9.	12	22	83	10.	8	17	120
11.	15	21	40	12.	21	23	9
13.	11	27	140	14.	6	29	380
15.	7	18	150	16.	18	25	39
17.	23	34	48	18.	16	21	31
19.	21	27	30	20.	15	31	100
21.	3	17	460	22.	13	13	--
23.	17	18	5	24.	21	22	10
25.	17	33	94	26.	2	11	450
27.	17	24	60	28.	1	24	2300
29.	11	21	130	30.	0	12	1200

Value: Reverence

Girls Student	pre-test	post-test	%	Boys Student	pre-test	post-test	%
1.	7	7	--	2.	5	7	7
3.	6	9	50	4.	3	6	100
5.	7	6	-14	6.	3	9	200
7.	7	7	--	8.	9	7	-22
9.	1	5	400	10.	7	4	-43
11.	7	5	-30	12.	7	6	-14
13.	7	8	14	14.	3	4	33
15.	4	7	75	16.	7	7	--
17.	7	7	--	18.	5	6	20
19.	5	7	40	20.	3	5	66
21.	5	5	--	22.	5	6	20
23.	4	7	75	24.	5	7	40
25.	5	6	20	26.	7	5	-30
27.	1	5	400	28.	4	7	75
29.	2	8	300	30.	1	5	400

Average percent of increase in value areas

	Boys	Girls
Appreciation	90%	60%
Respect	146%	121%
Reverence	28%	44%
Concepts	269%	115%

Uncovering the Nature of Mathematics

Name_____

DIRECTIONS: On the following pages there are 50 statements which are designed for two purposes. One is to see how much you know about certain mathematical concepts, and the other is to gain insight into your personal feelings about mathematics as a subject. Please consider every statement very carefully then indicate whether you strongly agree (SA), agree (A), disagree (D), or strongly disagree (SD) by placing the appropriate letter or letters in the space provided on the left of the statement.

_____ 1. Mathematics is actually a means of communication, in that it is a universal written language in which the signs are meaningful.

_____ 2. Mathematics has invaded every facet of our everyday life to such an extent that the ignorant may not understand what is going on around him.

_____ 3. Mathematics is a man-made system that has developed as man himself has developed over the centuries.

_____ 4. No course in mathematics should be undertaken without first having studied the historical background.

_____ 5. The Egyptians developed a rich civilization about 5000 years ago, but were too primitive to need any mathematics.

_____ 6. Mathematics is a cut-and-dried collection of rules, which clearly show that there is one right answer and one and only one way to do a problem.

_____ 7. The numeration system which we use is a decimal system, developed by the Hindus in India and introduced into Europe by the Arabs.

_____ 8. The greatest single advantage of the Hindu-Arabic system is the use of place value.

_____ 9. The numeral systems of the Egyptians, Babylonians, and Romans were widely used in the time of Christ.

_____10. The Romans must have made a greater contribution to mathematics than the Babylonians, because we still use their symbols occasionally for decorative purposes.

_____11. In this day and age when nearly all mathematical problems are computorized, it seems like a waste of time to study math in any great detail.

_____12. Modern electronic computers have so many numbers and controls on them that it often takes a skilled operator many hours to perform just one operation.

_____13. We cannot see numers, but it is a recognition of a one-to-one correspondence between two distinct sets.

_____14. In mathematics we add, multiply, subtract, and divide numerals which are symbols for numbers.

_____15. For the adventuresome there is an ever unfolding structure of mathematics which can be an exciting adventure.

_____16. We can safely say that Egypt and Mesopotamia (Babylon) emerge first in the history of written symbols for mathematics.

_____17. Some sort of tally of the solar year began in Egypt about the year 4000 B.C. because one of the first needs of a written record seemed to be a need for a calendar to show the passing of time.

_____18. Material needs and the intellectual climate of earlier times shaped the making of mathematics.

_____19. If students do not understand the principles behind mathematics they cannot hope to apply what they know to new situations.

_____20. A student should avoid making mistakes in reasoning or research because a "wrong solution" cannot be a useful tool.

_____21. An efficient arithmetic must, of necessity, need a finite number of basic numerals.

_____22. A major defect in all early systems of notation is that there was no symbol for zero, even though they recognized the concept.

_____23. Due to their facination for large numbers, the Arabs developed an efficient way of writing large numbers.

_____24. Egyptian hieroglyphics have been found carved in stone and wood, but they are too insignificant because no one can read them.

_____25. The Babylonians were not very perceptive, otherwise they would have seen the disadvantages of their numeral system.

_____26. Mathematics plays an important part in helping the modern astronomer locate what he 'sees' by means of radar, and to tell about a hundred thousand million billion stars.

_____27. Modern architecture is often characterized by the dramatic use of parallel lines, and often reflects a simplicity of design not found in earlier eras.

_____28. Mathematical diversions such as puzzles, and curiosities are a waste of time for the intelligent student.

_____29. There is no reason why a book about mathematics can't be just as exciting as one about the atom-smashers or outer-space.

_____30. Mathematics never advanced beyond the tallying stage for the caveman, because his life was so utterly uncomplicated.

_____31. The human race has sometimes taken centuries to grasp concepts which students are expected to master in a few minutes.

_____32. I enjoy reading about ancient cultures and their mathematics because it makes math more meaningful.

_____33. One of our big Super-markets could very easily adopt either the Egyptian or Roman numeration system because of the finite number of numerals.

_____34. Machinists and toolmakers think nothing of measuring to thousandths and even millionths of an inch, even then allowing for possible error.

_____35. Modern aviation, revolutionized by the jet engine, is the product of pure science; it is one area where mathematics was, or is, not needed.

_____36. A precise knowledge of geometry and mathematics is required of engineers who build such structures as the Mackinac Bridge.

_____37. Learning derived from the "wrong" results of one experience may be just the right key when applied to another.

_____38. Once a mathematician has proven a rule or discovery to be true, he is content to "rest on his laurels."

_____39. Without mathematics the layman cannot hope to understand the changes in the world around him.

_____40. In the decimal system it is unnecessary to have special numerals to write large numbers such as 1,000,000.

_____41. The symbol for the idea of zero should be omitted from the decimal system because it stands for 'nothing'.

_____42. The ten symbols used in our system are called numbers.

_____43. A big advancement over the tally system was grouping, which involves a number and its multiples; usually ten.

_____44. The number 7 is greater that the number 11.

_____45. Addition and multiplication are closed operations for the set of natural numbers.

_____46. When a number such as 1000 is expressed by the numeral (10)(10)(10); it is in expositional notation.

_____47. Mathematicians have agreed that any number, except zero, with a zero exponent is equal to one.

_____48. It is interesting to note that in English we can count up to a billion using only combinations of the following 30 words:
one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, thirty, fourty, fifty, sixty, seventy, eighty, ninety, hundred, thousand, million.

Concepts of Space

Name_____

DIRECTIONS: Below are some statements about some geometric principle , and ideas. Some are of ancient origin; some are of the present. Five and only five of these statements are false. The others are all true. Identify the false statements by placing a circle around the number of that statement AND make the correction that you think makes it true.

1. It is evident that the Egyptians were good architects and surveyors because the Gizeh pyramids face precisely north, south, east, and west.

2. We find little, or no evidence that the Egyptian architects knew how to erect a perpendicular from a horizontal line at any given point.

3. The Gothic arch, based on the equilateral triangle, is found in churches and cathedrals of the Middle Ages.

4. In mathematics, anything which goes on endlessly, or which is immeasurably large or extremely small, is called infinite.

5. The stars are so far away we cannot measure their distance in miles; it would take too many zeros to write down their distances.

6. The Romans used surveying in the building of roads and viaducts.

7. Mathematicians use principles pertaining to the sphere to determine a position on the earth's surface and to establish time zones.

8. It is evident that man alone does not create beautiful form; many objects of nature reveal rare beauty of geometric design.

9. It takes four years for light to come to us from the nearest star; yet, light travels 5,880,000,000,000 miles in a year.

10. Snowflakes, crystals, flowers, and leaves are some of the things found in nature which are seldom beautifully symmetrical.

11. Many beautiful buildings have applications of basic geometrical designs used for the solution of structural problems.

12. The Egyptians had a crude form of surveying which was not functional as a means of settling disputes of property ownership.

13. The Greeks were the first ancients to make a systematic study of geometry.

14. Star-shaped designs, often of Oriental origin, frequently are the motif for beautiful glassware.

15. Employing geometric principles, modern architecture uses recessed rectangular windows in tropical climates to cut down on the heat from the relentless sun.

16. Even though the temperature of the interior of the sun is 72,000 degrees, its light takes about eight years to get to us, because it is 93,000,000 miles away.

17. Many sea shells and marine animals have interesting spiral shapes, and the threads of a spider's web follow a distinctive geometrical pattern.

18. The construction of a building calls for a precise design by an architect, employing many phases of mathematics.

19. Geometry is believed to have originated in Egypt, used largely to measure plane figures such as triangles and rectangles; and annual flooding and channel changes of the Nile River required frequent applications of geometry to re-establish proper land boundaries.

20. Pythagoras was a Greek philosopher and mathematician who was the founder of a school which believed in the proportion, order, and harmony of the universe.

21. The outermost planet that we know of is Mars, which is from three to four billion miles from the sun.

Key and Profile

Uncovering the Nature of Mathematics

Value: Appreciation	Respect	Reverence	Concepts
1. SA	3. SA		7. SA
2. SA	4. SA		8. SA
6. SD	5. SD		13. SA
9. SA	10. SD		14. SD
11. SD	16. SA		15. SA
12. SD	22. SA		20. SD
17. SA	23. SA		21. SA
18. SA	26. SA		35. SD
19. SA	27. SA		36. SA
24. SD	30. SD		40. SA
25. SD	31. SA		41. SD
28. SD	32. SA		42. SD
29. SA	33. SD		43. SA
34. SA	37. SA		44. SD
39. SA	38. SD		45. SA
			46. SD
			47. SA
			48. SA

Scoring:

SA	2
A	1
D	-1
SD	-2

when question has been keyed to a SD, these values should be reversed.

Concepts of Space

Value: Appreciation	Respect	Reverence	Concepts
7.	1.	3.	
11.	(2.)	4.	
15.	6.	5.	
18.	(12.)	8.	
	13.	9.	
	14.	(10.)	
	19.	(16.)	
	20.	17.	
		(21.)	

Scoring: 1 point for each correct response.

Elementary Concepts of Geometry

Name Key

MULTIPLE CHOICE: place the number of the correct answer in the blank at the left of each question.

2 1. The simplest geometric figure is 1) a line; 2) a point; 3) a segment.

1 2. Every ray has at least 1) one; 2) two 3) three end points.

2 3. A line goes in 1) different directions 2) opposite directions 3) the same direction.

3 4. Every triangle has 1) 3 vertices 2) 3 laterals 3) both 1 & 2.

2 5. A polygon is always a 1) square 2) simple closed curve 3) union of rays.

1 6. A plane is determined by 1) three non-collinear points, 2) three collinear points, 3) neither 1 or 2.

2 7. A plane is divided into two half planes by 1) a line 2) a ray, 3) a line segment.

3 8. Two line segments which have the same measure are said to be 1) equilateral, 2) similar, 3) congruent.

2 9. Every equilateral triangle is also 1) scalene 2) isosceles 2) right.

3 10. An equilateral triangle could never be 1) right 2) obtuse 3) either 1 or 2.

1 11. Two lines may intersect at 1) exactly one point; 2) innumerable points; 3) no points.

2 12. Every line segment has at least 1) one endpoint; 2) two endpoints; 3) innumerable endpoints.

2 13. A point may be described as 1) a dot 2) an exact location 3) a small circle.

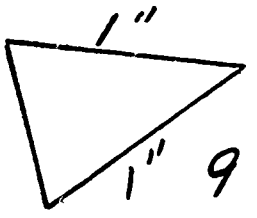
1 14. A line has 1) one dimension; 2) two dimensions: 3) many dimensions.

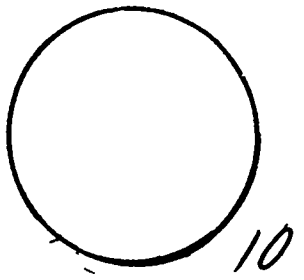
3 15. A ceiling may be considered as a physical representation of a 1) plane, 2) flat surface 3) plane segment.

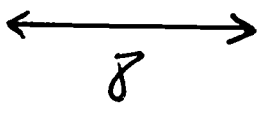
Key

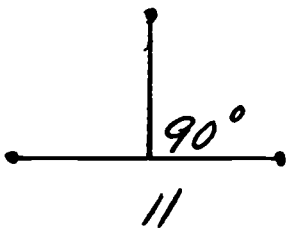
MATCHING: place the number of proper identification from the list on the left under the physical representations on the right.

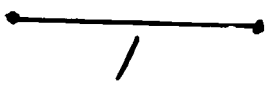
1. a line segment
2. a ray
3. three non-collinear points
4. right triangle
5. quadrilateral
6. equilateral triangle
7. vertical angles
8. a line
9. isosceles triangle
10. simple closed curve
11. a perpendicular
12. obtuse angle
13. three collinear points
14. acute angle
15. adjacent angles

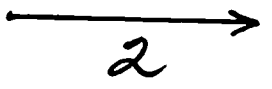


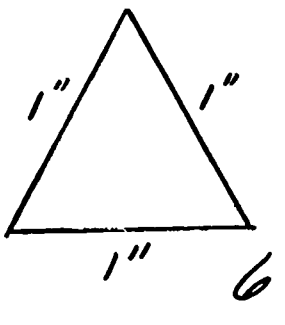


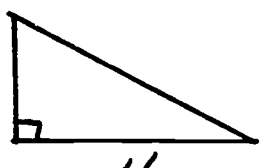


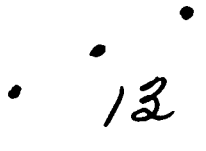


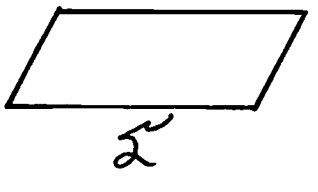


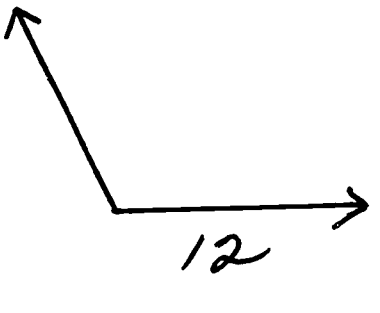


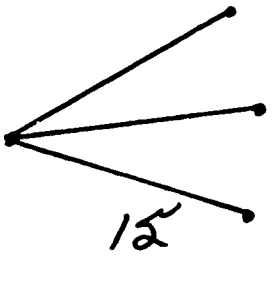


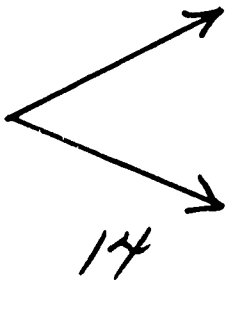


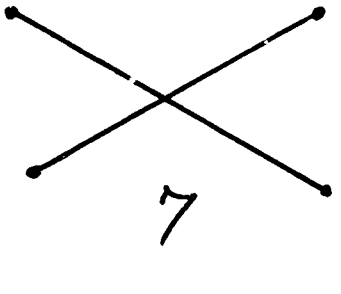


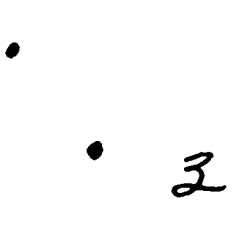












THOUGHTS TO PONDER

Your world is a wide, wide world, but have you ever <u>really</u> considered the vastness, the beauty, the orderliness, the infiniteness of it? <u>Really</u>? Below are a few questions which I would like you to consider. Please jot down your impressions as you think about these questions; at the same time, try to relate their relationship to mathematics

1. Do you think it is possible for the human mind to fully understand the vastness of space?

2. Do you think it is possible that there are no limits to our universe?

3. If there <u>are</u> limits to our universe, what do you believe is beyond them?

4. We are told by astronomers that other galaxies are traveling at tremendous speeds away from Earth. Where, or when do you think this will all come to a halt?

5. What kind of a feeling do you get when you go out of doors at night and look up into the sky and see all the stars?

6. What evidences have you personally observed that point out the orderliness of nature?

7. Who, or what, do you think is responsible for these phenomena?

Mathematics in Science and Architecture

This test is designed to see what you have learned from our discussions and from the film about the contributions of ancient mathematicians to our culture.

DIRECTIONS: place the letter which corresponds to the correct answer in the blank provided at the left.

B 1. Archimedes was a counterpart of the modern-day
a) master of all trades. b) absent minded professor.
c) revolutionary patriot.

C 2. In mathematics Archimedes is noted especially for his determination of a) calculus b) probability and statistics c) the value of 'pi'.

B 3. Archimedes discovered the principle that a body displaces water equal to its own bulk, and that an object submerged in a fluid is buoyed up by a force equal to the weight of the fluid displaced. This is called a) calculus b) specific gravity c) quantum theory.

A 4. In mechanics, Archemides discovered the principle of the
a) lever b) hydraulic press c) phenomena of topology.

C 5. Archimedes, himself, believed his greatest discovery to be the
a) laws of the pendulum b) relationship between sounds and lengths of plucked cords c)ratio of the volume of a sphere to a cylinder.

C 6. Spiral pumps operate on the principle of an a) impeller which creates pressure b) internal combustion c) Archimedes screw.

B 7. Several of the mechanical devices of Archimedes were used for
a) irrigating land in the Nile Valley b) the defense of his town of Syracuse c) drawing water from ships to keep them from sinking.

C 8. Pythagorus was another Greek mathematician. He founded a school which influenced many of his followers in a) scientific discoveries b) architecture and art c) religion and philosophy.

A 9. The Pythagoreans adhered to certain mysteries, and had to pass a rigid test for fitness before being admitted to their organization. They believed in a) immortality and transmigration of souls
b) Christ as their personal savior c) evil triumphing over the divine.

C 10. For the Pythagoreans, NUMBER became the a) science of numbers and computation b) way of predicting the seasons c) ULTIMATE principle of the universe.

C 11. The Pythagoreans also believed that the essential character of the universe was a) symmetry, pattern and rhythm b) mysterious, vague and unpredictable c) proportion, order and harmony.

C 12. As a result of his views Pythagorus was a) honored by many monuments b) knighted and given much gold c) exiled and murdered.

B 13. The Greeks became very interested in a mathematical ratio which they called the a) spiral design b) golden section c) mathematical art.

A 14. We can visualize infinity only a) in the mind b) in natural forms c) in electronic computers.

C 15. The golden section spiral is a) never found in nature b) always found in nature c) frequently found in nature.

A 16. Most games of skill require a a)precise knowledge of mathematics b) manual dexterity of both hands and feet c) knowledge of number tricks and stunts.

A 17. Every early people adopted some special mode of building suitable to its needs, climate, and customs. One feature which distinguished the Gothic style was a) the pointed arch b) upright pillars with beams across them c) the round arch.

C 18. Ancient Greek architecture is almost wholly represented by a) palaces and theater b) baths and domestic building c) temples and cathedrals.

C 19. An outstanding example of Gothic architecture is a) Mosque of St. Sophia in Istanbul b) Lungwa Pagoda in Shanghai c) Notre Dame in Paris.

A 20. Many objects of nature reveal rare beauty of a geometric nature such as a) symmetry b) congruence c) triangles and rectangles.

B 21. Archimedes, noted for his many inventions, is noted for saying a) "Every thing is arranged according to number." b) "If you give me a long enough lever, I can move the world." c) "The book of nature is written in mathematical symbols."

C 22. Because the Pythagoreans thought the heavenly bodies to be separated from each other by intervals corresponding to the harmonic lengths of strings, they held that they made sounds which they called a) magic property of the golden section b) the motion of heavenly bodies c) harmony (or music) of the spheres.

A 23. Pythagorus is noted most especially for a) the theorem which bears his name b) the discovery of calculus c) symbolic logic.

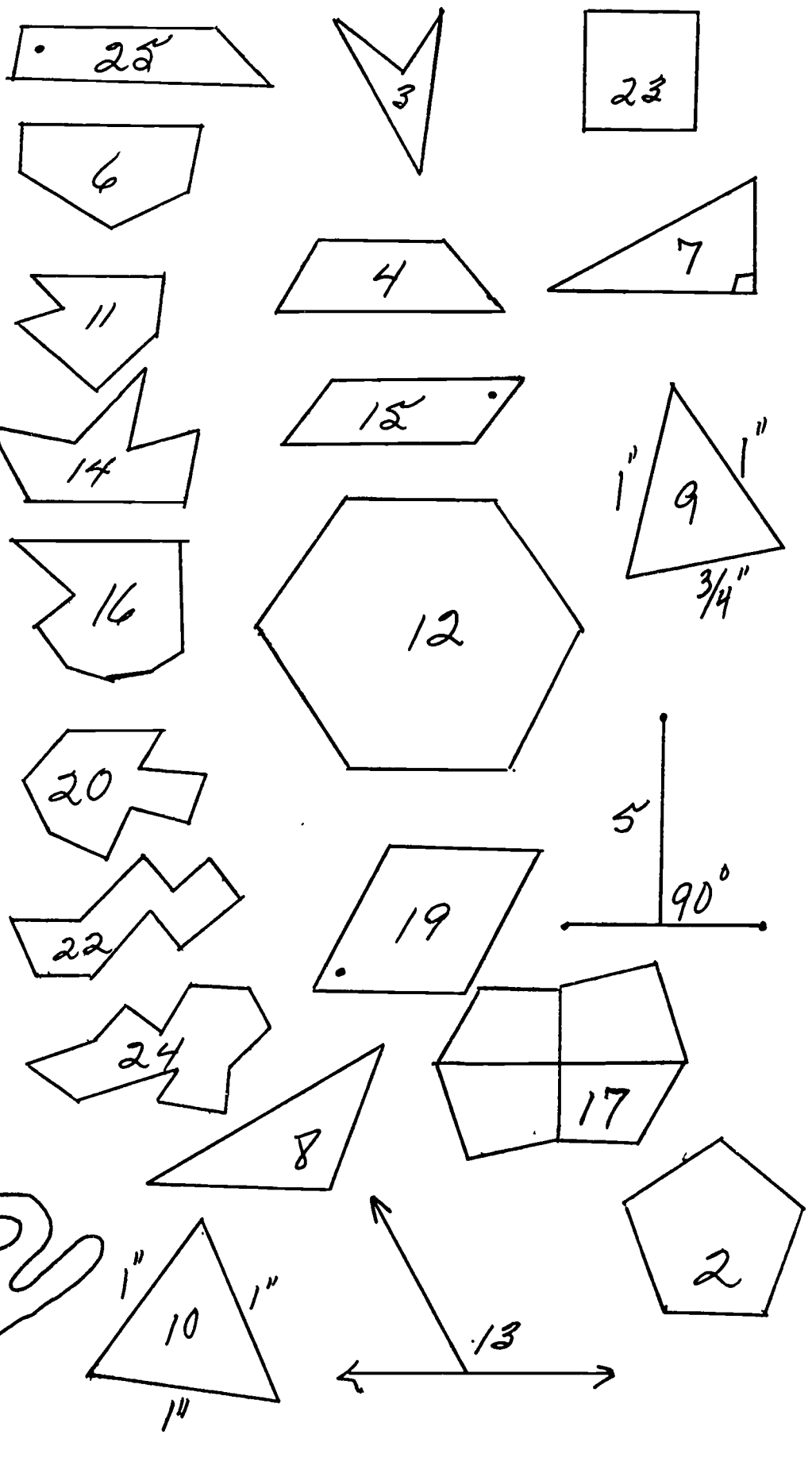
B 24. Modern architecture is more functional, and tries to be unique. A good example is a) the parthenon b) the Pentagon c) the Taj Mahal.

A 25. The KEY to the FUTURE seems to lie in a) science and mathematics b) the language arts and communication c) social studies so we will understand one another.

Identification of Geometric Figures

DIRECTIONS: place the number of the description on the figure which fits the proper description.

1. simple closed curve
2. a regular pentagon
3. a quadrilateral
4. a trapezoid
5. perpendicular lines
6. a pentagon
7. a right triangle
8. an obtruse triangle
9. an isosceles triangle
10. an equilateral triangle
11. a hexagon
12. a regular hexagon
13. supplemental angles
14. a heptagon
15. a parallelogram (not a rhombus)
16. an octagon
17. an octagon with point symmetry
18. a circle
19. a rhombus (not a square)
20. a nonagon
21. a hexagon with point symmetry
22. a decagon
23. a square
24. a duodecagon
25. a point on the interior of a trapezoid.



AN ATTEMPT TO IMPROVE THE VALUE OF PHYSICAL FITNESS*

Specific Value: Physical Fitness

Subject Area: Physical Education

Grade Level: Ninth

Time: Six-Seven Weeks

Project on Student Values
3860 Plainfield N.E.
Grand Rapids, Michigan 49505

*Materials prepared by James Boonstra

AN ATTEMPT TO IMPROVE THE VALUE OF PHYSICAL FITNESS

Abstract

I. Philosophical Statement. As Christians we have a divine mandate to keep our complex, wonderful bodies, created by God, functioning with a maximum of efficiency to enable us to carry on with a maximum of vitality and a minimum of strain in our God-given life time activities.

II. General Objectives.
   A. Help students gain a better knowledge and understanding of physical fitness.
   B. Encourage and guide students to achieve and maintain a higher level of physical fitness.

III. Specific Objectives.
   A. Demonstrate his understanding of physical fitness through writing.
   B. Demonstrate his degree of fitness through the taking of tests.
   C. Improve his fitness level by use of a personal exercise program during his leisure time.

IV. Context. Ninth Grade.

V. Content. Outline of fitness in modern living. A.A.H.P.E.R. tests of physical fitness, daily performance profile.

VI. Methods. Class discussions, films, value strategies, administration of tests, division into groups.

VII. Time Schedule. Six-seven weeks.

AN ATTEMPT TO IMPROVE THE VALUE OF PHYSICAL FITNESS

Statement of Philosophy

Because of degenerative physical changes produced by increasing physical inactivity and leisure time, I feel there is a need for a revival of physical fitness. A physically fit body should be valued by today's youth, and their values of such must be clarified.

Physical fitness is a part of total fitness. "Fitness is that state which characterizes the degree to which a person is able to function. It implies the ability of each person to live most effectively within his potentialities. Ability to function depends upon the physical, mental, emotional, social, and spiritual components of fitness, all of which are related to each other and are mutually interdependent." The individual who is physically fit has a well-proportioned and a well-developed body, without a surplus of soft fat, and his posture is usually good. He has adequate muscular strength for his needs, and this strength is well controlled. He performs his activities with a high degree of motor proficiency. He has a supple, well-balanced body which he uses in a skillful, well co-ordinated manner, and with a minimum of energy expended. The physically fit individual usually has an alert mind. He also has that confidence, courage, initiative, pride, and self-discipline which accompanies good morale. Finally, he has an abundance of energy which allows him to push himself to the limits of his endurance in sustained activities involving speed, power, and strength without ill effects. His body is functioning with a maximum of efficiency.

Our bodies are described in The Bible as the "temple of the Holy Spirit" (I Corinthians 6:19, Romans 12:1). This gives us a divine mandate and responsibility to keep this "temple" functioning at the peak of efficiency. Realistically, what does this mean? Perhaps the best example is the performance of the well-conditioned athlete who competes in a strenuous contest without fatigue noticeably limiting his efficiency. Such an individual is functioning with a maximum of efficiency. Few people reach and/or maintain such an enviable condition.

Physical fitness cannot be defined or viewed as an all or nothing state. It is characterized by a line extending from a complete lack of health and strength to peak functional performance under strenuous and lasting physical and mental activity. Everyone takes his or her place somewhere along this line. Also, a person's position on the line may vary from time to time. Everyone must make his own physical fitness value judgment. As Christians we have a divine mandate.

Statement of General Objectives

The students must be able to display a knowledge and understanding of physical fitness; mental enthusiasm and discipline to work for the achievement and maintenance of physical fitness; bodily qualities of strength, endurance, speed, balance, agility, power, and skill.

Understanding + Enthusiasm + Bodily Qualities (facets) = Physical Fitness

Statement of Specific Objectives

Each student will be expected to accomplish the objectives stated below. He should be able to:

1. State in writing (essay form) what fitness means to him, what he has done to accomplish his level of physical fitness, and how he plans to maintain and improve his fitness level.
2. Demonstrate the bodily qualities of strength, endurance, speed, balance, agility, power, and skill by taking the A.A.H.P.E.R. Test of Physical Fitness.
3. Develop a performance record of a daily exercise program to be done during the student's leisure time at home.

Statement of Context

The unit of study will be used for a ninth grade physical education class. It will be taught in a small (150 students approx.), private (Christian) junior high school located in a middle-upper-middle class, white, suburb of Grand Rapids, Michigan. The class will consist of about twenty-five boys meeting three days a week; two activity periods and one "health" section.

Statement of Content

There is additional content besides that which is given here. Brief examples of this content are the articles on smoking which are given in the appendix. The content stated in this section I feel to be the "meat" of the unit. It is divided into three parts: outline of physical activity in modern living, description of the A.A.H.P.E.R battery of fitness tests, and finally, an example of the performance record for a daily exercise program to be completed by the students.

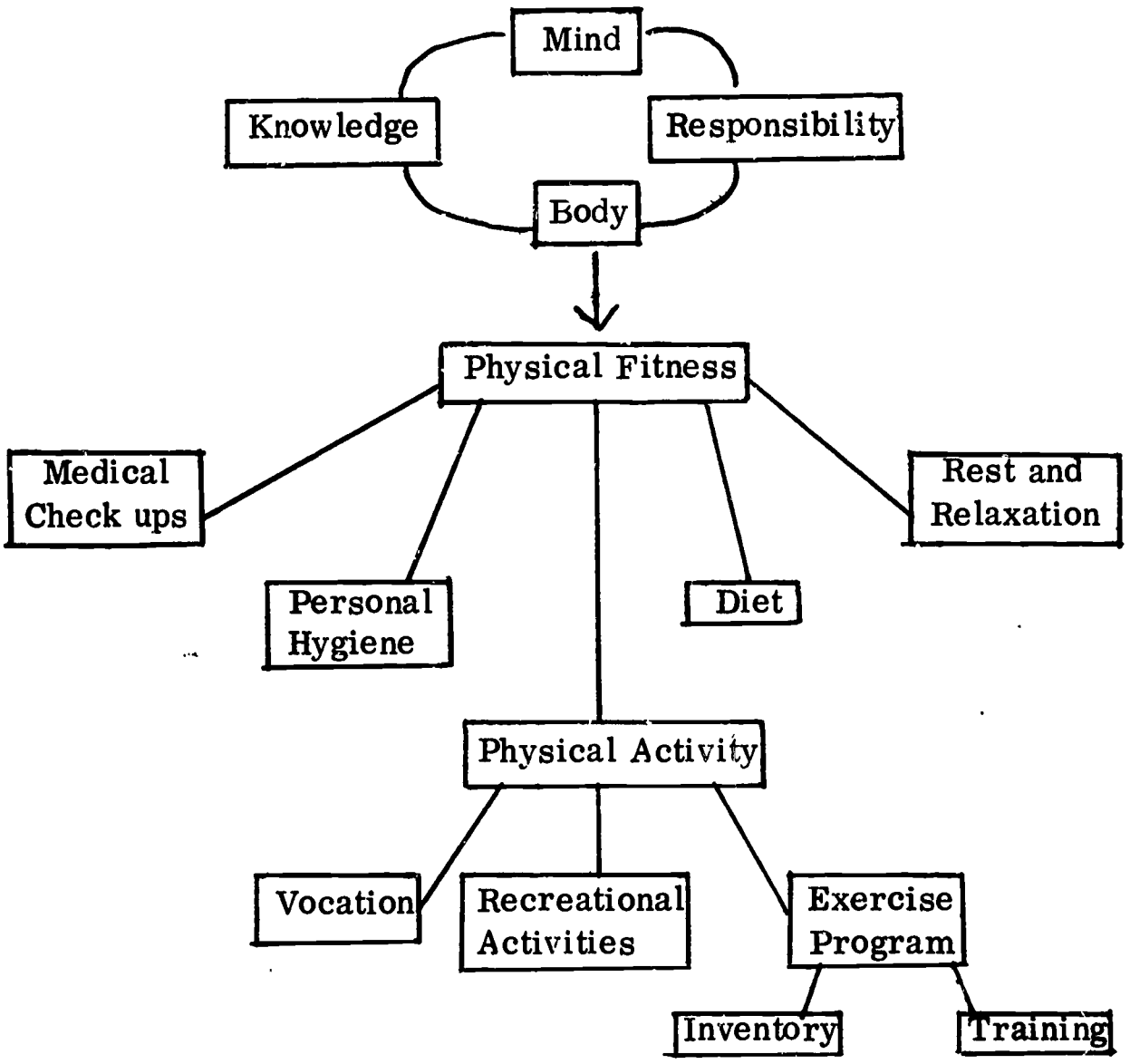
Physical Activity in Modern Living

I. Elements of Physical Fitness
   - A. Medical--sound body and organs
   - B. Health--body free from disease
   - C. Strength--ability to physically do a task
   - D. Endurance--capacity for continuous effort
   - E. Co-ordination--ability to handle the body well

II. Achieving and Maintaining Physical Fitness
   - A. Facets of body important in fitness
     1. Physique--external anatomy (height-weight-body build)
     2. Organic condition--functioning of all the internal organs and systems
     3. Motor condition--functioning of the parts of the body controlling and producing movement
        - a. Strength--capacity to exert force over distance
        - b. Cardio-vascular--capacity of circulatory and respiratory system for strenuous exertion
        - c. Muscular endurance--capacity for continuous exertion of muscles in motor and movement activity.

d. Balance
e. Agility--capacity for fast reaction in controlled movement
f. Flexibility--wide range of movement
g. Power--explosive force

B. Paths to Fitness



C. Training Program
   1. Test to determine level of fitness
   2. Activities involving fitness
      a. Work
      b. Recreation and sport programs
      c. Conditioning program
   3. Principles of Training
      a. Rate of improvement is directly related to the degree of intensity of training
      b. Effects of training are specific to the type of training used, i.e., there should be a definite exercise for each defined weakness.
      c. Regularity is necessary for success.

III. Values of Physical Fitness Training
   A. Basic physiological laws

1. Functional efficiency of an organ or system improves with use and regresses with disuse
2. Beneficial effects of activity are not permanent but are achieved slowly in the course of exercising and disappear if exercising is discontinued

B. Specific Values
   1. Physiological
      a. Better circulation
      b. Builds heart muscle
      c. Improves respiration
      d. Aids digestion
      e. Increases muscle strength and tone
      f. Balances weight formula
      g. Relieves emotional tension
   2. Mental
      A person with a greater degree of fitness generally has a greater learning potential for his intelligence level.
   3. Social
      Unfit individuals usually have difficulty in making social judgments.

American Association for Health, Physical Education, and Recreation

Test for Physical Fitness

I. Sit-ups
   A. Position--Lie on back with legs extended and feet together. Knees may be slightly bent. Place hands behind and at base of head with fingers interlocked together. Feet will be held against the floor by partner.
   B. Execution--Sit up and bend forward touching the elbow to the opposite knee. Return to starting position and repeat exercise.
   C. Rules
      1. Fingers must remain interlocked
      2. Hands must remain behind and at base of the head
      3. Elbows must alternate in touching knees
      4. No rest pause is allowed; exercise is continuous
      5. Shoulders must touch floor on lay back

II. Pull-ups
   A. Position--Hang from bar with palms facing away from body. Arms and legs must be completely extended, with feet free of the floor.
   B. Execution--Pull body straight up and place chin over bar. Return to starting position and repeat as often as possible.
   C. Rules
      1. One trial will be given each student
      2. The body must not swing during the execution of the movement. The pull must in no way be a snap movement.
      3. Arms must be completely extended when the body is lowered.
      4. Legs must remain extended at all times.

III. Standing Broad Jump
- A. Position--Pupil stands facing the direction of jump with feet apart and toes behind starting line.
- B. Execution--Swing the arms and bend at the knees and jump as far as possible.
- C. Rules
  1. Each pupil receives three trials
  2. Measurement is taken from the take off line to the heel or other part of the body that touches the floor nearest the take off line
- D. Scoring--Record the best of the three trials in feet and inches to the nearest inch

IV. Shuttle Run
- A. Description--Two parallel lines are marked on the floor 30 feet apart. Two blocks of wood (2" x 2" x 4") are placed behind one of the lines. The pupil starts from behind the second line facing the blocks. On the signal "Ready? Go!" the pupil runs to the blocks, picks one up, runs back to the starting line, and places the block behind the line; then he runs back and picks up the second block, which he carries back across the starting line.
- B. Rules--Each pupil will receive two trials
- C. Scoring--Record the best time of the two trials to the nearest tenth of a second.

V. 50-Yard Dash
- A. Description--Pupil will dash between two lines 50 yards apart
- B. Scoring--Record the best time of two trials to the nearest tenth of a second

VI. 600-Yard Run-Walk
- A. Description--Pupil uses a standing start. At the signal "Ready? Go!" the subject starts running the 600-yard distance. The running may be interspersed with walking but the object is to cover the distance in the shortest possible time
- B. Scoring--Record in minutes and seconds

Personal Performance Record

Exercise 1

Stand with feet astride and arms overhead. Bend forward to touch fingers to the floor and return to starting position.

Exercise 2

Lie on back with knees bent and hands clasped behind head. (Place feet under a rug or chair to hold them down) Sit up so that elbows touch knees and return to starting position.

Exercise 3

Lie on stomach with hands at shoulder level. Push body off the floor so that only hands and feet touch the floor. (Arms must be straight.) Lower body so that chest is 2" from floor (Body must remain straight). Push up again and continue.

Exercise 4

Stand with feet together and hands on hips. Rise on toes and descend to a full squat position; then return to starting position.

Exercise 5

Lie on stomach with hands clasped behind back. Lift head, shoulders, chest, and both legs as high as possible and return to starting position, slowly lowering both extremities with some tension.

Exercise 6

Stand with feet together facing a kitchen chair. Step up to stand on chair and then return to starting position.

Exercise	1	2	3	4	5	6
Time Limit	1 min.	1 min.	2 min.	1 min.	1 min.	2 min.
Daily repetitions for the first week	15	10	10	10	20	20
Your record of the daily repetitions done when working at maximum effort DO NOT EXCEED TIME LIMIT						

Statement of Methods

The methods used in teaching this unit are varied, and I feel can best be separated into two distinct parts. They are divided into those used during the activity period in the gym and those used in the classroom setting. Some of the value

clarifying strategies such as the clarifying response would be used in both places, but most of the value strategies would take place in the classroom whereas a different value approach would be used in the gym.

Our physical education program for the ninth grades is closely co-ordinated with that of the high school. All of the boys (grades 9-12) are divided into three color groups or teams; a white team (beginners), green team (intermediates), and a gold team (advanced). Scoring on three test batteries, which include fitness tests, determines to which color group the student belongs. The teams are identified by badges sewn on their white gym trunks. The tests are given twice a year and the student must attain ceiling performance on the respective battery to move up to the next group. Also, a student must attain minimum requirements to remain within his color team. All ninth graders begin as a member of the white team. Some advance to the green team at the end of the first semester. A student must make a value judgement here. If he prizes being a member of the green team, he must take action to affirm his choice. If this is a value for him, he will later demonstrate behavior to repeat this action.

In the classroom other methods are used. First the student is asked to place himself on a fitness continuum.

Sickly Sally_____ Superman Sam

Where would you place yourself?

If you could be anyplace on the line, where would you like to be? Why?

Where would you place the boy sitting to your right?

Other methods used include ranking. Rank the following in order of importance to you:

_____ getting good grades
_____ having a physically fit body
_____ having fun at school
_____ becoming rich and/or famous
_____ being friends with all your classmates

Rank in order you enjoy doing the most:

_____ homework
_____ physical labor
_____ exercises
_____ watching a movie or an athletic contest
_____ playing sports (football, basketball, baseball)
_____ read for pleasure

Voting as a clarifying strategy and other value responses would also be used as the occasion arose out of classroom discussion.

Information concerning fitness and health would be given through lectures, films, reports, etc. to help the students gain more knowledge and understanding. Examples of some of the material used in the area of smoking and fitness are given in the appendix. Also given is a listing of books and articles used in the classroom for lectures and discussion.

Time Schedule

The unit, as far as classroom work and discussion and the initial administering of the fitness tests during the activity period is concerned, will take six weeks. This is to be done during the months of September and October. Physical fitness, however, is a lifelong task. In this sense the unit takes place during the entire school year. Also, the A.A.H.P.R. battery of tests will be given a second time during the month of May so that the amount of change in the fitness of the students can be measured.

Evaluation Data

This unit has not yet been used, hence it is impossible to give any evaluation data. The three instruments used in gathering data which will then be evaluated will, of course, be the written report made by each student, his scores on the fitness tests, and finally his daily performance record.

I am eager to try the value oriented approach so that I will be able to compare the results with those in the past. I'm sure much more information could have been shared in the paper if I were teaching the unit while writing.

GRID

Objectives / Content	I	II	III	Total
Outline	20%			20%
Fitness Tests		5%	55%	60%
Daily Performance Profile	5%	15%		20%
Total	25%	20%	55%	100%

Listing of books and articles dealing with health and fitness to be used in connection with unit.

Publications of Joint Committee on Health Problems in Education NEA-AMA

Health Education
School Health Services
Answers to Health Questions in Physical Education
Sleep and Children
As Others See Us

Journal of the American Medical Association

Nutrition of Athletes
Nutrition and Athletic Performance

American Association for Health, Physical Education, and Recreation

Exercise and Fitness
Personal Fitness Record
Selected Fitness Articles
Health Education as Your Career
Careers in Physical Education and Coaching for Boys
Your Child's Health and Fitness
Youth and Fitness
Physical Education for High School Students

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GOVERNMENT AND THE NEED FOR OVERT INDIVIDUALISM*

Specific Value:	**Individual Worth**
Subject Area:	**United States History**
Grade Level:	**Eighth**
Time:	**Ten to Twelve Weeks**

Project on Student Values
3860 Plainfield, N.E.
Grand Rapids, Mich. 49505

*Materials prepared by Clifford Cross

GOVERNMENT AND THE NEED FOR OVERT INDIVIDUALISM

Abstract

I. Philosophical Statement.

As a society becomes more complex, it seems the role of the individual becomes less significant. The study of the facets of Communism and Democracy can help to illuminate for the student what can happen if we lose sight of the "worth" of the individual.

II. Statement of General Objectives.

To have the student become aware of the need for himself in a society, by comparing two extremes in government: Communism and Democracy.

III. Statement of Specific Objectives for Value Education.

The student should first learn that he has something to comtribute to his society. As he realizes this, we would hope that he would become overt in his perceptions but use discretion in his actions.

IV. Statement of Context.

This unit was designed for a small rural community. The grade level is eighth grade. The school was a junior-senior high of 300.

V. Outline of Content.

The content contains the material that is needed to accomplish both the general and specific objectives of the unit. The materials are developed so as to contrast a totalitarian state and a democratic state.

VI. Methods.

Numerous value methods as suggested by Raths, et.al., Values and Teaching, will be used along with some of my own techniques I have found suitable for the setting. I also will use pre and post evaluation tests, discussions, some lecture, bulletin board displays and audio visual apparatus.

VII. Time Schedule.

The unit is expected to cover 11 weeks. September 4 to November 14th. The classes meet in classrooms, 5 periods per week for 55 minutes.

VIII. Evaluation.

This is not available, but the appendix does include some devices that will be used to evaluate the unit.

GOVERNMENT AND THE NEED FOR OVERT INDIVIDUALISM

Philosophical Statement

As a society becomes more complex, the problem solving and decision making processes appear to be losing perspective in relation to the individual's role in these processes. Therefore, the individual begins to see his "worth" as being insignificant and he develops apathy. Once the individual accepts his role as inconsequential, his society will suffer because it is the individual's perspective of himself that terminally will decide the course of any society.

An investigation of contrasting facets of "Communism" and "Democracy" can illuminate for the student, the need to maintain overt individualism, combined with discretion, in order to assure an open society.

Statement of General Objectives

1. Instill an awareness for the need to engage in overt activities by the student in school government.
2. Present to the student the alternatives and consequences of not respecting the individual.
3. Show how the majority can dominate and destroy individual initiative.
4. Suggest methodologies for transmitting individual ideas into a complex society.
5. Present communism as a social structure, not only as a governmental structure.
6. Show how a collective society concerns itself not only with the "means" but the "ends".
7. Relate the concept of the "state" versus the "individual".
8. Create an awareness of a growing complacency in our free society.
9. Study individuals in both societies, and evaluate their influences on the destinies of their respective societies.
10. Demonstrate, by sighting an example, how complacancy

at an early chronological age might aid the destruction of a society.

11. Build a classroom environment that demonstrates respect for overt individualism.

12. Examplify the complexity of our "free" society.

13. Coincide all writing, reading and classroom activity to reinforce the value of "individual worth".

14. Demonstrate how the suggested adage "many heads are better than one", is not necessarily a truism when relating to government.

Statement of Specific Objectives for Value Education

Because the individual must first respect his individual worth in society, our first behavioral orientated objective is:

1. The student will actively engage in initiating individual envolvement in his immediate environment, i.e. the classroom.

Once the individual realizes that he can be an integral part of activities, he ultimately must realize the need to respect the role of others. The second behavioral objective:

2. The student will then demonstrate his understanding of the value "human worth" by respecting the right of others to hold their opinions.

The ultimate understanding of "human worth" can be seen in the third behavioral objective:

3. The student will refrain from making decisions that are influenced by the majority, i.e., class meetings, smoking, drinking.

The understanding of "individual worth" does not dictate total isolation from the group. The person who perceives his individual value should not fear the group, he should work with it and foster individual influence within the group. Thus, the fourth objective:

4. The student will cooperate with the group, but only after having expressed his thoughts with logic and discretion.

Statement of Context

This unit, as a means to present values. has been prepared for presentation to an eighth grade United States history class. The school is the Potterville Junior-Senior High School, Potterville, Michigan. Potterville is a rural community. It might also be referred to as a "bedroom community", due to the fact that most of its residents do not work in Potterville, but commute to Lansing, Michigan to work in factories. Those who do not work in factories are farmers or construction workers. The town is void of professional people, except one doctor, a minister and the school faculty. Approximately 50% of the graduates go onto some form of higher education. The enrollment of the junior-senior high totals about 300 students.

Facilitating such a unit, where self expression is considered a positive characteristic, was hampered somewhat by the educational facility. The classrooms of this recently constructed school (1968), were divided by partial partitions or walls, with no doors on the classrooms. The floors were carpeted, with acoustical tile overhead. The noise level had to be constantly minimized. The use of audio-equipment was kept to minimal limits. The classes consisted of about 23 students in three sections, heterogeneously formed.

Outline of Content

This unit, as an integral part of a comprehensive survey of American history within a single school year, has no specific text for reference. Therefore, the entire unit is based upon supplementary materials listed below.

1. The Story of Ambitious Men, a booklet, E. & I. Geller, Publisher.
2. About Communism, A Scriptographic Booklet, Channing L. Bete Co., Inc., Greenfield, Mass., U.S.A.
3. Profiles in Courage by John F. Kennedy Teen-Age Abridged Edition. Scholastic Book Services, N.Y.
4. Animal Farm by George Orwell, Signet Classics, 1946, N.Y.

I. Introduction

A. An explanation of the material to be studied.

1. Communism
2. Democracy

B. Distribution of paperbacks.

1. Profiles in Courage
   a. to half the students

2. Animal Farm
   a. to half the students

II. "We the people....."

A. What is a "People"?

B. America, Unique Among Nations.

C. To the outside world, Americans may seem to be homogeneous, but to ourselves, we are a heterogeneous people.

1. Our Different National Origins
2. Our Different Religions
3. Our Different Occupations
4. Our Different Incomes
5. Our Difference and Government
6. What is an American?

III. The Democratic Way of Life.

A. America: An Experiment in Freedom

B. The Nature of Government.

1. Consent and the Principle of Representation.
2. Consent and the Succession of Rules.
3. Government by Decree.
   a. Membership in Russian Communist Party is a privilege and not open to all. It cannot be compared with the large, voluntary memberships of our parties.

4. Government by consent.
5. Majority consent and minority rights.
   a. The right of the minority to disagree is essential in a democracy.

6. Consent and compulsion.

C. The Principles of American Democracy.

1. Equality of opportunity
   a. "All men are equal" versus "all men are created equal".

2. The dignity of the individual.
3. The need for freedom.

D. The Rules of American Democracy.

1. The right to vote.
2. Majority rule.

E. Democracy: The Compromise of Differences.

1. Pressure groups and compromise.
   a. Compromise does not mean that we abondon our principles. It does mean that we recognize the right of the will of the majority to prevail.

2. Self-discipline: Democracy's lifeblood.
   a. A democratic government functions only if its citizens are informed, willing to participate, and are able to compromise their opposing interests.
   b. Informed citizens participating in government, are foundation stones for a democracy.

IV. The Challenge of Communism.

A. Principles of Marxian Communism.

1. Marxian analysis of capitalism.
2. The "class struggle".

B. The Russian Revolution.

C. Russia versus China

D. How the U.S.S.R. is governed.

1. The Party
2. Control of the mass media
3. Soviet achievements

V. Summation and evaluation.

A. <u>Profiles in Courage</u>

1. discussion
2. five minute quotes without comment

B. <u>Animal Farm</u>

1. discussion
2. five minute quotes without comment

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3. Form evaluative devices.

The Methods

Part I: Unit Requirement.

It was decided to split the students into two groups, with each group being responsible for support of the ideas portrayed in their respective paperbacks.

1. Group A
   a. Profiles in Courage

2. Group B
   a. Animal Farm

The confrontation of the two groups would be realized in small group discussion - "Buzz Groups". In Phase V, group appointees or representatives would confront each other in forum type circumstances after the "Buzz Group" confrontations.

1. The "thought sheet" technique will be used here. The purpose will be to get weekly thoughts about the paperbacks being read. We will use these in each Friday's evaluation and summary discussion time.

2. "Five Minute Quotes Without Comment" will be taken at the conclusion of the unit. I will use them to gain insight into the students understanding of the material they have read.

Part II: Daily Class Methodologies.

Each phase is geared to cover approxiamately a 3 week period, which includes 15 class periods. The weekly allotted time will be Monday, Tuesday, Wednesday, Thursday class activities, based on outline. Friday, Summation Day, "Thought Sheets", Quizzes, etc.

I. Introduction.

A. Administer "Self-Positioning" Test - See appendix II & III.

B. Explain what items will be investigated.

1. Communism versus Democracy.

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C. Hand out the "Value Sheets" and explain their function.

D. Bulletin board to be constructed to show ways people in a democracy are to function.

E. Have the students sketch briefly a symbol that they believe best depicts the two opposing ideologies. These will be kept for later reference.

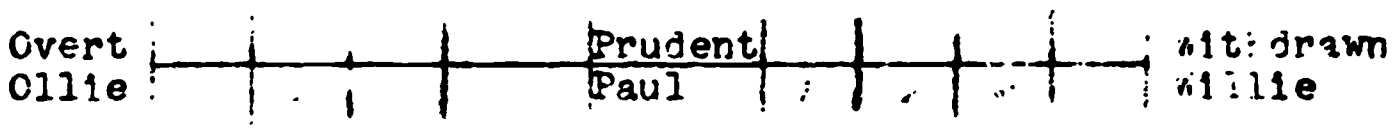
F. Use a film, Challenge of Ideas, which outlines the difference between a Communistic and Democratic government.

G. I will use the "Proud Whip". I am proud to be an American.....

II. "We the people..."

A. Have the students help make a list of what they consider to be the basic characteristics of a good citizen. After doing this, reveal the 6 basic areas listed by the National Council of Social Studies in 1950. Listed in the Appendix IV.

B. Use the "Value Continuum" to have the students indicate how they perceive their role as a citizen. Rathe', p.129.



C. The "Value sheet" will be used in this phase. Rathe' p. 83. Example: "What is an American". Use paragraph taken from A Sense of the Past, by Michel Guillaume St. Jean de Crevecoeur, 1782.

> "What then is the American, this new man? He is either a European, or the descendant of a European, hence that strange mixture of blood, which you will find in no other country. I could point out to you a family whose grandfather was an Englishman, whose wife was Dutch, whose son married a French woman, and whose present four sons have now four wives of different nations. He is an American, who, leaving behind him all his ancient prejudices and manners, receives new ones from the new mode of life he has embraced, the

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new government he obeys, and the new rank he holds... Here individuals of all nations are melted into a new race of men, whose labours and posterity will one day cause great changes in the world... The American ought therefore to love his country much better than that wherein either he or his forefathers were born. Here the rewards of his industry follow with equal steps the progress of his labour; his labour is founded on the basis of nature, self-interest; can it want a stronger allurement? Wives and children, who before in vain demanded of him a morsel of bread, now fat and frolicsome, gladly help their father to clear those fields whence exuberant crops are to arise to feed and clothe them all; without any part being claimed, either by a despotic prince, a rich abbot, or a mighty lord. Here religion demands but little of him; a small voluntary salary to the minister, and gratitude to God; can he refuse these? The American is a new man, who acts upon new principles; he must therefore entertain new ideas, and form new opinions. From voluntary idleness, servile dependence, penury, and useless labour, he has passed to toils of a very different nature, rewarded by ample subsistence--This is an American.

1. Do you agree with his discription?
2. Do you think modern America is different from the America of 1872?

D. Use the discription, "What is an American", from a newspaper clipping:

WHAT IS AN AMERICAN?

"He yells for the government to balance the budget and then takes the last dime he has to make the down payment on a car.

He whips the enemy and then gives them the shirt off his back.

He yells for speed laws that will stop fast driving and then won't buy a car if it can't make 100 miles an hour.

An American gets scared to death if we vote a billion dollars for education, but he is unconcerned when he finds out we are spending 3 billion dollars a year for cigarettes.

He knows the line-up of every baseball team

in the American and National League -- but doesn't know half the words to the "Star Spangled Banner."

He'll spend half the day looking for vitamin pills to make him live longer, then drive 90 miles an hour on slick pavement to make up for the time he lost.

He ties up his dog but lets his 16-year-old son run wild.

An American will work hard on a farm so he can move into town where he can make more money so he can move back to the farm.

When an American is in his office he talks about baseball, football or fishing, but when he is out at the games or on the lake, he talks business.

He is the only fellow in the world who will pay 50 cents to park his car while he eats a 25 cent sandwich.

He is never ready for war but he has never lost one.

We're the country that has more food to eat than any other country in the world and more diets to keep from eating it.

We're the most ambitious people on earth, and we run from morning until night trying to keep our earning power up with our yearning power.

We're supposed to be the most civilized Christian nation on earth, but still can't deliver payrolls without an armored car.

In America we have more experts on marriage than any other country in the world--and more divorces.

But, we're still pretty nice folks. Calling a person 'A Real American' is the best compliment you can pay him. Most of the world is itching for what we have but they'll never have it until they start scratching for it the way we did."

E. Film: Defining Democracy (Democracy and Despotism), contrasts democracy and despotism and explains four conditions essential for democracy.

F. Terminating this phase, the student will use the "five minute quote without comment". Hopefully, it should revolve around the topic, "What is an American?".

G. General class discussion techniques will be used on a daily basis.

H. "Proud Whip", I am proud of the time...

I. Quizzes on Friday of each week will be designed to fit the week's material. They will include factual and conceptual questions as well as valuing questions.

III. The Democratic Way of Life.

A. Intiate this phase with a thought provoking quote:

1. "On the whole, with scandalous exceptions, Democracy has given the ordinary worker more dignity than he ever had." Sinclair Lewis, It Can't Happen Here.
   a. What evidence can you cite to support Lewis' statement?

B. Design a bulletin board depicting a scale showing the ideal balance between community and individual.

1. Ask the students if they believe that this balance is maintained?

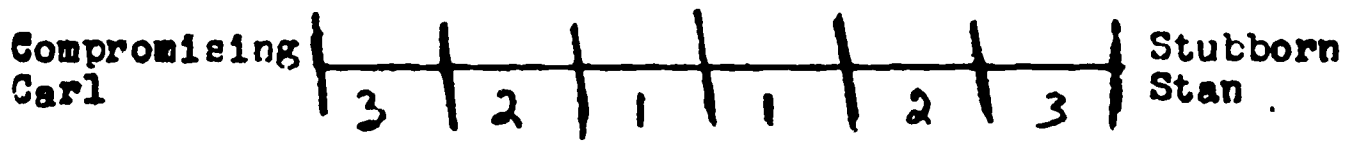
C. Discuss in class, how liberties were progressively limited and lost in other dictatorships. Relate to the Cuban takeover in 1959.

D. Use a film, Discussion in Democracy, to help portray the value of discussion.

E. The following quotation may lead to a discussion revolving around the concept that outspoken persons can influence a government's discretion: "According to Marxist reasoning, a Communist nation is a "classless" society and the Communist Party represents all the people. To Marxists, political opponents are undermining the "people's" government. In practice, the silencing of opposition serves to keep the dictatorship intrenched in power."

1. Do you ever have the desire to silence people with whom you don't agree?
2. Do you need to silence opposition in your group because you are insecure?
3. Do you feel that you ought to allow opposition in any aspects of your life?
4. Do you believe our country is better off because we have different classes of people?

F. Continuum: To investigate how students feel about co-operating with others.



B. Have the students complete the following sentences:

1. Citizens in a democracy...
2. Citizens in a dictatorship...
3. A democracy must have...
4. Compromise means that I...

II. Use a film, Where Were You?, which shows the need for every person to participate in politics by analyzing events which contribute to the election of an unpopular candidate.

I. Most materials in this section will basically be conducted in discussion sessions.

1. Small group
2. Large group

J. Give the following quote to the class and allow for written or oral responses to its meaning: "I can see no earthly reason why the sensible and constructive element in American life should not publish the sensible and constructive facts of American life -- as the Reds publish and hand out their arguments now... These men lie, lie daily, lie continually -- and lie well. But it is never a difficult thing to nail a lie if you know it is a lie, and are informed about the truth and are willing to take the trouble to tell your truth ably." Thomas A. Edison.

IV. The Challenge of Communism.

A. A provocative quote to initiate this phase: "The simple fact is that with all respect to the military power of the free world, Truth is Communism's most dangerous enemy." Admiral C. Turner Joy.

B. Have each student research a short biographical sketch of Karl Marx and Charles Engels.

C. In order to have the student understand Marxist philosophy, the following brief explanation will be written on the blackboard and questions will follow: Marx believed that materialism, economic motives, determined conduct and that capitalism was responsible for turning every human relationship into a "mere money relation". Communism, he hoped, would not be so materialistic.

1. Do you feel that money is the most important thing in life?
2. Have you done anything in the last few months that

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war not for material gains?
3. What groups in our society seem too highly materialistic?
4. What types of people do not believe in material wealth?
5. Do you believe that you can be a good American and not be materialistic?

D. In order to get my students to see that many of them have the same materialistic items, but yet demand individual treatment. I will initate a zig zag lesson as suggested by Raths', p.125.

1. How many watched TV last night?
2. Did any of you decide to walk to school rather than take a bus from the country?
3. Are any of you proud that you don't own a bicycle?
4. How many of you live in a tent?
5. What is materialism and its relation to individual needs?

E. Institute a Devil's Advocate role here by telling everyone in the class that as the teacher I can make them do whatever I desire. The purpose is to allude to the "rubber stamp" nature of the Soviet political system.

F. Film, Modern Russia, discusses religion, agriculture, housing, education and science.

G. Institute the "Proud Whip" here to see if there is a more positive response to the initial "Proud Whip" in the introduction. I am proud that I am an American...

H. Weekly thought sheets will be collected and filed for each student throughout all phases of the unit.

Summary of Methodology

There are many traditional methodologies that I will use to teach this unit. They will be such things as:

1. Library research.
2. Weekly tests.
3. Class discussion.
4. Lecture.
5. Films, listed in the appendix.
6. Filmstrips, listed in the appendix

V. Summation and evaluation sessions.

There will be one week allotted for assimilation of ideas.

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1. evaluation of the two paperbacks, Profiles in Courage and Animal Farm.

2. Post Unit Test*.

   a. I believe that the test in the appendix is made up of items I would consider as being essential results of this unit. If I get the answers to the questions as I feel they should be, I would consider the unit a relative success. Acceptable answers by 75% of the group would be considered as a sign of success.

3. "Value Continuum". The initial value continuum has been on the wall in enlarged form and we will inspect the positions to see if there is a change.

Time Schedule

Since this unit has not been put into practice, I would like to speculate upon its most significant point of entry in a comprehensive study of American history.

I intend to start off the fall term with this unit, rather than waiting until the spring.

My reasons are:

1. It could act as a significant motivating factor by introducing the student to his short comings as he believes his role is in his society. This might result in stimulating him into wanting to become more familiar with his country and its role in the World.

2. It will also allow for me to evaluate the behavioral objectives set forth by this unit.

The calendar schedule will be as follows:

September 4-9	Testing and Introduction
September 9-30	"We the People..."
October 1-17	The Democratic Way of Life

*Example of an instrument is found in the Appendix V.

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October 20-November 7	The Challenge of Communism
November 10-14	Summation, Evaluation.

Recommendation

I believe that before this unit be put into action, the initiator obtain a copy of Raths' book, Values in Teaching, Charles E. Merrill Publishing Company, Columbus, Ohio.

This text will allow for supplementary methodology and some insights into value education.

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SCAL SHEET Name_____

Content material expectation	Satisfactory	Excellent
1. Make a list of the comparative facets of Communism and Democracy.	____	____
2. Write a composition portraying the role of the individual in a Communistic society versus a Democratic society.	____	____
3. Diagram with reasonable accuracy, the two ideologies.	____	____
4. Define materialism.	____	____
5. Name several shortcomings of a Democratic society.	____	____
6. Describe in a written composition, some changes that a student can make in his life to be a more significant influence in his society.	____	____
7. Define the term "American".	____	____
8. Define the term "Communist".	____	____
9. Explain in a composition, how self discipline is essential to the existence of a Democracy.	____	____
10. Describe the function of a "compromise".	____	____
11. "Classless means all are equal." Explain the fallacy of this statement.	____	____
12. Name several contributors to the evolution of Communism.	____	____
13. Briefly explain how the book you read, either Profiles in Courage or Animal Farm, helped you understand these two ideologies.	____	____
14. Explain why industrialized nations don't seem to be as susceptable to communism.	____	____
15. Explain the phrase, "The United States is an experiment".	____	____

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16. Define the role of political parties in the two ideologies studied. _____ _____

17. Be able to describe the problems that these two ideologies have created for maintenance of a peaceful world. _____ _____

NOTE: The objectives of value education are not listed here because it is believed that they would contaminate post-unit evaluative devices.

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BEHAVIORAL GOAL SHEET

Affective

1. The student listens to his classmates in an attempt to understand various viewpoints.

2. The student cooperates rather than competes with his peers while retaining his individual integrity.

3. The student refrains from making decisions that are influenced by the majority, i.e., class meetings, smoking, drinking

4. The student actively participates in school government without prompting; for example, runs for an office, volunteers to head a committee.

5. The student abides by a majority decision in the classroom or in the student government without compromising his own beliefs.

6. The student becomes confident and expresses satisfaction in expressing his opinions verbally in the classroom situation.

7. The student is willing to give equal opportunities and rights to all.

Cognitive

1. Two thirds of the class to score 66% on the testing material provided in this unit, with emphasis placed on the content material expectation goal sheet. Or, for each student to strive for 75% correct responses.

2. In view of the unit, to reasses the meaning of the phrase: What is an American?

3. To differentiate between propaganda and reliable media sources concerning communism vs. democracy.

Appendix II

Pre-unit, Self Position Test.

Directions: Place the items listed below in descending order of importence as you believe the items influence a Democratic society.

a. Police _____

b. President _____

c. Yourself _____

d. Labor Unions _____

e. Teachers _____

f. Army _____

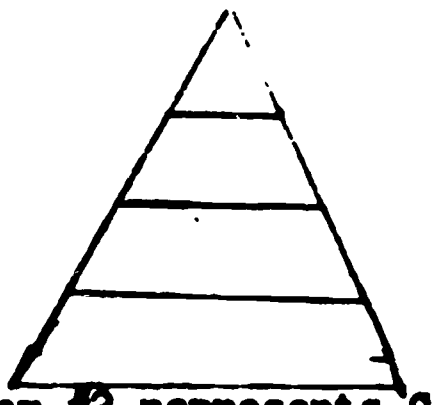
g. Athletes _____

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Appendix III.

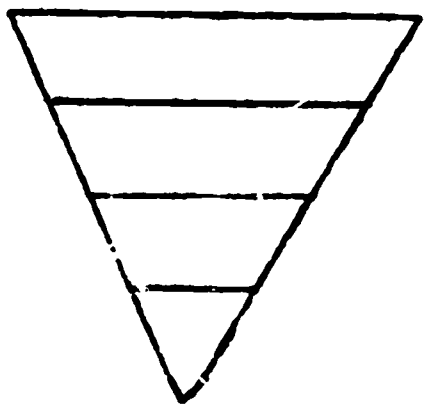
Directions: Using the diagrams below, place the items listed to the right in the diagrams as you presently believe they influence the workings of the two ideologies: Communism and Democracy.

Diagram #1 represents a Democracy.



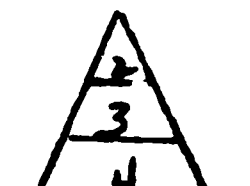
1. People
2. President
3. Congress
4. Political Parties

Diagram #2 represents Communism.

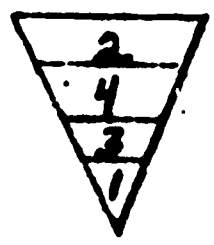


1. People
2. Premier
3. Presidium
4. Political Parties

Ideally, #1 should be as follows:



Ideally, #2 should be as follows:



Explanation: The theory is that the larger the area of the triangle, the greater the influence. Notice the relative "smallness" of the people's influence in diagram #2 versus diagram #1.

GOVERNMENT AND THE NEED FOR OVERT INDIVIDUALISM

Objectives	1	2	3	4	Total
What is a "People"	-	3	-	4	7
America's Uniqueness	-	4	2	3	9
America: An Experiment	5	3	3	2	13
The Nature of Government	6	3	4	-	13
The Principles of American Democracy	3	2	3	3	11
The Rules of American Democracy	6	-	4	1	11
Democracy: A Compromise	2	6	2	2	12
Principles of Marxian Communism	3	1	4	-	8
The Russian Revolution	3	-	-	-	3
How the U.S.S.R. is Governed	4	5	3	1	13
Total	32	27	25	16	100

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Appendix IV.

National Council of Social Studies, 1950

A. That each individual possesses dignity and worth as a person and is entitled to consideration as a person;

B. The government exists by the consent of the governed;

C. That each citizen has certain civil rights guarenteed by the Constitution;

D. That government is by law, not by men;

E. That in a large nation with diverge social and economic interests, compromise is frequently necessary;

F. That since people are intelligent enough to govern themselves, they do not need protection by censorship. Hence, free speech, a free press and academic freedom are necessary;

Appendix V.

Please place one of the following symbols next to each statement:

A - Agree
D - Disagree
GA - Generally Agree
GD - Generally Disagree

1. _____ Individuals can influence the direction of a society.

2. _____ Informed citizens participating in government are foundation stones for democracy.

3. _____ Blind loyalty is a necessity for the existence of a communistic state.

4. _____ Compromise does not mean we must abandon our principles.

5. _____ The United States is an experiment in democracy.

6. _____ Opposition must be accepted by all.

7. _____ Democracy must have a classless structure.

8. _____ Political Parties have the same influence in any ideology.

9. _____ Individual "worth" can not be tolerated in the United States.

10. _____ As a student you ought to get involved in school government.

11. _____ A student ought to be listened to.

12. _____ Students ought to act without compromise or discreation because incompromising action is necessary in a free society.

13. _____ I ought to evade the draft because I don't feel the army is for me.

14. _____ Bloody revolution is needed to accomplish change.

15. _____ To believe in democracy is to believe in people.

16. _____ "Means" always justifies the "ends".

17. _____ Compromise signifies weakness.

18. _____ Equality of opportunity ought to be open to everyone.

19. _____ "All men are created equal" and "all men are equal" are the same statement.

20. _____ A person ought to expect that there will always be someone ahead of him in life.

21. _____ Participation in government holds the same rewards in a Communist state as in a Democratic state.

22. _____ The United States is unique.

23. _____ The diverse character of the American people will make it impossible for our nation to continue to progress.

24. _____ Equality of opportunity means we all in the end must have the same things.

25. _____ A person ought to use discretion when in opposition to another's ideas.

FILMS:

Where Were You?, black and white, sound, 28 minutes, Ford Motor Company, Motion Picture Department, The American Road, Dearborn, Michigan.

Defining Democracy (Democracy and Despotism), black and white, sound, 18 minutes, Encyclopedia Britanica Films, 1150 Wilmette Avenue, Wilmette, Illinois.

Challenge of Ideas, black and white, 30 minutes, Michigan State University Rental Library.

Discussion In Democracy, black and white, 30 minutes, Michigan State University Rental Library.

Modern Russia, color, 45 minutes, University of Michigan.

RECORDS:

The Soviet Union Today, three records, complementary to filmstrips, The Jam Handy Organization, 2821 East Grand Boulevard, Detroit, Michigan 48211.

FILMSTRIPS:

Communism, what you should know about it and why, series, McGraw Hill Book Company

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AN ATTEMPT TO IMPROVE THE VALUE OF RESPECT FOR THE EQUAL WORTH OF ONE'S SELF AND EVERY OTHER PERSON*

Specific Value: Respect for Human Dignity

Subject Area: English

Grade Level: Ninth

Time: Eight Weeks

Project on Student Values
3860 Plainfield, N.E.
Grand Rapids, Michigan 49508

*Materials prepared by Donna M. Cullen

AN ATTEMPT TO IMPROVE THE VALUE OF RESPECT FOR THE EQUAL WORTH OF ONE'S SELF AND EVERY OTHER PERSON

Abstract

I. Philosophical Statement. Values, to some extent, and the valuing process, to a greater extent, can be taught in the classroom as the results of the following study indicate. The value of the equal worth of one's self and every other person is the general value objective with which this literature unit is concerned.

II. General Objectives. The general objectives of this unit are to help the student:

a. gain sensitivity to and respect for the dignity of man.
b. become aware of himself and his relationship to the world.
c. formulate a code of behavior he discovers is appropriate for his life.
d. to reflect on the purpose and meaning of his own personal life.
e. to formulate a satisfactory concept of himself.
f. to understand his own responsibility to himself and others.

III. Specific Objectives. The specific objectives of this unit are to help the student:

a. acknowledge similarities and differences among people and learn to live with them.
b. judge others on their individual merits and abilities.
c. think rationally and objectively about ideas, events, and persons.
d. realize man is not all good nor all evil.
e. accept the responsibility for and consequences of his own behavior.

IV. Context. Ninth grade.

V. Content. The content included:

a. short stories
b. poetry
c. group of selected novels

VI. Methods. The methods of instruction involved were no different from ordinary classroom techniques. An effort was made through several small group discussions to gain greater personal involvement and reaction from each student in an informal student-directed situation. The facts, concepts, and skills ordinarily so intensively stressed were secondary, however, to the value concepts. All questions and topics discussed and written about were heavily value-weighted.

VII. Time Schedule. Eight weeks.

AN ATTEMPT TO IMPROVE THE VALUE OF RESPECT FOR THE EQUAL WORTH OF ONE'S SELF AND EVERY OTHER PERSON

Statement of Philosophy

A respect for human dignity, a concern for the worth of all individuals, and man's desire to live peaceably with his fellow man are demonstrated by one's actions which are a result of a code of behavior he determines for himself. The code has its roots in the home environment, but the ideal school room can supply the atmosphere and the additional opportunities for developing values and making value judgments by which the student may formulate and improve this code of behavior.

Literature is a means of gaining sensitivity to and respect for the dignity of man. A discussion can help one become aware of preconceived ideas about differences and similarities among people as it portrays some of the universal problems and moods and emotions common to all people. Sharing personal experiences and feelings and interpretations of behavior and motives can be a step forward in the creation of a set of values each student needs as a guideline to a satisfying living experience.

Statement of General Objectives

The humanities course into which this value unit was incorporated has as its general objectives the following goals:

1. To provide opportunities to explore man's nature, conduct, and place in the universe; to promote opportunities for reflection on the meaning and purpose of life.

2. To guide the students to understand that every person has the responsibility to use his skills, talents, and abilities for the benefit, ultimately, of mankind and to realize that proper decisions and successful achievement are interrelated.

3. To acquire skills in reading, writing, speaking, listening, thinking, deciding, participating, interpreting, and contributing as an individual and as a member of a group.

Statement of Specific Objectives

The specific goals of the unit are directly keyed to value education and are a statement of anticipated student behavior. To gain a respect for the equal worth of one's self and every other person, the student should be able to:

1. Acknowledge similarities and differences among people and live with them.
2. Judge others on their individual merits and abilities without stereotyping because of race, religion, nationality, or socio-economic status.

3. Think rationally and objectively about ideas, events, and persons of one's own and differing cultures.
4. Learn to accept responsibility for and consequences of one's own behavior.
5. Discover the barriers which hinder human understanding: societal, cultural, racial, emotional, political, economic, religious.
6. Discover that man is at the same time a barbarian and a humanitarian.

Statement of Context

The unit of study was used to complement a required humanities course for all freshmen in an upper-middle class residential suburb of Grand Rapids, Michigan. Since over ninety per cent of the graduates of the school attend college, the curriculum is heavily academic, and the literature study presented at the ninth-grade level provides a beginning for a carefully planned sequential program of college-oriented literature. The classes were heterogeneously grouped and a deliberate attempt was made to provide for the individual differences of ability within each class by providing a variety of material at different reading levels.

The humanities course---team-taught---uses paper backs and duplicated materials and extensive audio-visual aids; employs the formal lecture method of the teacher-dominated classroom in combination with small group participation.

The course prescribed in the syllabus concerns a study of man including his history, his literature, and his art from pre-historic times to the Renaissance. The course devoted the initial six weeks to a study of Modern Man as a ninth-grader views him; in an effort to make the adolescent see that Man, basically, has not changed through the ages, the course begins at the end.

The unit of study, through the selected short stories, poems, and novels provided a picture of contemporary Man as a vehicle for involvement in some of the common problems man faces and in the decisions that have shaped his destiny. The student discovers through his reading, the world man has created for himself.

Statement of Content and Methods

Since the literature selections included in the unit were chosen both for their relevance to the topic, Modern Man, in a humanities course and to a unit in value education, the valuing possibilities and concepts are significantly related to the subject matter. It is impossible to become involved in the story and not be involved also in the valuing process. The procedures stated in the daily schedule for the six-week unit are presented in that frame of reference.

Ordinary instructional techniques were used with particular emphasis on student participation through small group discussions of facts, concepts, and values. Included were the usual reading and writing assignments, panel discussions, lectures, reports.

Class discussions centered on the value aspects of each selection studied. The facts were deliberately used only to present the necessary background to provide the conflict situations necessary to the valuing process.

Time Schedule

The time schedule allowed six weeks for the entire unit, thirty-two class hours, including the two periods used for the pre-testing and post-testing. The novel reading and individual project plan provided for in the unit were not completed within this time period.

Content and Methods

The schedule of daily class activities that actually occurred during the curriculum unit on value education follows. The content and methods used plus comments on both are included. The original time allotment for the entire unit was six weeks, but the period was too short to complete the original plan. The amended daily schedule that follows includes the two additional weeks' work that would have been used to complete all the proposed activities.

DAY BY DAY LESSON PLAN
FOR VALUE STUDY CONCERNING
RESPECT FOR SELF AND OTHERS

First Day

1. Values Index, the pre-test, was given after an explanation of the "inventory of attitudes." To encourage honest, sincere, candid answers to the sampling, the student was assured that no grade nor rank would be assigned to his answers.

2. Value Sheet on Margaret Mead's statement below was assigned:

"Dr. Margaret Mead, an internationally famous anthropologist, recently stated before a gathering in London that for the first time in the history of mankind the younger generation knows more than the older generation."

Does this statement strike you as being encouraging or discouraging as you see the problems the youth of today faces? What are your reasons for your answer?

As the hope of the world is said to be in its youth, what things do you feel are important to know that the older generation just does not understand?

Do you think this means that the older generation should let the younger take the initiative in dealing with the problems of today's world?

Can you cite any instances that prove or disprove this statement?

How do you feel this statement applies to you or does not apply to you?

List areas where you feel the younger generation is more knowledgeable.

Second Day

1. Small groups (five students in each) discussed their answers stated on the value sheets. A summary of findings of each group was reported to the entire class by the individual group leaders.

2. An essay, "Translating Literature into Life" by Arnold Bennett, was assigned. Questions answered clarified major points made in the essay.

Third and Fourth Days

1. Assigned essay discussed with emphasis on the point that reading is of value only when its message is internalized.

2. Each student supplied with hand-out on material to be covered during unit including required stories, poems, novels, and a time budget. Objectives, expectations, limits included.

3. Explanation of values and the valuing process made.
   Hand-out.

4. Thought cards introduced; assigned for each Friday.

5. Bases for evaluation, grade provided.

Fifth and Sixth Days "War" by Luigi Pirandello

1. Elements of short story discussed; background of author.

2. Activities
   a. Ideas discussed by panel of volunteers
      1. Reactions to war
      2. Positions taken by parents of sons at war
      3. Soldiers defending their country die happy and inspired?
      4. Simple people reacting to the grief war has brought them

3. Theme(s) of the story
   a. Until one copes personally and realistically with an issue, is he living?
   b. Until we face reality, we're living in a dream.

4. Value-oriented concepts

5. Value-directed activity
   Written assignment: "Some things I should face up to...."

Seventh and Eighth Days "The Runaway" by Stefen Zweig

1. Discussed author's life story; anti-war philosophy; voluntary war exile.

2. Theme of story: Fruitless fight of a simple man fighting a war he does not want, does not understand, and cannot escape. Class discussion.

3. Value-oriented concepts
   Brotherhood; distrust as a result of lack of communication; importance of homeland and family ties; idea of importance of self-worth; futility of war.

4. Value-directed activities
    a. Value clarifying questions and responses:
        1. Was he a deserter?
        2. To what degree was he responsible for his own fate?
        3. To what degree were the people who cared for him responsible for his fate?
        4. What other factors could be blamed for his fate?

Ninth Day — "A Dying Guerilla's Testament" by Louis Adamic
"There Will Come Soft Rains" by Sara Teasdale
"Grass" by Carl Sandburg

1. Discussion topics reveal theme
    a. War is a blight on human dignity
    b. Men are made barbarous by their participation in mass destruction of modern warfare
    c. Sometimes the best thing a man can do is die.
    d. Are there any absolutes in the world?
    Written responses were made to "Dawn Follows Darkness," and "Keep Your Pleasure in Little Things."

2. Value-oriented concepts
    Courage, faith, false heroics, hope, materialism, human perfectability

3. Value-directed activities
    a. Clarifying responses method used
    b. Open-ended statement used: I believe..."
    c. Written work coded to allow student to see what he is for and what he is against.

Tenth and Eleventh Days — "God Sees the Truth But Waits" by Leo Tolstoy

1. Activities
    a. Student report on author
    b. Discussion of theme of the story
        1. Effects of one's decision on others
        2. Judgment of what is right and just behavior
        3. Discussion of characters...comparisons, contrasts.

2. Value-oriented concepts
    Fatalism, resignation to things one cannot change; meekness and humility vs. pride; authority concept; justice vs. injustice; faith; revenge; honor.

3. Value-directed activities
    a. Value-clarifying discussion

1. What is just? What is right? What is right and enduring?
2. When does man turn to God?
3. What makes a thing good; a thing evil?

b. Value continuum using revenge and compassion

Eleventh, Twelfth, and Thirteenth Days "The Enemy" by Pearl Buck

1. Discussion in large and small groups reveals theme of story
   a. The powerful influence culture is in shaping the way of the individual
   b. When in Rome, do as the Romans...we revert to our early habits, but at the same time maintain a tolerance for the ways of others.
   c. There are ideals that transcend national boundaries and may (or may not) be sought by all countries.
   d. Dualism found in a culture.
      1. Conflicts in traditions
      2. Conflicts in values

2. Additional value-oriented concepts discussed
   a. Ruthlessness vs. sentimentality
   b. Honesty vs. dishonesty to self, profession, man, country
   c. Patriotism vs. professional ethics
   d. Courage vs. failure
   e. Success vs. failure
   f. Emotional vs. rational thinking
   g. Opportunities vs. temptations
   h. Risk vs. security
   i. Involvement vs. isolationism
   j. Revenge vs. compassion
   k. The word vs. the deed
   l. Tolerance vs. intolerance
   m. Ignorance and superstition vs. knowledge

3. Value-directed activities
   a. Value continuum on risk vs. security
   b. Clarifying response-type questions on honesty to self, profession, man, country
   c. Role playing.

Fifteenth Day

Review

Sixteenth Day Testing

1. Test for facts, concepts in stories read thus far.

2. Essay question of the open-ended type...on feelings about war, courage, honor, duty, patriotism, love, brotherhood, revenge, human dignity, etc.

Seventeenth Day

Go over corrected test and start reading assigned story.

Eighteenth, Nineteenth, and Twentieth Days "As Ye Sow, So Shall Ye Reap" by Jesse Stuart
"The Pack" by John Galsworthy
"The Blue Serge Suit" by John Langdon

1. Discussions of themes in stories
    a. Group against/and the individual
    b. Responsibility of man for his own decisions
    c. Love, brotherhood

2. Value-oriented concepts
    a. Dignity of the individual
        1. Effects of mob spirit
        2. Pressures upon individual

3. Class activities
    a. Small group discussions of points made by each story
    b. Oral reading, particularly "The Pack"

4. Large group value discussions
    a. Running in packs causes people to lose their sense of decency. Does one lose his sense of personal responsibility and private standards in a pack?
    b. Is individual man more given to generosity than meanness, rarely brutal, really inclined to be a gentleman?

5. Value-directed activities
    a. Value sheet prepared on "As Ye Sow.." story
    b. Value clarifying discussion on new student in school vs. the group.
    c. Role-playing: new student

Twenty-third, Twenty-fourth, and Twenty-fifth Days
"The Bet" by Anton Chekhov
"Borromeo" by Ferenc Molner
"A Man Saw a Ball of Gold in the Sky" by Stephen Crane

1. Themes in stories
    a. What price does man pay for his greed, his caprice?
    b. Is it better to tell the truth than to conceal it, even if revealing the truth will cause nothing but unhappiness for another person?

2. Value-oriented concepts

   Greed; promising; truth; falsehoods; white lies; all steps taken in decision-making and consequences of these decisions.

3. Value-directed activities
   a. Voting: publically affirming a stand on truth; situations when telling a lie is "right."
   b. Ranking: Success, money, happiness; fame, knowledge, fortune.
   c. Value-clarifying discussion, voting on the "real" winner: the lawyer or the banker.
   d. Open-ended question to secure commitment; teacher coded. "When one is totally committed to an idea...."

Twenty-sixth Day — "The Rattrap" by Selma Lagerlof

1. Theme of the story
   a. The world is a rattrap...
   b. The image one has of himself will promote or hinder his outlook on life... his living experience.

2. Value-oriented concepts

   Concept of self; the individual against or in harmony with his world; keys to success; look before we leap? Do clothes make the man?

3. Value-directed activity

   Assignment of autobiographical-type paper, how I think others see me. Value-clarifying remarks in the margin when paper was returned.

Twenty-seventh Day — Theme Assignment

1. Discussion of theme assignment

   An autobiographical-type account which was to include ideas similar to these: (1) What am I now? What I would like to be. What I ought to be; or (2) These are the things that have molded me into what I am today; or things that have molded me into what I am today; or (3) Stand aside, outside yourself; take a good look; write what you see. NOTE: This proved to be the most candid, revealing, poignant writing assignment ever read, by this reader, from students of any age. It was by far the most significant activity of the entire value unit.

Twenty-eighth Day and Twenty-ninth Day — "The Door in the Wall" H.G. Wells
"Red Cockatoo" by Po Chi I

1. Theme of the story
   a. How far should man go to escape the realities, the unending struggle of life?
   b. Does success mean satisfaction?

2. Value-directed concepts
    a. Success vs. failure
    b. Risk vs. security
    c. Opportunity vs. temptation
    d. The material vs. the spiritual
    e. Human understanding---of self, of others
    f. Beauty, kindness, generosity in the world
    g. Fulfillment

3. Value-directed activities
    a. Teacher-selected panel of superior students discussed facts and concepts presented in the story. The level of difficulty of the story proved a challenge to the superior students and an excellent learning and listening situation for the others.
    b. Value-clarifying discussions; speculations on private utopias
    c. Value continuum

Thirtieth Day — Review

Thirty-first Day — Testing; facts and concepts in stories

Thirty-second Day — Post-test; Values Index

NOTE: The value education unit as originally proposed included the following activities which were not actually carried out as part of the study, due to time limitations, thus, the recommendation that at least eight weeks be devoted to this particular unit.

Thirty-second through thirty-fifth days

1. Correct fact tests

2. Activities related to subject matter
    a. Independent study
    b. Individual conferences on creative projects
    (a picture, collage, poem, story, essay, collection, dramatic presentation, reading, musical presentation, anything original a student wishes to be representative of him and his reactions to this unit of study)
    c. Theme correction and grammar and usage drill
    d. Novel reading
    Selections: Thorpe by Mary Dutton
    To Kill a Mockingbird by Harper Lee
    One Summer in Between by Melissa Mather
    Two Blocks Apart edited by C. L. Mayerson
    Black Boy by Richard Wright

Group work: 1. Preparation for panels on novels
2. Discussion on points of emphasis
3. Decisions on methods of presentations

Value-directed activity: Student Report

Thirty-seventh through thirty-ninth days

1. Group presentations on novels read
2. Value-directed activity: Proud whip

Fortieth Day

Retesting (values index) to see if there has been any degree of change in behavior as a result of the literature studied and activities the students have participated in.

Evaluation Data

Behavioral change, to which the specific objectives of the unit of study were directed, was indicated in two ways, by testing and by observing the students' behavior in and outside of class. Whether the changes in behavior were a result of the unit of study or some other source remains a moot question. The tables I through XII were set up to show the results of the testing, the responses made to the statements on the values index which may be found elsewhere in the paper.

Table I

The table shows the responses given by 51 participating students to each of sixty questions on the values index. Those responses circled are considered by the tester to be the desirable response. In some cases intensity was also considered the most desirable response.

The responses made by the students generally were the desirable ones as determined by the tester. The post-testing results indicate a greater intensity of desirability in many cases; however, the number of cases of increase is not enough to be significant. The tester concludes there was little change in the value of respect for self and others as a result of the instructional material. Of interest might be close observation of movement in the following statements on the index: Numbers 23, 26, 30, 35, 36, 37, 38 (same), 40, 42, 43, 46, 47 (difference in students' professed response and their opinion of their parents' answer), 48, 49. The inclusion of the uncertain option on statements 39 through 44 was deliberate on the part of the tester. That the increase in the number of uncertain responses in the post-test could indicate the reluctance of the student to commit himself because his thinking had been altered and had no crystallized at that point, cannot be determined.

If the index is a valid indicator of the students' acceptance of the value of respect for self and others, it indicates they had accepted the value before the value unit took place to almost the same degree after the unit of study was completed. Therefore, little value learning, as such, took place.

Tables II through X

These tables summarize the responses to both the pre-test and post-test, tabulated by objective. The comparison of frequency of desirable responses might indicate how effective the unit of study was in promoting the ideal of that specific objective.

Tables XI and XII

These tables summarize the findings by objectives and indicate the percent. of shift and the total shift as a result of the unit of study. No attempt is made to determine the shift from the desirable to the undesirable. The table could indicate there may have been some thinking done during the unit which could have caused the student to re-evaluate or reconsider a formerly held opinion or value.

The shift, although not significant, could be indicative of the impact of the value-oriented literature unit---whether for right or wrong---desirable or undesirable. The keyed test indicates the tester's values only.

Behavior changes observed in class and outside the classroom can also indicate an acceptance or rejection of a value. Whether the behavior exhibited was a result of the unit of study or some other source is impossible to determine. However, students listening respectfully to classmates' comments and presentations; students' acceptance of the leadership of the students without apparent resentment; students not becoming unreasonably hostile toward others when heated controversial issues arose; and students' handling of emotionally charged words such as Jew, Catholic, Negro, and deserter in a rational manner do demonstrate a degree of achievement of the goals set forth by the specific objectives of the unit.

Evaluation and Interpretation

The process of valuing can be taught, but the measure of success in teaching a single value, according to this study, is not clear-cut. The measuring index proved to be inadequate. If its purpose was to place the individual students reactions in a position relative to others who have reacted to the same statement, the index had some worth, but certainly not that of determining the students' acceptance or internalization of a given value. The assignment of a "most desirable response" to the index statements by the tester, although necessary for evaluation purposes, is a measure of the tester's values, a product of his value system. The true worth of the index is, in this writer's opinion, the stimulation to think through a conflict situation, to contemplate alternatives, and to select the best, the most desirable, responses at that given moment. To determine the student's learning of the value would require continued observations of behavior

in several similar conflict situations. Values are very personal things. Accepting others' values because others see them as desirable does not make the value more desirable or less desirable.

The test did not measure the students learning of the value of respect. (It is only fair to say here that the type of community, home, school, socio-economic background of the student participating in this study is not typical. The level of sophistication allows the average student in this study to know when to "turn on" or "turn off" the desired responses or reactions!) The test did possibly measure the degree of shift in or maintenance of a position on a given situation on a given day in reaction to a given piece of literature which each student had read and interpreted according to his level of understanding. The value decisions he makes are tempered by those he has internalized the fourteen years before he became a ninth grader. I feel the real value of the value approach to teaching at this grade level to this type of student---of this particular value---is the promoting of situations where the child is forced to make value decisions and encouraging him to discover all the alternatives possible to reacting to a given situation and considering which one he would feel is desirable at a given time. THE PROCESS IS ALL.

The conscious value search is an entirely new and different experience to the participating ninth-grader. The awareness of why he is, what he is doing, why he is doing it is so necessary to his maturation process. Value sheets, thought cards, open-ended questions and statements, essay questions on tests, value continuum, and day-to-day behavior show him to be a highly inconsistent being, searching for ways, models, patterns, extremely concerned with himself and his reactions on others. He values outwardly what he thinks others think he should value. In the early teen teen-ager the conflict among values of the home, his peers, and the others he meets is raging. The valuing process is the only real learning to be gained from a unit of study whose target is a specific value.

The writer is firmly convinced a course in value education should be a requirement for a teaching certificate. Further, a follow-up course at the graduate level should be a requirement for permanent certification. Values and particularly the valuing process should be a primary concern of all teachers.

GRID

Objectives / Content & Methods	I	II	III	IV	V	VI	Totals
Short Stories	7	17	11	11	17	18	81
Poetry	9				2	6	17
(Novels) (proposed but not used)	(2)	(10)	(7)		(10)	(8)	(37)
Other	1	2					2
Totals	16	19	11	11	19	24	100%

SPECIFIC OBJECTIVES

To gain a respect for the equal worth of one's self and every other person, the student should be able to:

I. Acknowledge similarities and differences among people and live with them.
II. Judge others on their individual merits and abilities without stereotyping because of race, religion, nationality, or socio-economic status.
III. Think rationally and objectively about ideas, events, and persons of one's own and differing cultures.
IV. Learn to accept responsibility for and consequences of one's own behavior.
V. Discover the barriers which hinder human understanding.
VI. Discover that man is at the same time a barbarian and a humanitarian.

TABLE I

	PRE-TEST						POST-TEST					
Question Number	No Ans.	Unc	A	AS	D	DS	No Ans.	Unc	A	AS	D	DS
1			27	6	17	1			27	6	14	4
2			5		18	28			6		17	28
3			29	9	12	1			26	17	7	1
4			7	14	28	2			13	10	23	5
5			11	1	18	21	1		9	2	17	22
6	2		22	3	20	4	2	1	22	6	17	3
7			11	1	28	11			8	4	25	14
8	1		11	3	21	15	2		10	4	20	15
9			4	3	25	19	1	1	7	3	21	18
10			24	4	20	3			15	14	17	5
11	1		21	1	15	13		1	27	2	12	9
12	1		28	10	10	2	1		24	6	15	5
13			19	1	23	8		1	18	3	20	9
14			18	2	19	12			23	2	19	7
15			23	1	17	10			20	4	15	12
16			9	6	20	16			13	6	25	7
17	1		22	5	18	5	1	1	33	5	5	6
18			5		25	21			5	2	25	19
19			6	1	29	15		1	5	4	26	15
20	2		35	11	3			2	26	19	4	
21			12	1	25	13	1	1	8	2	28	11
22	1		14	3	15	18		1	12	2	21	15
23	1		17	7	14	12	1		12	4	20	14
24	3		22	5	18	3		2	25	6	13	5
25			21	15	9	6			18	15	14	4
26	2		19	3	22	5		1	31	1	14	4
27	1	1	13	2	20	14	1		12	5	20	13
28			7	3	26	15			5	4	23	19
29	1		4		26	20			7	2	23	19
30			18	23	6	4	1		29	15	3	3
31			24	18	8	1			21	22	7	1
32		5	1		30	15		7	3	1	22	18
33	1	7	9	3	21	10		2	8		21	20
34	1	8	7		24	11		8	17	1	19	6
35	1	5	3	2	32	8		7	8	2	24	10
36	1	8	27	11	4				20	7	5	1
37	1	2	30	9	7	2		2	26	10	4	2
38	1	13	18	5	9	5		5	17	4	9	2
39		1	17		21	12	1	12	19	1	19	9
40			11	2	20	18		18	9	6	17	19

TABLE I
(continued)

	PRE-TEST							POST-TEST					
Question Number	No Ans.	Unc	A	AS	D	DS		No Ans	Unc	A	AS	D	DS
41	1	1	31	8	6	4		1	1	33	6	6	4
42		2	20	6	18	5			1	13	5	24	8
43		1	15	1	30	4			1	19	1	25	5
44		2	24	16	8	1			1	22	16	6	6
45	3		A 3	B 28	C 2	D 15		1		A 11	B 14	C 5	D 17
46			29	4	1	17				29	1	6	15
47	6		16	5	3	21		3		19	3	4	22
48	1		23	3	23	1		4		28	1	15	3
49			15		21	15				20		17	14
50	2		12	7	30			5		10	14	22	
51			6	7	28	10		1		6	5	25	14
52	2			1	3	45		2			2	4	43
53	3		A 2	B 2	C 10	D 34		2		A 2	B 3	C 7	D 37
54	2		10	3	20	16		3		8	4	27	9
55			3	2	25	21				8	1	23	19
56	1		6	1	32	11		1	1	10	3	25	11
57			5		30	16				6	1	24	20
58			25	24	1	1				24	27	33	
59			4	1	28	18				1	1	3	16
60	1		23	22	3	2		2		21	24		1

TABLE II

Target OBJECTIVE 1 To acknowledge similarities and differences among people and live with them.

	PRE-TEST						POST-TEST					
Question Number	No Ans.	Unc.	A	AS	D	DS	No Ans.	Unc.	A	AS	D	DS
11	1		21	1	15	13		1	27	2	12	9
19			6	1	29	15		1	5	4	26	15
23	1		17	7	14	12	1		12	4	20	14
24	3		22	5	18	3		2	25	6	13	5
27	1	1	13	2	20	14	1		12	5	20	13
29	1		4		26	20			7	2	23	19
30			18	23	6	4	1		29	15	3	3
33	1	7	9	3	21	10		2	8		21	20
34	1	8	7		24	11		8	17	1	19	6
36	1	8	27	11	4			18	20	7	5	1
37	1	2	30	9	7	2		9	26	10	4	2
41	1	1	31	8	6	4	1	1	33	6	6	4
43		1	15	1	30	4		1	19	1	25	5
44		2	24	16	8	1		1	22	16	6	6
55			3	2	25	21			8	1	23	19
57			5		30	16			6	1	24	20
58			25	24	1	1			24	27		
59			4	1	28	18			1	1	33	16
Total	12	30	281	114	312	169	4	44	301	109	283	177

TABLE III

Target OBJECTIVE 2 To judge others on their individual merits without stereotyping.....

	PRE-TEST							POST-TEST					
Question Number	No Ans.	Unc.	A	AS	D	DS		No Ans.	Unc.	A	AS	D	DS
2			5		18	28				6		17	28
5			11	1	18	21		1		9	2	17	22
7			11	1	28	11				8	4	25	14
13			19	1	23	8			1	18	3	20	9
14			18	2	19	12				23	2	19	7
16			9	6	20	16				13	6	25	7
18			5		25	21				5	2	25	19
22	1		14	3	15	18			1	12	2	21	15
25			21	15	9	6				18	15	14	4
29	1		4		26	20				7	2	23	19
30			18	23	6	4		1		29	15	3	3
34	1	8	7		24	11			8	17	1	19	6
43		1	15	1	30	4			1	19	1	25	5
44		2	24	16	8	1			1	22	16	6	6
55			3	2	25	21				8	1	23	19
57			5		30	16				6	1	24	20
58			25	24	1	1				24	27		
59			4	1	28	18				1	1	33	16
Total	3	11	218	96	353	237		2	12	245	101	339	219

TABLE IV

Target OBJECTIVE 3 To think rationally and objectively about ideas, events, and persons.....

	PRE-TEST						POST-TEST					
Question Number	No Ans.	Unc.	A	AS	D	DS	No Ans.	Unc.	A	AS	D	DS
1			27	6	17	1			27	6	14	4
4			7	14	28	2			13	10	23	5
5			11	1	18	21	1		9	2	17	22
8	1		11	3	21	15	2		10	4	20	15
9			4	3	25	19	1	1	7	3	21	18
11	1		21	1	15	13		1	27	2	12	9
12	1		28	10	10	2	1		24	6	15	5
13			19	1	23	8		1	18	3	20	9
15			23	1	17	10			20	4	15	12
18			5		25	21			5	2	25	19
24	3		22	5	18	3		2	25	6	13	8
28			7	3	26	15			5	4	23	19
34	1	8	7		24	11		8	17	1	19	6
39		1	17		21	12	1	2	19	1	19	9
41	1	1	31	8	6	4	1	1	33	6	6	4
43		1	15	1	30	4		1	19	1	25	5
54	2		10	3	20	16	3		8	4	27	9
56	1		6	1	32	11	1	1	10	3	25	11
58			25	24	1	1			24	27		
Total	11	11	296	85	377	189	11	18	320	95	339	189

TABLE V

Target OBJECTIVE 4 To learn to accept responsibility for and consequences of one's own behavior.

	PRE-TEST						POST-TEST					
Question Number	No Ans.	Unc.	A	AS	D	DS	No Ans.	Unc.	A	AS	D	DS
6	2		22	3	20	4	2	1	22	6	17	3
10			24	4	20	3			15	14	17	5
15			23	1	17	10			20	4	15	12
21			12	1	25	13	1	1	8	2	28	11
28			7	3	26	15			5	4	23	19
31			24	18	8	1			21	22	7	1
32		5	1		30	15		7	3	1	22	18
37	1	2	30	9	7	2		9	26	10	4	2
39		1	17		21	12	1	2	19	1	19	9
41	1	1	31	8	6	4	1	1	33	6	6	4
59			4	1	28	18			1	1	33	16
Total	4	9	195	48	208	97	5	21	173	71	191	100

TABLE VI

Target OBJECTIVE 5 To discover the barriers which hinder human understanding.....

	PRE-TEST						POST-TEST					
Question Number	No Ans.	Unc.	A	AS	D	DS	No Ans.	Unc.	A	AS	D	DS
7			11	1	28	11			8	4	25	14
16			9	6	20	16			13	6	25	7
20	2		35	11	3			2	26	19	4	
26	2		19	3	22	5	1		31	1	14	4
33	1	7	9	3	21	10		2	8		21	20
35	1	5	3	2	32	8		7	8	2	24	10
36	1	8	27	11	4			18	20	7	5	1
37	1	2	30	9	7	2		9	26	10	4	2
38	1	13	18	5	9	5		19	17	4	9	2
40			11	2	20	18			9	6	17	19
42		2	20	6	18	5		1	13	5	24	8
44		2	24	16	8	1		1	22	16	6	6
55			3	2	25	21			8	1	23	19
56			6	1	32	11	1	1	10	3	25	11
57			5		30	16			6	1	24	20
58			25	24	1	1			24	27		
59			4	1	28	18			1	1	33	16
60			23	22	3	2	2		21	24	3	1
Totals	11	39	282	125	311	150	4	60	271	137	286	160

TABLE VII

Target OBJECTIVE 6 To discover that man is at the same time a barbarian and a humanitarian.

	PRE-TEST						POST-TEST					
Question Number	No Ans.	Unc.	A	AS	D	DS	No Ans.	Unc.	A	AS	D	DS
3			29	9	12	1			26	17	7	1
17	1		22	5	18	5	1	1	33	5	5	6
23			17	7	14	12	1		12	4	20	14
35	1	5	3	2	32	8		7	8	2	24	10
36	1	8	27	11	4			18	20	7	5	1
37	1	2	30	9	7	2		9	26	10	4	2
38	1	13	18	5	9	5		19	17	4	9	2
40			11	2	20	18			9	6	17	19
42		2	20	6	18	5		1	13	5	24	8
44		2	24	16	8	1		1	22	16	6	6
Total	6	32	201	72	142	57	2	56	186	76	121	69

TABLE VIII

Objective 1 with commitment (Values Index - Note question)

PRE-TEST					POST-TEST				
Question Number	No Ans.	A	B	C	D	No Ans.	A	B	C	D
47	6	16	5	3	21	3	19	3	4	22
48	1	23	3	23	1	4	28	1	15	3
49		15	21		15		20	17		14
50	2	12	7	30		5	10	14	22	
51		6	7	28	10	1	6	5	25	14
52	2		1	3	45	1		2	4	43
53	3	2	2	10	34	2	2	3	7	37
Total	14	74	46	97	126	17	85	45	77	133

TABLE IX

Objective 3 with Commitment

46		29	4	1	17		29	1	6	15
47	6	16	5	3	21	3	19	3	4	22
Total	6	45	9	4	38	3	48	4	10	37

TABLE X

Objective 4 with Commitment

45	3	3	28	2	15	1	11	17	5	17
46		29	4	1	17		29	1	6	15
47	6	16	5	3	21	3	19	3	4	22
48	1	23	3	23	1	4	28	1	15	3
49		15	21		15		20	17		14
50	2	12	7	30		5	10	14	22	
51		6	7	28	10	1	6	5	25	14
52	2		1	3	45	2		2	4	43
53		2	2	10	34	2	2	3	7	37
Total	17	106	78	100	158	18	125	63	88	165

TABLE XII

Summary of Change in Commitment
Questions 45-54

	PRE-TEST					POST-TEST					VARIANCE IN TESTS					
Objective	No Ans.	A	B	C	D	No Ans.	A	B	C	D	No Ans.	A	B	C	D	% of Chang
Obj. 1	14	74	46	97	126	17	85	45	77	133	+3	+11	-1	-20	+7	5.72
Obj. 3	6	45	9	4	38	3	48	4	10	37	-3	+ 3	-5	+ 6	-1	8.82
Obj. 4	17	106	78	100	158	18	125	63	88	165	+1	+19	-15	-12	+7	5.90

TABLE XI

SUMMARY OF CHANGE
Variance Between Tests

Objective	PRE-TEST						POST-TEST						VARIANCE BETWEEN TESTS						
	No Ans.	Unc.	A	AS	D	DS	No Ans.	Unc.	A	AS	D	DS	No Ans.	Unc.	A	AS	D	DS	% of Change
Objective 1	12	30	281	114	312	169	4	44	301	109	283	177	-8	+14	+20	- 5	-29	+ 8	4.57
Objective 2	3	11	218	96	353	237	2	12	245	101	339	219	-1	+ 1	+27	+ 5	-14	-18	3.59
Objective 3	11	11	296	85	377	189	11	18	320	95	339	186		+ 7	+24	+10	-38	- 3	4.23
Objective 4	4	9	195	48	208	97	5	21	173	71	191	100	+1	+12	-22	+23	-17	+ 3	6.95
Objective 5	11	39	282	125	311	150	4	60	271	137	286	160	-7	+21	-11	+12	-25	+10	4.68
Objective 6	6	32	201	72	142	57	2	56	186	76	121	69	-4	+24	-15	+ 4	-21	+12	7.84

VALUES INDEX

Name_____

Directions: Read the following statements and indicate the extent of your agreement or disagreement with each statement by writing a capital A in the blank provided if you agree; an AS if you agree strongly; a D if you disagree with the statement; and DS if you disagree strongly.
Please respond to every statement in a sincere, frank manner. There are no "right" or "wrong" responses. Your responses will in no way influence your grade in this course.

TARGET OBJECTIVE NUMBER FOLLOWS EACH STATEMENT

_____ 1. The better man usually wins. (3)

_____ 2. Negroes are not as clean as whites. (2)

_____ 3. The individual is no angel, but when he acts as part of a group, he tends to act more like a devil. (6)

_____ 4. Honesty always pays. (3)

_____ 5. The I.Q. of the average Negro is less than the I.Q. of the average white. (3&2)

_____ 6. I would rather be a live coward than a dead hero. (4)

_____ 7. If the federal, state, and local governments would enforce existing laws more strictly, America would see the end of racial strife. (2 & 5)

_____ 8. Mass media (TV, radio, newspapers, magazines) have little influence on the violent behavior so common in America today. The real cause is individual acts of a violent few who don't care. (3)

_____ 9. People who vote the Republican ticket are usually the more educated and wealthy of the general population. (3)

_____ 10. If everyone took care of himself and his own problems and responsibilities the world would be a happier place. (4)

_____ 11. Some problems just don't have two sides. (1 & 3)

_____ 12. Mass media portray acts of violence in such a manner that they create even greater violence. (3)

_____ 13. Most of my friends hold the same opinions on a number of topics as I do. That's one reason we remain friends. (2 & 3)

_____ 14. Negroes have big cars to show that they're as good as the whites (2)

____ 15. Leaders rise to their positions because they have the answers. It's their job to supply them. The followers should do their bidding. (3 & 4)

____ 16. The riots in America during the past years prove that the Negro is really not interested in improving his lot. The times make it possible for him to vent his normal feelings for violence without his being punished for his acts. (2 & 5)

____ 17. It's impossible at times to assert my independence and beliefs. I am compelled to follow the crowd, even when I know I shouldn't. (6)

____ 18. I find that thinner people are usually brighter although they don't tend to be as good natured as heavier people. (2 & 3)

____ 19. If the economically deprived in the inner city were granted all the things (the things money can buy) the average American has to make him happy, the violence and conflict in the world would cease. (1)

____ 20. Americans are status conscious. (5)

____ 21. The "eye for an eye" and "tooth for a tooth" philosophy is a realistic concept to follow. (4)

____ 22. When Negroes move into an area, the neighborhood usually deteriorates and is subject to vandalism. (2)

____ 23. A strong feeling of patriotism today is unhealthy because we should all be making efforts to see the world as a community, not as a group of separate independent countries. (1 & 6)

____ 24. Most Americans are prejudiced. (1 & 3)

____ 25. If a person works hard enough today to improve himself, he can get all the material things in life he wants (cars, clothes, good homes, etc.) regardless of his skin color, nationality, or religious creed. (2)

____ 26. Americans are interested mainly in acquiring worldly goods. (5)

____ 27. Segregated schools are the answer to the racial problems at the teen-age level. Negroes, no more than whites, want to be integrated. (1)

____ 28. The fact that cigarette consumption rises yearly proves that the research that smoking is harmful to health is just not all it's cracked up to be. (3)

____ 29. If there were a Negro counsellor or teacher in our school, I could not consult him about a matter if given a choice between him and a white one. (1 & 2)

____ 30. If God created man, He knew what He was doing, and meant that all should serve in differing ways of life. He never meant that all should be alike in abilities, job opportunities, education, social status, etc. (1 & 2)

____ 31. By the time a student enters high school, he is sufficiently mature to make his own decisions on matters of choice of careers, clothes, companions, use of free time, homework, etc. (4)

Directions: For the following statements, use the same responses you used for the first 31 statements, but in addition, with these to follow, you may use U to indicate you are uncertain about the statement and your reaction to it.

____ 32. An act of charity is a very selfish act. (4)

____ 33. Table manners and polite mannerisms in general are usually practiced by most people to a greater extent at home than away from home. (1 & 5)

____ 34. We always hurt the ones we love. (1, 2, 3)

____ 35. The fact that wars are ever present indicates man is basically not good. (6)

____ 36. Good causes will meet with success if good people use peaceful, proper methods and means to achieve their ideals. (1, 5, 6)

____ 37. We must recognize that justice does not always prevail. The sinner frequently gets by as well as the non-sinner. (1, 4, 5, 6)

____ 38. The sacrifice of lives and fortunes to a great cause is to be expected if great ideals are to be achieved. (5 & 6)

Directions: Eliminate the use of U for Uncertain in the following. Use only A, AS, D, and DS.

____ 39. Violence and rioting, horror and destruction of lives and property, have accompanied most significant accomplishments in the world. (3 & 4)

____ 40. World peace is a dream, a fantasy, only the most gullible people would hope for. (5 & 6)

____ 41. The fact that George feels free to scream at his sister in a manner that he'd never consider doing to a perfect stranger does not mean George isn't really a nice guy. (1, 3, 4)

____ 42. Nothing good in the world was ever accomplished through evil means. (5 & 6)

____ 43. We should be on guard against others because most people are basically selfish. (1, 2, 3)

____ 44. Martin Luther King's method of peaceful resistance is the only way the Black Man can accomplish his ends. Violent methods only hinder the cause of the Black Man. (1, 2, 5, 6)

Directions: Circle the letter (A, B, C, etc.) of the response which most clearly indicates your position, reactions, or response to the following anecdotes.

____ 45. You have been watching the neighborhood singing group practice, amps going full blast. Some irate neighbor has called the police to stop the noise. The group "disappears" before the police arrive. When the police do arrive, you observe that only two of the five musicians appear at the door to greet the police. The answers supplied to the policemen's questions reveal that only two people were involved in the racket. When you are questioned as a witness, you (4)

A. agree that there were only two people responsible for the disturbance.
B. tell the police there were really five involved.
C. tell there were five and supply the names of the "missing" three.

____ 46. One of the most important purposes of education is (3 & 4)

A. to make students more aware of problems and possible solutions they were not conscious of before.
B. to teach the right solutions to problems.
C. to provide a social situation where kids of similar age and tastes can get together and learn how to get along with each other.
D. to provide the proper subject matter for the students to learn so that they can succeed in college.

____ 47. Place an X on the letter of the response you think your parents would indicate as an answer to No. 46. (1, 3, 4)

____ 48. The student next to you is cheating on a test and the teacher is unaware of his behavior, (1 & 4)

A. you feel obligated to tell the teacher but don't.
B. you call it to the attention of the teacher.
C. you speak to the kid privately about his cheating.
D. you report the incident to the principal or counsellor.

____ 49. Under what circumstances would you attend a party with a group which was racially mixed? (1 & 4)

A. Only if my parents approved.
B. If most of my friends were also attending.
C. If my parents were not aware that the party was racially mixed.
D. If I wanted to go to the party badly enough, I would go with or without my close friends, with or without my parents' approval.

____ 50. What I would most fear as a result of my attendance at such a party would be: (1 & 4)

A. my close friends' disapproval.
B. my parents' disapproval.
C. the image I would present to strangers who wouldn't understand what the real situation was.

____ 51. If the "rules of the house" permitted and encouraged boys to ask girls or girls to ask boys to dance (who asks whom to dance is immaterial) -- everything being equal -- and you were asked to dance by a member of a different race from yours, what would be your response? (1 & 4)

A. Make some excuse to tactfully get out of the request.
B. Find an excuse not to dance but possibly sit the dance out with the person.
C. With no hesitation, just dance.
D. Say, "No, thank you," politely and end it there.

____ 52. You have been asked to open your home to delegates attending an inter-faith and inter-racial religious conference. Would you (1 & 4)

A. limit the hospitality of your home to those of your own faith and color?
B. limit it to those of your faith?
C. limit it to those of your own color?
D. make no restrictions?

____ 53. Place an X on the response you think your parent would make to No. 52.

Directions: Answer the following statements with the A, AS, D, and DS responses.

____ 54. Freedom of speech should be denied all those individuals and organizations who are working against democratic forms of government. (5)

____ 55. Negores should not be allowed to fill positions involving leadership of white people. (1, 2, 5)

____ 56. The masses of people have too little intelligence to vote wisely on important social issues. (3, 5)

____ 57. Pupils of different races should not dance with each other as school dances. (1,2,5)

____ 58. A capable Negro pupil would make just as good a president of the student council as a capable white pupil. (1, 2, 3, 5)

____ 59. Jewish pupils and pupils who are not Jewish should not have dates with each other. (1, 2, 4, 5)

____ 60. The personal and political beliefs of a worker should not be permitted to affect his chances for employment and promotions. (5)

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AN ATTEMPT TO IMPROVE THE VALUE OF RESPONSIBILITY*

Specific Value: Responsibility of the Individual

Subject Area: English

Grade Level: Ninth

Time: Seven-Eight Weeks

Project on Student Values
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AN ATTEMPT TO IMPROVE THE VALUE OF RESPONSIBILITY

Abstract

I. Philosophical Statement. Value orientation is a critical factor in character development, and since adolescence is a particularly important time for value acquisition, the school has a major role to play in the process of growth in this area.

II. General Objectives.
- A. To provide opportunities to explore man's nature conduct and promote a concept of self
- B. To guide students to understand that every person has the responsibility to use his skills
- C. To provide opportunities to acquire skills in reading, writing, etc.

III. Specific Objectives. To help the student to:
- A. Become familiar with the valuing process as a skill in itself
- B. Consider by whose standards he shall determine his conduct in a variety of situations
- C. Become aware of those ideals for which man has always sought and for which he, too, will always search.

IV. Context. Ninth grade

V. Content. Values Index, Rank Strategy, Life Goals, Homer's Odyssey

VI. Methods. Homer's Odyssey, films, class discussions

VII. Time Schedule. Seven-eight weeks.

An Attempt to Improve the Value of Responsibility

STATEMENT OF PHILOSOPHY

Value orientation is a critical factor in character development. Some research indicates that less than twenty-five percent of all school children have a value or belief system with which to make decisions. If this indicates that the home and church have failed in their roles as molders of character, maybe the schools should take a more active, positive part in the formation of the child's value system. The school room can provide opportunities for developing values and making value judgments and expose the student to the decision-making process.

Adolescence is an important time for value acquisition. The growing individual examines the values he has acquired earlier and checks them out with the newly evolving idea of self and the role of that self in society. A study of literature provides limitless opportunities to depict the use of moral and spiritual values as they affect the individual's behavior. Through reflective and critical thinking the student determines his own goals, constructs a code to live by in the world he finds himself, and comes to recognize mistakes, learn from them, and commit himself to a stand he determines is right for him.

To be a meaningful experience, the study of literature must be within the realm of the student's interest, be related to his own life, and arouse an intimate personal re-

sponse, which, in turn, may initiate a process of growth. Growth in an awareness of the responsibility of the individual to and for himself, his family, his peers, his superiors and inferiors, his community, and his God is the target objective for the value unit incorporated in the study of Homer's Odyssey.

Since the theme of The Odyssey as stated by Homer himself is that man will perish through his own folly, to ignore the value implications here would, indeed, be folly on the part of the instructor. The student can question and seek solutions to his own existence and arrive at a personal meaning of life through his reading of Homer.

STATEMENT OF GENERAL OBJECTIVES

The humanities course into which this value unit is incorporated has as its general objectives the following goals:

1. to provide opportunities to explore man's nature conduct, and place in the world and thereby to promote a concept of self by reflecting on the meaning and purpose of life.
2. to guide the students to understand that every person has the responsibility to use his skills, talents, and abilities for the benefit, ultimately, of mankind and to realize that proper decisions and successful achievement are inter-related.
3. to provide opportunities to acquire skills in

reading, writing, speaking, listening, thinking, deciding, participating, and contributing as an individual and as a member of a group.

STATEMENT OF SPECIFIC OBJECTIVES

The specific goals of the literature unit are directed toward the purpose of the unit, value education, and are a statement of anticipated student behavior resulting, hopefully, from the emphasis on values placed on the day-to-day activities of the study of The Odyssey. To become aware of the value of responsibility of the individual for his decisions and deeds, the student must

1. become familiar with the valuing process as a skill in itself, and discover motives for his behavior and criteria by which he shall judge which course to follow
2. consider by whose standards he shall determine his conduct in a variety of situations and become aware of the conflicts which occur when his values do not coincide with those of others with whom he shares experiences
3. become aware of those ideals which man has always sought and for which he, too, will always search.

STATEMENT OF CONTEXT

The unit of study will be used to complement a required humanities course for all freshmen in an upper-middle class residential suburb of Grand Rapids, Michigan.

Since over ninety per cent. of the graduates of the school attend college, the curriculum is heavily academic, and the literature study presented at the ninth-grade level provides a beginning for a carefully planned sequential program of college-oriented literature. The classes are heterogeneously grouped and a deliberate attempt is made to provide for the individual differences of ability within each class by providing supplementary materials at different reading levels.

The humanities course - team-taught - uses paper backs and duplicated materials and extensive audio-visual aids; employs the formal lecture method of the teacher-dominated classroom in combination with small group participation.

The course prescribed in the syllabus concerns a study of man including his history, his literature, and his art from pre-historic times to the Renaissance. The study of <u>The Odyssey</u> is incorporated during the period covering the Greek culture and civilization, from its beginnings through the Hellenistic period. The basic Greek ideals that emerge during the Homeric age are correlated with the history and art background provided by the other member of the teaching team. The emergence of Western Man is the point of emphasis. Odysseus's journey is the means for student involvement in some of the common problems man faces today and in the decisions that have shaped his destiny. The relevance of the ancient to the contemporary is easily supplied in discussions, projects, and reports by reference

to comparable events and situations in current magazine and newspaper articles and books. The student discovers through his reading, discussions, and observations the world man has created for himself.

STATEMENT OF METHODS AND CONTENT

Weeks 1 and 2

1. Give Values Index. Follow up with explanation and discussion of meaning of values and concise statement of valuing process.

2. Use Ranking strategy Life Goals

   As a means of gaining personal involvement in Odysseus' symbolic journey through life, the students will rank the following items in their order of importance to them at this stage in their lives. This Life Goals sheet can be given again at the end of the unit and the results compared with the initial ranking.

   Life Goals: Rank in order of importance to you. A number one will represent what you consider your most important goal in life.

   _____1. Serving God, doing God's will

   _____2. Achieving personal immortality in Heaven

   _____3. Self-discipline, overcoming my irrational emotions and desires.

   _____4. Doing my duty

   _____5. Serving the community of which I am a part

   _____6. Finding my place in life and accepting it

   _____7. Making a place for myself in the world: getting ahead

   _____8. Security: protecting my way of life against adverse changes

   _____9. Survival, continued existence

   _____10. Handling the specific problems of life as they arise.

3. Introduction of subject matter. Text used: Samuel Butler's

translation, Homer's Odyssey.

a. Film: three reels and Media Britannica Humanities Series on [illegible]: The Story, The Structure of the Epic, [illegible] of the Odyssey.

b. Handouts

1. Pertinent historical-literary background
   a. Antecedent action, Trojan War
   b. Homer and the epic
   c. Homeric style
2. Study guides for each book
3. Expectations
   a. Facts
   b. Creative project on any topic of interest or concern related to the study of the book, maps, reports, biography; theme on assigned topics.
   c. Participation in all class activities
4. Books I through IV The Telemachy
   a. Book I Value Strategy - Role-playing, oral or written

      You are Telemachus, a 20-year-old only child under the care of a doting mother and nurse. Your father, whom you have never seen, is a renowned hero of the war, presumed dead. Your mother's hand is sought in marriage by those who have much to gain by such an arrangement--at your expense--possibly your life.

      1. What would you do?
      2. How would you feel about the risks involved in your decision? your personal security? your status?
      3. To what degree ought the safety and welfare of your mother and her status be your concern?

   b. Book II Value Strategy - Role-playing

      Because of a situation that exists over which you have no control, you are mocked, chided, and constantly compared to another your age who did some-

thing-violent-to remedy a similar situation.

You are expected to live up to an image of a great, heroic father whom you don't even know and are told that sons are not as good as their fathers.

1. What are your feelings regarding your father? the mockers? your mother? Yourself?

2. What would you do to remedy the situation?
3. What makes a hero?
4. Who are your heroes?

c. Book III Value Strategy Open-ended statement

When I need help,.....
I usually make decisions.....

Ranking Strategy

State five sources you would consult when and if you need help. Rank them in the order in which you would consult them.

d. Book IV Value Strategy, Ranking

What is real happiness? Wealth, peace of mind, security, status, ability, knowledge, accomplishment.

Value Strategy, Value-clarifying discussion

1. Menelaus' display of wealth
2. Helen's behavior: her "rewards", her "punishment"?
3. How is a conscience formed?
4. What makes people do right?

5. Testing: Facts, people, gods, places; movie material and background material.

Week 3 Books V through VIII

1. Introduce Thought Sheet or Card: Due each Friday. It must concern some idea suggested during the week that has had any impact on you personally. (You may choose to pass.) Thoughts on such topics as materialism, happiness, justice, heaven, conscience. punishment, God, etc.

2. Book V Value Strategy, Value sheet Calypso "Getting What We Want."

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"Within rather broad limits, you and I can have just about whatever we want in the world if we are willing to pay the price. If we want power, control over others, we can win it; if we want material things, we can get them; and if we want pleasure and entertainment we can find it. But what we get always has its price in terms of other things we let go. That is to say, if I want this, I can't have that; if I do this, I can't do that. So it is important to choose what we want with reference to what we necessarily give up for it.....

"The question we need to ask ourselves is not whether we can get what we want, but rather whether what we want is worth the price. Our affluent society has multiplied our wants if not our needs. Unhappily, as our needs and wants multiply, the cost of what we purchase moves on an escalator up. As some way noted, George Washington was able to throw a dollar across the Potomac because a dollar went farther in those days. So it takes more and more to satisfy the needs of the family. A recent cartoon pictured a young wife at a desk going through the monthly bills and saying to her husband, "I wish we had the means we're living beyond."....

"Recent surveys have indicated that in our affluence we are becoming more and more myopic. That is to say, we are becoming more and more intent on comfort, security, and status for ourselves and our families to the exclusion of other values. As one man suggested in the survey for Fortune magazine: "In a way, this affluent society is sickening. Money, rather than character, good manners, good taste has become the god of social acceptance!"

Dr. Harold Blake Walker
Chicago Tribune
December 29, 1968

What pleasuresin life does Odysseus enjoy on Ogygia that people of our society, maybe even you, deem worthwhile, if not necessary?

Why does he reject them?

How do you feel about this?
What advice would you have given him?
What could Calypso and what she offers symbolize in our society?
What are you doing now to promote or reject the philosophy her offer implies?

What prices do you think society is paying?
Do you feel the price is too high?
What suggestions can you give for improving the situation?

Do you sometimes feel "held captive" by "a Calypso"?
What "god" do you feel can get you out of the rut?
If it is a comfortable rut, why bother to get out?

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3. Books VI and VII — Odysseus Meets Nausicaa
Reception at Alcinous' Palace

Value Strategies, Voting
Valuing Process
Value Sheet

a. Class discussion of facts concerning the books.

b. Vote on.."In today's world it's not what you know, it's whom you know."

c. Restatement of Alcinous' offer

Valuing process Odysseus used in making his decision.

1. His choosing from among alternatives. List them.
2. His prizing. Reasons
3. His acting on his decision and knowledge of consequences.

d. For theme assignment which is requirement for every student. To be turned in at conclusion of unit.

The Love Song of J. Alfred Prufrock — T. S. Eliot

Do I dare
Disturb the universe?
In a minute there is time
For decisions and revisions which a minute will reverse.

For I have known them all already,
known them all:
Have known the evenings, mornings, afternoons,
I have measured out my life with coffee spoons:

Statement: Our lives are small, devoid of great commitments or great challenges.

Each student answers a value-sheet type questionnaire including the following questions. He may also interview an adult (named or not) to get adult reactions to same questions, adults of his parents' generation and his grandparents', to get the picture in retrospect. This information can be compiled by a committee of students and results tabulated and discussed by entire group. Students may use results for theme required.

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4. Book VIII Banquet and Games . House of Alcinous

Value Strategies, Value Continuum and Open-ended statement

a. Meeting a challenge

1. Discussion of challenges, risks and consequences involved.

2. Value continuum on accepting challenges or gambling, risk-taking

b. Obligations of guests and hosts

1. Greek idea of hospitality compared to ours; motives.

2. Gift-giving

Open-ended statement: Gift-giving is.....

Week 4 Books IX through XII Value Strategy, Use of Valuing process applied to each of Odysseus' encounters in the World of Fantasy

a. Discuss facts and symbolism of each encounter.

b. Clarify valuing process, stressing consequences of decisions.

c. Use valuing process steps: (1) choosing
(2) prizing
(3) acting

1. Decisions based on customs of the times

a. Sacking of city of Cicones; looting

b. Division of spoils

2. Decisions based on curiosity

a. Land of the Lotus-eaters

b. Land of the Cyclopes

a. Revenge

b. Taunting

c. Reward and punishment

d. Self-fulfillment

3. Decisions based on [illegible]:
   a. Aeolus' "Tis why the heaven hates me will I in no wise help." (Value-clarifying discussion)
   b. Group punishment for deeds of the individual
      1. Discussion
      2. Voting
4. Decisions based on compulsion to accept challenge (Laestrygonia)
   1. Need for idenity
   2. "Because it's there" attitude
   3. Consequences
      a. Justice?
      b. Responsibility to leader
5. Decisions based on physical needs
   a. Value-clarifying discussion about topics:
      1. Learning from experience
      2. Man seeks the easy life
      3. Loyalty
      4. Worthiness of individuals who succeed
      5. Willingness of individual to accept advice
6. Decisions resulting from submission to authority
   a. Doing your own thing vs. submitting to authority
   b. Accepting or refusing advice
   c. Responsibility for and consequences of each pole
   d. Should (or does) the punishment fit the crime?

      Begin discussion with people Odysseus meets in Hades.
7. Decisions based on known outcomes
   1. Odysseus "the Daredevil" comment
      a. Symbolism of Sirens
      b. When sacrifices are necessary
   2. Scylla and Charybdis sequence
      a. Lack of alternatives
      b. Rank order strategy here: ex. Face a

firing squad, die in electric chair, or "wait for" napalm to do its work.

3. Cattle of the Sun episode

   a. List alternatives of the crew and consequences of each

   b. Related topics

      1. Biblical reference: worship of Golden Calf

      2. **Pueblo** crew and brain washing

   c. Ranking - "Everyone's gotta go sometime."

      Least desirable way, in your opinion:

      By smoking, by drugs, by going at a high speed in an automobile.

Week 5 Testing on first 12 books

Books XIII through XVI

1. Book XIII Odysseus leaves Phaeacia gift-laden; returns to Ithaca

Value Strategies: Voting on gifts
Value Clarifying discussion on lying
Commitment "index"

1. Gift-giving

   a. Motives

      Gifts in payment of service rendered? for the "value" of the person? out of kindness? out of fear of the gods?

   b. Consequences - Phaeacians' punishment
      Are the gods just? Voting
      Man's folly?

   c. Odysseus' behavior in guarding his gifts

      "Smart" behavior or greedy behavior? Voting

2. Odysseus' lying

   a. Athena's reaction to Odysseus' lies
   b. When is a lie not a lie?

3. Summary sheet - commitment

   I (a) always (b) usually (c) sometimes (d) never

   _____1. practice what I preach

   _____2. lie when necessary

_____3. accept kindnesses [illegible] for repayment

_____4. expect payment in [illegible] do I commit

_____5. consider consequences before making decisions

_____6. accept directions and instructions from parents or elders because they are my parents or elders

_____7. can resist a challenge of ability, prowess, courage, etc.

_____8. Find it difficult to take the hard path which I know I should, but take the easy path and lose all that the rocky road could have given me at its end.

2. Book XIV Odysseus encounters Eumaeus Value Strategy:
Value Clarifying Discussion

a. Eumaeus

1. Loyalty of servant
2. Belief in gods' not committing shameful things. Suitors "live conscience stricken and look fearfully for judgment."

Evaluate in terms of choosing, prizing, and acting of the suitors.

b. Odysseus to Eumaeus

1. "For I hate a man, even as I hate hell-fire, who lets his poverty tempt him into lying."

a. React, comment--analyzing what you know about Odysseus, the customs of his time, the circumstances.

b. Discuss confusion in values--conflict between beliefs and practices.

2. If Odysseus had found Eumaeus had not taken care of his property nor been so loyal to him during his absence, what would he have done to him?

3. Book XV Athene attends to return of Telemachus; Telemachus visits Eumaeus

Value Strategy, Value Clarifying Discussion
Value Continuum
Valuing process

a. "Moderation is best in all things."

Menelaus' comment to Telemachus; speculate on this in terms of what you know about Menelaus and what occurs in the book. Conflict in beliefs and practices

b. Theoclymenus and Greek idea of blood guilt

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1. Revenge-compassion Value Continuum
2. Is "blood guilt" idea present today?

c. Formation of judgments - valuing process, people's judgments of other people.

4. Book XVI Odysseus reveals himself to Telemachus

Value strategy, Value Clarifying discussion

1. "A hungry belly is the cause of man's troubles."
2. "A beggar must not be shamefaced."
3. "Your birth is good but your words evil."

Week 6 Books XVII through XX

1. Book XVII Fight with Irus; Odysseus rebukes suitors

Value Strategies: Open-ended question
Commitment "index"

a. Odysseus' fight with Irus
Open-ended statement: in order to maintain my image.....

b. Discuss following quotes and answer "index"

1. "Man is the feeblest of all creatures that have their being on earth."
2. "....for men's attitude of mind varies according to the daily fortune that Zeus sends them."
3. "Let no man be wholly lawless, but take the good that heaven may see fit to send him without vainglory."

4. Index: Circle the response you agree with most intensely and an X on the response you disagree with most intensely.

I learn,now, things that I'm told to even if I see no use them. I realize I'm just a kid and haven't had experience necessary to know what's right:

a. About how I spend my leisure time
b. About the course I pursue in life
c. About electives and required courses in school
d. About what time to get in at night.

I'd never take drugs is offered because:

a. I've been told they will effect my future child
b. they will endanger my life
c. my parents would disapprove
d. I'm just not the curious type

Book XIX Preparations for "massacre"

Value Strategies: Value sheet Role-playing
Proud whip Discussion

1. Telemachus' maturity evidenced by his deeds, not just his words.
   Use "Hippie Turned Soldier" story here. Value Sheet.

2. Proud whip concerning a deed heretofore expressed only in words. Follow by discussion of quote:

   "There is no man so wily as he is; there is no one can compare with him." Odysseus about Odysseus.

   Value clarifying discussion: pride

   a. Reaction to statement
   b. Why not punished?
   c. Pride ever justified?
      Under what circumstances?

3. Role-playing

   Odysseus threatens Eurycleia with death if she divulges his identity. Is he justified in making such a threat to such a loyal person? Would you be insulted? Under what circumstances might have the threat been necessary? What would you have done, how would you have reacted, had you been Eurycleia?

Book XX Odysseus broods over the fate of the suitors
Prelude to the crisis

Value Strategy - Use of valuing process
Ranking and Voting

1. Odysseus' commitment, if not necessity, to kill the suitors vs. the avenging his deed will, in return, necessitate for the survivors of his victims.
   a. Review previous decisions which require further action
   b. Discuss alternatives
   c. Discuss consequences of each
   d. Discuss basis for decisions and that period of doubt that precedes action
2. Penelope's wish to die as a means of "settling" her problem
   a. Vote on the occurrence of idea of dying as a means of meeting a seemingly impossible decision in their lives.
   b. Vote on use of an appeal to God (a Superior Power) as a source of consolation, an answer.

Week 7 Books XXI through XXIV

Book XXI Trial of the axes

Value Strategies: Value-clarifying discussion; "commitment" index.

Discussion:

a. Telemachus's desire to prove he is capable of performing a deed but obeys his father's command not to and suffers the consequences of losing face.

Students' first attempts to perform publically an action which might display ineptness; e.g. first time coach lets him in the game; first time she performs as a cheerleader; a first time role in a class play: What do you fear? Difference between an anonymous audience and a known audience.

b. Rationalizing a performance or lack of performance

c. Placing the blame:

In the last tight situation I found myself:

a. I blamed the weather, circumstances
b. my luck
c. my parents
d. my friends
e. myself

Who was really to blame? Rank in order of your usual placement for blame.

Book XXII Killing of suitors
Cleansing the palace

Value Strategy: Statement of position in writing justifying (or not) the killings.

Topics to be included

a. How to die
   1. Heroically
   2. Cowardly
      a. Use of deceit
      b. Placement of blame
      c. Fight or flee
      d. No choices
b. Community vs. individual
   1. Punishment of all for deeds of a few
   2. Degree of misdeeds: Making the punishment fit the crime.
c. Justice, then and now
   1. Double standards--by virtue of sex
   2. Sweetness of revenge.

Book XXIII Penelope recognizes her husband

Value strategy: Value continua

1. Odysseus' demand for retribution for loss of his flocks
   Continuum on degree of agreement with principle.
2. Odysseus's decision to leave town

   Continuum on agreement with principle:

   Wise Willie <----------> Chicken Charlie

Book XXIV Peace proclaimed by Athena

Value Strategy: Valuing process
Writing an ending of a story

1. Decisions
   a. Hindsight vs. foresight
   b. Responsibility--acceptance of -- alternatives and their
      rejection of -- consequences
   c. Revenge
   d. How to attain peace.
2. What ever happened to Odysseus?

Testing

1. Test on facts and concepts of the entire book.
2. Values Index completed again.

VALUES INDEX Name _____

Directions: Read the following statements and indicate the extent of your agreement or disagreement with each statement by writing a capital A in the blank provided if you agree; an A S is you agree strongly; a D if you disagree with the statement, and D S if you disagree strongly.

Please respond to every statement in a sincere, frank manner. There are no "right" or "wrong" responses. Your responses will in no way influence your grade in this course.

_____ 1. Sons are not as good as their fathers.

_____ 2. Young people are apt to be thoughtless.

_____ 3. God favors strong men, gives them strength.

_____ 4. The rich get richer and the poor get poorer.

_____ 5. It is foolish to attempt to do any deed you feel you can not do well.

_____ 6. You would treasure gifts of small monetary value from those richly endowed equally with a gift given you by someone who had to make sacrifices to give you the same gift.

_____ 7. A poor loser should never gamble.

_____ 8. You would never accept the hospitality of someone whom you could not return it to in kind.

_____ 9. One lie always leads to another lie.

_____10. People should practice what they preach.

_____11. People should not accept gifts from those to whom they cannot give gifts in return.

_____12. I never trust a liar.

_____13. Strong leaders are the result of inept followers.

_____14. Lying is a necessity of life.

_____15. Man can rationalize any deed he commits.

_____16. Unsought advice I can do without.

_____17. Moralizing an issue has no effect on me.

_____18. What I learn for myself, I feel is learned. All else is useless.

_____19. I am proud of things that I do that please my parents.

_____20. I am prouder of things that I do that please me.

_____21. Proud in the aforegoing is not a good word because one should not be proud.

_____22. Man's pride gets him into many bad situations.

_____23. "There don't nothin' happen in this world less you pay somebody off." (Raisin in the Sun)

_____24. Life can be simpler than people make it.

_____25. There's a time in life for everything.

_____26. Most of the things I do in life I do because I have to.

_____27. Cooperation is just a nice word for obedience.

_____28. In today's world, it's not what you know, it's whom you know.

_____29. Good behavior often is often not rewarded.

_____30. Bad behavior often gets one as far as good behavior... sometimes farther.

_____31. God is just.

_____32. Some people are born lucky.

_____33. I have to work hard for everything I get.

_____34. I find myself often doing something just because everyone else is doing it, even though I often don't really want to do it.

_____35. To appease my parents, I sometimes say yes and then do as I please.

GRID

OBJECTIVES / METHODS	I	II	III	Totals
1. Ranking	3	3	5	11
2. Role-playing		3		3
3. Open-ended statement		4		4
4. Value-clarifying Discussion	11		5	16
6. Value Sheet	5	3	2	10
7. Voting	3	3	1	7
8. Valuing Process	16	3	2	21
9. Value Continuum	1	3	5	9
10. Proud Whip	1	1	3	5
11. Writing	1		1	2
12. Commitment Index	4	4	4	12
Totals	45	27	28	100%

SPECIFIC OBJECTIVES:

1. become familiar with the valuing process as a skill in itself, and discover motives for his behavior and criteria by which he shall judge which course to follow.
2. consider by whose standards he shall determine his conduct and become aware of conflicts which occur when his values do not coincide with those of others with whom he shares experiences.
3. become aware of those ideals which man has always sought and for which he, too, will always search.

APPENDIX

DESCRIPTION OF VALUE STRATEGIES USED:

1. **Ranking:** This method employs choice-making. A series of related activities or ideas is written on the board and students are asked to rank the items in order of their preference for each. The student is not asked to defend his choice, but the teacher may ask a clarifying questions at his (the teacher's) discretion.

2. **Role-playing:** This method may be defined as sociodrama or dramatic improvisation. The students assume the role of the characters in the story and identify with their problems, successes, and failures. Following a role-playing situation, a discussion in large or small groups is worthwhile. Questions such as (1) How did you as actors feel? (2) How would you observers have done things differently? (3) Would things work out that way in real life? (4) What might we learn from this situation?

3. **Open-ended** statement or question: This is a method for getting students to reveal their attitudes, beliefs, activities, and other "value indicators." The teacher can then write a simple, single question on each paper which will help the student reflect on his writing or she can read several papers aloud to the class anonymously and ask the class members to respond with any questions (only) they may have for the unknown author. This is a value-clarification process.

4. **Value-clarifying** discussion: This is a discussion which has as its purpose the clarifying of student values. The teacher is non-judgmental and accepting. In value discussions there are no conclusions to draw, no consensus to identify, no test items to take. They involve no leading questions to which there might be a "right" answer.

5. **Thought Sheet:** On a 4 x 6 card the student has the opportunity to write freely about anything that has occurred or occupied his attention during the week. The thought is of importance to him and should be written after due reflection and should indicate something of the quality of living or thinking in the preceding week.

Excerpts may be read to the class, if the author wishes.

6. **Value Sheet:** A value sheet consists of a provocative statement and a series of questions which raise issues which may have value implications for students. In this case, the purpose is to stimulate thinking concerning the value of materialism.

7. **Voting:** The teacher who uses the voting strategy poses a list of questions and the students state a position on the issue by a show of hands.

8. **Valuing Process:** "The process is based on three processes: (1) Choosing (a) freely
(b) from alternatives
(c) after thoughtful consideration of the consequences of each alternative.

(2) Prizing (d) cherishing, being happy with the choice
(e) willing to affirm the choice publicly.

(3) Acting: (f) doing something with the choice
(g) repeatedly, in some pattern of life.

Those process collectively define valuing. Results of the valuing process are called values."

VALUES AND TEACHING
Raths, Harmin, Simon

9. **Value Continuum:** The teacher or class identifies an issue and its two polar positions. The class task is to identify other positions in the issue and try to place them on the continuum, both in relationship to the poles and to positions already placed. This method helps to overcome either-or thinking; opens up alternatives before heated discussion closes minds.

10. **Proud Whip:** Each student states publicly (or he may pass if he wishes) the action, word, or deed he is proud of in a given situation. He makes the statement, "I am proud of..." something he has said today, something, he has written with the last two weeks, something he has done regarding his family members; a statement regarding a sharing activity or action, his attendance, etc.

11. Writing: student report: This is a simple device of having the report focus on personal choosing, prizing, and acting, in reaction to suggestive questions: "In what ways is the character like you? Which of the cliches of our culture does the hero affirm or refute? For what things do you admire him most?"etc.

12. "Commitment index" - This is a statement or question with a list of alternatives from which the student will select the most desirable or least desirable choice; he may rank the alternatives; he may defend, if he chooses his alternative.

13. Coded Student Papers: Any written work may be coded by the teacher by marking a "plus" sign over those expressions the student writes which indicate something he seems to be for and a "minus" sign over that which he seems to be against. In this manner a student can become aware of what he is for and what he is against.

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THE LIFE AND WORKS OF WILLIAM SHAKESPEARE*
(Value Education Curriculum Unit)

Specific Value:	Appreciation for Literature
Subject Area:	English
Grade Level:	Seventh
Time:	Six Weeks

Project on Student Values
3860 Plainfield, N. E.
Grand Rapids, Michigan 49505

*Material prepared by Joan Essink

THE LIFE AND WORKS OF WILLIAM SHAKESPEARE

Abstract

I. Philosophical Statement. The value I intend to explore and clarify is an appreciation for literature and the life experiences it can hold. In my philosophical statement I consider a definition of value, the aesthetic nature of the value I have chosen, the intrinsic nature of this value, and the guidelines for a value strategy.

II. General Objectives. My general objectives concentrate on the aesthetic appreciation for literature one can develop, with particular emphasis on William Shakespeare.

III. Specific Objectives. The specific objectives center around behaviorial performance on value sheets, tests, writing ability, etc.

IV. Context. My study is designed for a seventh-grade Fine Arts class at Grandville Junior High School.

V. Content. The primary emphasis is on Romeo and Juliet and An Introduction to Shakespeare by Marchette Chute.

VI. Methods. #1 -- Introductory lecture, record, sonnets
#2 -- Romeo and Juliet
a. 2 value sheets
b. role-playing
c. discussion
#3 -- movie: "Shakespeare: Soul of an Age"
#4 -- An Introduction to Shakespeare
#5 -- record by Wayne and Shuster (parody)
#6 -- writing skits in Shakespearean style

VII. Time Schedule. The time schedule is a six week flexible plan to implement this unit of study.

THE LIFE AND WORKS OF WILLIAM SHAKESPEARE

I. Philosophical Statement.

In my unit of study I hope to clarify student values and their expressed attitudes for a particular form of literature. The ultimate (not absolute) value is an aesthetic value of appreciation for literature and a reverance and esteem for its various authors. The particular literature in use here is a study of William Shakespeare, specifically his play Romeo and Juliet. I feel that literature must provide a meaningful message or experience that a person can identify with. Literature can thus increase and fulfill one's life experiences. This is why Romeo and Juliet provides an excellent unit of study for literature, since it deals with various universal themes that are appropriate for a value study. These are different portions of the play that in themselves provide a value experience for the student. Thus the student can use literature as a means of exploring his value system and hence learn to appreciate literature for this purpose on the whole.

In this philosophical statement I will first look into the definition of a value and see how the above value fits into this particular definition. Secondly, I will look into the aesthetic nature of the value I have chosen to explore. Next, a discussion of Taylor's work will be presented with reference to the above. Finally, the guidelines for a value strategy will be presented with an evaluation for my particular unit of study.

For a definition of a "value", I will use Dr. Walter Thomas's definition as presented in a lecture April 1, 1969, at Grandville Junior High School. (I will also use some of his interpretation notes). According to Dr. Thomas, a value is:

> a normative, conceptual standard of the desirable that predispositionally influences individuals in choosing among personally achieved alternatives of behavior.

A value is "normative" in that it is similar to societal norms, i.e., it is internalized through social experiences. All values are thus acquired. Is there a more beautiful place for children to unlock the experiences of life that literature holds than in the small society of a school classroom? Societal norms are acquired, and value become normative. Secondly, a value is a "conceptual standard." It is within the person; it is his concept, his idea. An appreciation of William Shakespeare is one that a person can hold only within himself; it thus becomes a "conceptual standard."

An emotion is expressed in "of the desirable." It is an emotion of "I feel . . ." that causes one to act in this desirable way. The "desirable" in my particular value study involves choosing among a number of alternatives in reading Shakespeare so that one develops a desirability. Along with this choice of alternatives is the word "predisposition." Values influence the physical choice a person makes. It is very important to stress that one's values tell him what to do. If one "values" literature, he will appreciate the personal experiences the various forms of literature can hold. Thus by presenting a value study on William Shakespeare, one is changing the students behavior and attitudes toward him and is not initiating a new behavior. It follows, too, that values are "personally perceived." One does not change the behavior of a group

toward William Shakespeare; he only changes the personal values that each individual holds. It is significant that every individual in one's classroom will profit differently from this value study since values are "personally perceived." One's duty as a teacher is to present certain values along with various alternatives and help the student evaluate each choice he makes. He therefore, develops his "personally perceived" value.

The appreciation for literature is an aesthetic value. A value may be either social, ethical, or aesthetic. An aesthetic value is not moral (right vs wrong) nor is it any socially accepted rules of good vs bad. It is instead a value of beautiful vs ugly. For example, an aesthetic value expressed as an attitude comes in one's appreciation for the arts and so on. One given a certain form of the arts a positive or negative valence (object worth). This is the form of value I am working with. Within the literature are to be found social, ethical, and even other aesthetic values. But the appreciation one develops for literature on the whole is an aesthetic value in itself.

Dr. Taylor's presentation on tape of May 15, 1969, at Jackson Park Junior High follows closely to the above discussion of aesthetic values. Dr. Taylor concerns himself with instrumental and intrinsic values. The particular value I have chosen is an intrinsic value. That is, it is indispensable value that refers to the end of one's pursuit. The instrumental values are the means for this final pursuit. One values Romeo and Juliet and other of Shakespeare's plays as instrumental in leading to the intrinsic value of appreciating literature for its universal meanings. As far as the absolute "sky hook" value on his chain metaphor, I am not sure what the absolute value is in regard to my value study. The absolute value may be the dignity and worth of the student. It may be the ultimate worth of knowledge. It is a very difficult decision to decide what value supercedes all others, both instrumental and intrinsic.

My final discussion in this philosophical statement concerns the guidelines for the strategies one uses in arriving at the values desired. (As discussed May 15, 1969, Dr. Thomas) First of all, a strategy should pose a value problem in which there is not immediate end to the conflict. There must be a "live option," whereby many people choose to live by any of the alternatives. Thus in presenting a value strategy on William Shakespeare one must provide the various alternatives available to the students and evaluate these choices. This forces an identification of these alternatives and leads to student exploration. For example, various alternatives might be: from (1) not read Shakespeare at all; (2) a reading knowledge of Shakespeare and his works; to (3) a Shakespearean scholar--all being on a continuum. Then one must provide experiences for him that present strengths and weaknesses for these alternatives. These experiences constitute the "strategies" and "tools" presented in this paper. Finally, the student should choose one alternative from this continuum and be able to defend his position before his peers. We, as teachers, should also place our value on the continuum in an unbiased manner.

II. Statement of General Objectives.

1. Appreciate the concept that all great forms of literature reflect and reveal their authors personality and environment.

2. Understand the universality and timelessness of Shakespeare and his ability to grasp human nature.

3. Note how William Shakespeare does not moralize but leaves moral decisions concerning his characters to the reader.

4. Examine how a particular author's life is revealed through his writing.

5. Examine the life and works of William Shakespeare through a movie to enrich one's knowledge of the background of his life.

6. Gain insight into the various contemporary problems that a classic may hold. (e.g., parent-teen relationship, parental feuding, teen love, etc.)

7. Provide a meaningful message or experience that a person can identify with through the use of literature.

III. Statement of Specific Objectives.

1. Identify and evaluate one's personal value of justice on the value sheet.

2. Analyze and distinguish one's values as they concern his relationship to his parents on a value sheet.

3. Take part in role-playing scenes from Romeo and Juliet in the classroom to define alternatives and publicly state decisions.

4. Analyze and evaluate values as they pertain to family feuding, using a portion of Huckleberry Finn in coherence with this value study.

5. Identify Juliet's personal fears and alternatives when she takes the potion as an example of her value clarification process.

6. Demonstrate a knowledge of the Elizabethan Stage and Shakespeare's role in its development.

7. Demonstrate a knowledge of the use of Old English by writing a skit using the Shakespearean style of writing.

8. Demonstrate a knowledge of An Introduction to Shakespeare by Marchette Chute by scoring 75% on an evaluation instrument.

9. Show an increase of knowledge and positive valence toward William Shakespeare given a pre- and post- examination.

IV. Statement of Context.

My proposed unit of study is designed for a seventh-grade Language Arts class at Grandville Junior High School. The students range from 12-13 years of age. They are all from the immediate Grandville area, which is a suburb of Grand Rapids, Michigan. It is a relatively small city which is very conservative and Calvinistic in it outlook. The social class of its inhabitants range from an upper-lower class of rural farmers to a lower-upper class who have moved into new housing developments.

The particular situation in which I intend to implement my value strategy is a certain seventh-grade Language Arts class known as the "Fine Arts" class. These thirty students have been chosen on musical talent, artistic ability, or creativity as expressed at the sixth-grade level. This does not mean that they are necessarily the most intellectual of the seventh-grade students, but I feel that the majority of them are superior students. They are advanced readers (usually 10th, 11th, and 12th grade levels as measured on their Standford Achievement Tests). Yet they have a negatively expressed "Why do I have to do this? attitude that comes with my mentioning any higher forms of literature. I feel it is due to their young ages and yet their capability of doing high school work. It is with this background in mind that I decided to do a value unit on William Shakespeare and particularily use Romeo and Juliet as meaningful material to them personally. In this way I hoped to have the students evaluate some of these attitudes that these youngsters have expressed.

Using this unit of study might be difficult for a below average seventh-grade group, for the language and vocabulary is difficult. However, I feel that I can re-use this unit on an average seventh-grade class with very few modifications in the tools used. More time should be given to this unit under such conditions.

I taught a 3 1/2 week unit on this topic (due to the lack of time for a longer unit). I will include some of the observations I made while doing this unit of study. However, I did include in this presentation enough material for a full six-week unit of study. I will combine my shorter, actual unit with modifications for a six-week unit in my particular value strategy.

V. Outline of Content.

The content of this unit of study is partially drawn from an actual teaching unit I have completed and partially from a proposed unit. Briefly the tools used are:

1. Introduction by lecture and record
2. A reading of Romeo and Juliet
3. A movie entitled "Shakespeare: Soul of an Age"
4. A reading of An Introduction to Shakespeare by Marchette Chute
5. A record by Wayne and Shuster of a parody on Shakespeare
6. The writing of skits in Shakespearean style

A discussion of each of these tools will follow, with reference to implementation in the classroom. Through these various strategies I hope to arrive at a completed unit on William Shakespeare.

Note: I could not receive administration approval for the class to see the movie version of Romeo and Juliet. However, it could be effectively used as a classroom aid in this unit of study. But because of the fact I did not use the movie, and because it is a timely movie and not useable at all times, I will not include it in my methods.

Method - #1

Introductory Lecture

Each literary author is unique; the personality, environment, habits, thoughts, and desires of each author are different. All great works of literary art reflect and reveal their authors. Through a piece of literature the reader can detect some of the experiences, personality, and attitudes toward life of its author.

Shakespeare is best known for his universality and timelessness in his writing. He was not original as a thinker (he did not create any of his plots.) He was not the only great English poet. However, he was the wisest of all dramatists because he could understand and sympathize with human nature. He refuses to make moral judgments and leaves this up to the reader. (Note how appropriate he is for value study.) When we read Shakespeare's plays, we are always meeting our own experience and are constantly surprised by some phrase which expresses what we thought to be our own discovery or secret.

Record of famous phrases of William Shakespere

This record from the Grand Rapids Library contained excerpts from his plays. It is a good means of introducing Shakespeare since it given one a chance to note his timelessness on various topics. At the end of my unit, I asked for student recall on some of the phrases. The student response was very good, and many remembered something from each play mentioned. Some quotes the record contained were:

1. from Othello, Desdemona's "Willow Song."
   (This provides an opportunity to discuss the theme of jealousy.)

2. from Macbeth, the famous lines on the futility of life.

   Tomorrow, and tomorrow, and tomorrow
   Creeps in this petty pace from day to day,
   To the last syllable of recorded time,
   And all our yesterdays have lighted fools
   The way to dusty death. Out, out, brief candle
   That struts and frets his hour upon the stage
   And then is heard no more. It is a tale
   Told by an idiot, full of sound and fury,
   Signifying nothing.

   (Macbeth, Act V, scene v)

   After discussing the preceeding events of this play, I presented the following discussion questions:

   a. Why does Macbeth feel this way about life? Have you ever felt this way? When?
   b. Consider this quote, and then ask yourself, "Could this be Shakespeare's view of life?" Evaluate your response.

These two brief questions allow the student to explore the idea of an author's life being reflective in his work. More then this is not necessary due to not having read the entire play.

3. from Hamlet, the famous "to be, or not to be" soliloquy.
(This quote fascinated me, as it did the students, in that this quote is probably the most "quoteable" and no one really knew what it meant. After many different responses, I told them that Hamlet was contemplating suicide and discussed the reasons why he was doing so. I think they liked their responses better! This exercise allows the student to see how many of their well-used phrases have come down from literature and to see how they were originally used.)

4. from King Lear, his soliloquy on madness.

I talked a little on the various places Shakespeare used the theme of madness in his plays. Besides King Lear, there is Ophelia in Hamlet, Lady Macbeth in Macbeth, and many others. The question here is: How do you think Shakespeare knew so much about this subject when it is not presented in much of 16th century English drama as a whole? This again explores student responses on his life vs his writing.

Finally, I read two of his sonnets: Sonnet 18, "Shall I compare thee to a summer's day . . ."; and Sonnet 55, "Not marble, nor the gilded monuments of Princes, shall outlive this powerful rhyme . . ." These are my favorites. The students liked these very much and I was asked to read them a second and third time.

Thus in my introduction the student gets an overview of William Shakespeare. I stress his greatness and his humanism and high regard for life. This will increase the student awareness of Shakespeare and increase their understanding of his greatness.

Method - #2

Romeo and Juliet, William Shakespeare
(The class listened to the reading complete on record.)

Romeo and Juliet is a play that contains many possibilities for value exploration and clarification. At the beginning of my paper I stated that the various forms of literature may contain social, ethical, and/or aesthetic values, and by studying this literature one develops an aesthetic appreciation for the experiences literature can express for us. This is why I have developed different value strategies within the play to help clarify student values. In this way I hope that Romeo and Juliet will have more meaning for the students on a wide range of topics.

I developed two value sheets in reference to working with this play. The first concerns the relationship a child has with his parents. Juliet seems the type of girl who is prepared to listen respectfully to the advice of her parents. Capulet is very pleasing and gentle at the first, but is very quick-tempered when dealing with his fourteen-year-old daughter. I saw this as a good opportunity to explore student values on this timely topic. This is especially suited for this age group.

The second value sheet explores justice. Lady Capulet, Montague, and the Prince of Verone all have a different value for justice in the immediate situation. The students should realize that a value is a personal concept and most of the time people's expressed attitudes differ. Is justice impersonal and objective or does justice have more to do with the entire human dimension? This is just one question I ask the students to explore.

Value Sheet - Romeo and Juliet, Act III, Scene v

Romeo has just killed Tybalt, Juliet's cousin, and the Prince of Verona banished him. Romeo and Juliet, the two young lovers, are secretly spending the night on Juliet's balcony, a night they fear is their last before he must leave. Romeo is trying to present a happy future when moring comes and he departs. Juliet's mother enters to tell her of the husband (Paris) her father has chosen for her, as was the custom in those days. Juliet is very upset andthe scene begins when Capulet enters (he knows nothing of her relationship with Romeo):

Capulet: How now, wife!
Have you delivered to her our decree?

Lady Cap: Aye, sir, but she will have none, she given you thanks.
I would the fool were married to her grave!

Capulet: Soft! Take me with you, take me with you, wife.
How! Will she none? Doth she not give us thanks?
Is she not proud? Doth she not count her blest,
Unworthy as she is, that we have wrought
So worthy a gentleman to be her bridegroom?

Juliet: Not proud you have, but thankful that you have.
Proud can I never be of what I hate,
But thankful even for hate that is meant love.

Capulet: How, how! How, how! Chop-logic! What is this?
"Proud," and "I think you," and "I think you not,"
And yet "not proud." Mistress minion, you,
Thank me no thankings, nor proud me no prouds,
But fettle your fine joints 'gainst Thursday next,
To go with Paris to Saint Peter's Church,
Or I will drag thee on a hurdle thither.
Out, you green-sickness carrion! Out, you baggage!
You tallow-face!

Lady Cap: Fie, fie! What, are you mad?

Juliet: Good father, I beseech you on my knees,
Hear me with patience but to speak a word.

Capulet: Hang, thee, young baggage! Disobedient wretch!
I tell thee what. Get thee to church o' Thursday
Or never after look me in the face.
Speak not, reply not, do not answer me.
My fingers itch. Wife, we scarce thought us blest
That God had lent us but this only child,
But now I see this one is one too much,
And that we have a curse in having her.
Out, on her, hilding!

---

1. What is Capulet saying to his daughter Juliet?

2. How much "say" should a father have in choosing a mate for his daughter? How much influence do you want your father to have?

3. What should Juliet do in this case? What are the various alternatives that are open to her?

4. After carefully weighing these alternatives, which one should she choose? Which one would you choose? Evaluate your choice and its consequences.

5. Is this a personal preference or do you think most people should believe that?

Value Sheet - Romeo and Juliet, Act III, scene i (Romeo kills Tybalt)

Justice

Mercutio, Romeo's best friend, has just been slain by Tybalt in a street brawl while Romeo tries in vain to stop him. In revenge, Romeo claims

Away to Heaven, respective lenity,
And fire-eyed fury be my conduct now.

Tybalt and Romeo fight, and in revenge Romeo kills Tybalt, Juliet's cousin. The Prince of Verona immediately exiles him.

Reread Act III, scene i, to help you answer the following questions.

1. Lady Capulet states (lines 185 - 186)

I beg for justice, which thou, Prince, must give.
Romeo slew Tybalt, Romeo must not live.

Do you agree with Lady Capulet? Was she weighing all the evidence of the crime that was committed? What would be her definition of "justice"?

2. The Prince answers Lady Capulet by stating:

> Romeo slew him, he slew Mercutio.
> Who now the price of his dear blood doth owe?

What might the Prince's definition of "justice" be?

3. Montague, Romeo's father, replies:

> Not Romeo, Prince, he was Mercutio's friend.
> His fault concludes but what the law should end,
> The life of Tybalt.

How has Montague perceived "justice"?

4. Each person has a different value for "justice". Can you think of any reasons for this?

5. What are the different alternatives open to the Prince of Verona? Weigh each one as to its consequences. Which one would you choose?

6. Describe how this situation might have been handled in a courtroom of today. Would different persons still hold a different value for justice? Evaluate your answer.

Another method of exploring values is the use of role-playing. An example in Romeo and Juliet is to have the students begin the play at the place where my value sheet leaves off. Instead of having the students write alternatives, they act out what they choose to do. They thus make public affirmation before their peers.

Role-playing could also be used immediately after Romeo kills Tybalt in revenge for Tybalt's killing of Mercutio. How would Lady Capulet (Tybalt's aunt) feel? How would the ruling officer of Verona, whose duty is to promote justice, react to the crime? How would Romeo's father feel? Since the Prince makes the final decision, many persons should be allowed to take this role, thus publicly defining their choice from alternatives. It may be worthwhile to have the students give a mock jury trial of Romeo if he had committed the same crime under the same circumstances today.

Another fruitful value-clarifying portion of Romeo and Juliet is in the futility of life-long feuds. The Montagues and Capulets have been fighting for generations, and no one remembers why anymore. It takes the death of these two young lovers to make them realize it is futile. Along with this, the teacher may want to read Chapters 17, "The Grangerfords Take Me In," and 18, "Why Harney Rode Away for His Hat," in The Adventures of Huckleberry Finn by Mark Twain. This also provides superb example of the futility of life-long feuds. In presenting this, I asked the students to list all the people who were killed in the play. (Tybalt, Mercutio, Romeo, Juliet, Lady Montague, Paris) Then I asked them to trace their deaths to the feuding.

Everyone could be traced directly to this feud, and this helped them see the nonsense of it.

The fears of Juliet when she took Friar Lawrence's potion is another means of studying values. Juliet gives a soliloquy (Act IV, scene iii) in which she defines her fears. After reading this, appropriate value-clarifying questions are:

1. Why was Juliet frightened before she took the potion?

2. Juliet put a lot of faith in Friar Lawrence. Could you have trusted a person as much as she did? Who? Explain.

3. What alternatives does Juliet present in her speech? What did she choose to do? What would you have done? Evaluate your response in terms of its consequences.

My final concern in studying Romeo and Juliet was to ask the students "Were Romeo and Juliet really in love?" Juliet was fourteen and Romeo's age was not given. Romeo was in love with Rosaline when he met Juliet. Romeo could have been a play-boy, but why then would he have killed himself over Juliet? Student interest was high, for I think that most of them had never thought any differently. This was an interesting method to use.

Method - #3

Movie -- "Shakespeare: Soul of an Age" NBC Productions, McGraw-Hill Text Films, Distributors (2 reels, 54 min. ea.

This movie is an excellent color film of the life and works of William Shakespeare. It contains excerpts from fifteen of his plays. It also shows scenes and maps of his home in London and in Stratford-on-Avon. His first manuscripts are shown, as are other important articles from Shakespeare's life.

The movie makes Shakespeare a person who actually lived. Too many times students view authors as non-existent figures in history. By showing them where he lived, where and what he wrote, where his children were born, and so forth, makes him a person whose life one would like to explore. Literature often reflects its authors, and to know the author's desires, feelings, and background leads to an appreciation of his works.

Method - #4

An Introducation to Shakespeare, by Marchette Chute
E. P. Dutton and Company, Inc., N. Y., 1951
114 pages (Scholastic Book Services Edition)

Marchette Chute is a Shakespearean expert who can make Shakespeare live in the eyes of her readers. It is not difficult reading, but there is so much material to be covered. I included two of the study sheets I gave to the students on this book. These

are mainly for factual learning and do not represent a value sheet as such. They can give you an idea of the content material in the first five chapters of this book.

The back cover of this book says:

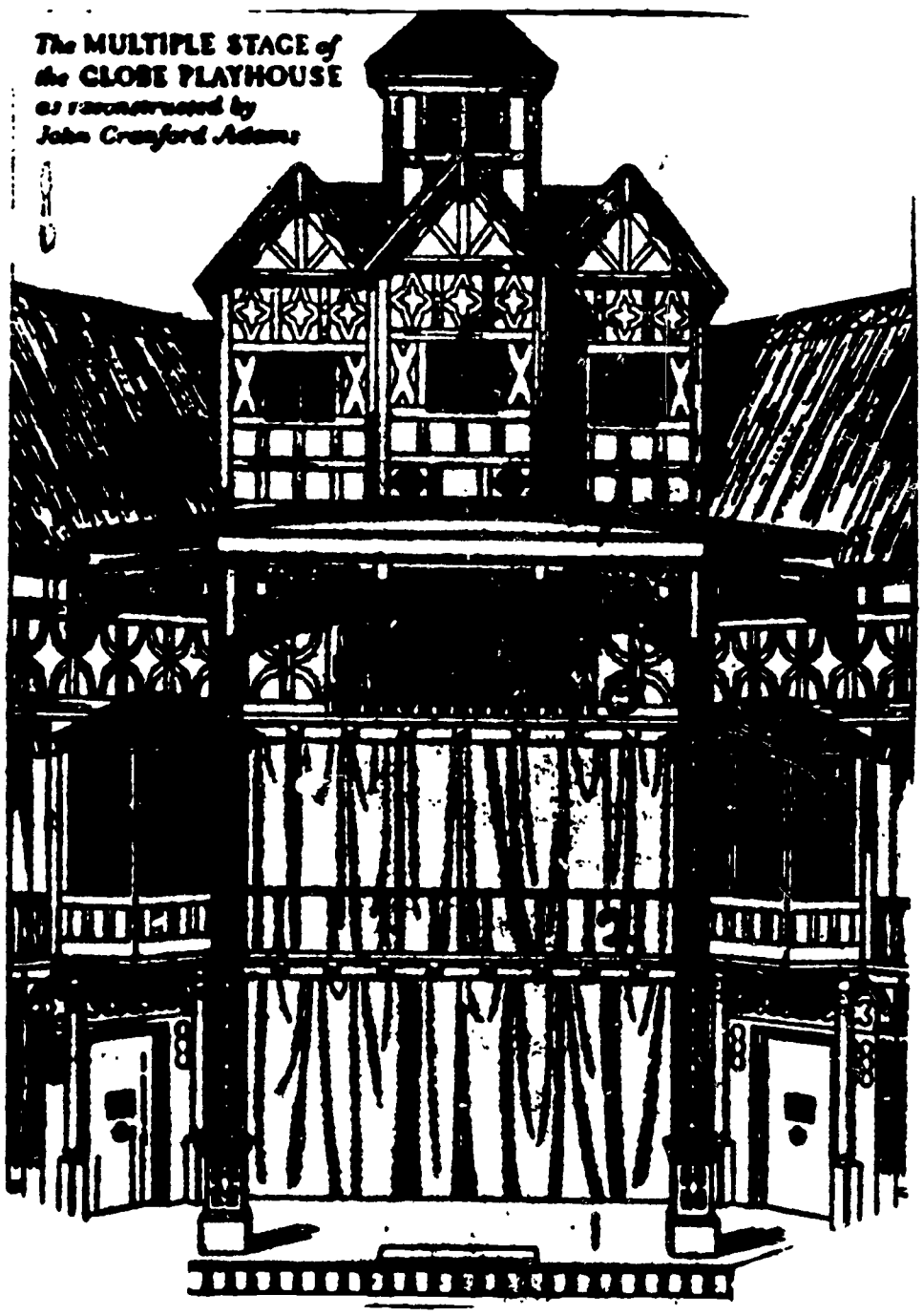
> "Thither ran the people think and threefold!"
>
> When Shakespeare was alive, his plays were not "art". Young people flocked to see them the way they go to movies and football games today. This book will show you why.

Some points the book discusses are:

1. view of community toward acting as a profession
2. use of boys in all female roles
3. his views on Jews (a minority group) in The Merchant of Venice. This is an excellent play to use for studying values on the treatment of a minority group.
4. his use of borrowed plots
5. the love of Queen Elizabeth for the theater
6. the Puritan closing of the theaters

There are, of course, many others, but I presented these few to show how many topics there are avilable for potential value studies when working with William Shakespeare. These were all mentioned in the classroom but were not developed further. This is an excellent book to use for an overall view of William Shakespeake, his life and his works.

We studied the Elizabethan stage in some detail along with this book. The layout of the stage is pictured on page 12.



Note the five different levels of The Globe.

Shakespeare wrote for people and his plays were specifically designed for his theater, The Globe. This is important in understanding the swift changes of scenes in Shakespearean plays.

Vocabulary

Sentences and definitions to be handed in on the day of the final test over the book. It is best to keep up daily.

Chapters 1-4

1. scaffold
2. prose
3. symbolidal
4. lavish
5. cauldrons
6. strenuous
7. coronations
8. besaiged
9. wafted
10. parody
11. hexameter
12. collaboration
13. conservative
14. vagabond
15. rapier
16. subtle
17. "doubling" (p. 27)
18. melodrama
19. farce
20. playwright
21. anthology
22. intoxicating
23. fray
24. ardent

Answer the following questions on another sheet of paper. This is due Friday. These cover Chapters 1-4 only. The questions are in order as they come in the book.

1. Briefly describe the first acting companies that came once a year.

2. What is significant about the play Horestes?

3. Explain the role of the moral maxim in Elizabethan drama.

4. Vice is a personification, as is Virtuous Life and Good Fame. Explain.

5. Where is Shakespeare From?

6. Where were the first yearly plays usually held?

7. Who is James Burbage?

8. Explain the design of Burbages' theater. (p. 18-20)

9. What did the formal rules of writing drama say and how did the audience react to this? (e.g. Gorboduc)

10. Who was Robert Greene and how did he feel about Shakespeare?

11. Who were the members of Shakespeare's family?

12. How were the actors generally treated?

13. Name three qualifications of a good actor of this time.
14. How did Shakespeare make Full use of the Elizabethan stage in HENRY IV?
15. Briefly explain the plot of Comedy of Errors.
16. The plague hit in 1592, closing the theaters. What did Shakespeare do?
17. How were Shakespeare's poems received? Why didn't he go on writing poetry?
18. Name the three main actors in Shakespeare's company.
19. Who is Hemminges? Who is Condell? Why are they important today?
20. How did the mayor of London feel about plays?

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Vocabulary--

1. aesthetic
2. profound
3. melancholy
4. mirth

CHAPTER 5

Write a short summary statement(s) on each of the plays mentioned below. (The remaining information is for your use only. You do not have to write anything on it.)

"Until it in the end Shakespeare had brought the whole world into existence on the London stage."

History plays--1. King John
2. Richard III ("foul bunch-backed toad")
3. Richard II
4. Henry IV (cp. Falstaff and Hotspur)

Comedy--1. The Taming of the Shrew (Kiss Me, Kate) farce-situation rather than people
2. The Two Gentlemen of Verona (use of clown)

"Shakespeare tried never to be original in his plots and he lavishly used all these old devices in the same play, but he brought a kind of gaiety to the worn out situations that went a long way towards bringing them back towards life."

3. The Merchant of Venice (note treatment of Jews, and then Shakespeare's view.)
4. A Midsummer Night's Dream
5. Love's Labour's Lost

Tragedy-- 1. Romeo and Juliet (note: Arthur Brooke's version)

Poems- 1. "Venus and Adonis"
2. "Lucrece"

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Method - #5

Record - "Wayne and Shuster" Columbia label, CL 1435

This record contains two parodies on William Shakespeare. The first is "A Shakespearean Baseball Game," in which a baseball game is announced in the language of William Shakespeare. It contains modified lines for most of his plays. It is extremely well done and creates interest on the part of the student. It shows that the language of 16th century England is useable for other purposes than Shakespearean plays. It breaks the language barrier that exists when student first read Shakespare.

The second is a modern version of the death of Julius Caesar. It is entitled "Rinse the Blood Off My Toga." By hearing both a modern subject in 16th century English and a Shakespearean topic in modern English, the students can understand the difference in the language used. The particular instrumental value I wish to explore here is the students attitudes toward the language of Shakespeare. Changing their behavior to an appreciation of Old English leads to an appreciation of literature on the whole.

Method - #6

The writing of skits in Shakespearean style

This method follows from method #5 in which the students listened to a baseball game announced as Shakespeare would have done. The students were asked to write a skit using Shakespearean language and style of writing. The enthusiasm for this assignment was very high. The groups consisted of from 2-5 members each and were chosen by the students themselves. The plays were performed by each group.

When I first made this assignment, I was doubtful whether they had enough experience with Shakespearean language to do this final assignment. However, I feel the students demonstrated a unique ability to write these plays, especially for those 12-13 years of age. Some examples are given in back, pages 18-20.

The language problem was no longer a problem after using methods #5 and #6. This isn't to say that they became language experts. But they acquired a keen awareness for this author's method of expression, another link of the chain of one's appreciation of literature.

VII. Time Schedule

The following is a sketch of a time table that could be used with the particular unit of study I have presented.

WEEK 1-- M- Take pre- evaluation sheet. Introductory lecture.
T- Listen to record (Method #1). Discuss portions of record.
W- Read sonnets.
T- Begin Romeo and Juliet on record. (method #2)
F-

WEEK 2-- M-
T-
W-
T-
F-

WEEK 3-- M-
T-
W-
T-
F-

Week 2 and 3 are devoted to the reading of Romeo and Juliet.

While it is being read or after it has been finished, the following things must be accomplished:

1. value sheet #1 (role-playing)
2. value sheet #2 (role-playing)
3. discussion of feuding
4. discussion of Juliet's fears

WEEK 4-- M- Method #3 - movie: "Shakespeare: Soul of an Age"
T- Reel #2 of above movie
W- Discussion of movie
T- Method #4-- Introduction to Shakespeare
F-

WEEK 5-- M-
T-
W-
T-
F-

Week 5 is devoted to reading An Introduction to Shakespeare.

WEEK 6-- M- Final Evaluation of book
T- Method #5- Wayne and Shuster record. Assign skits (method #6)
W- Practice skits
T- Present Skits
F- Present skits. post- evaluation instrument.

Pre- and Post- examination

Answer the following questions as best you can. (This will not affect your grade.)

1. How much of William Shakespeare's works have you read?

2. Rate Shakespeare as a playwright: (as you see him)

bad excellent

1 2 3 4 5 6

Don't know _____

3. Rate Shakespeare's universality and timelessness of ideas:

bad excellent

1 2 3 4 5 6

Don't know_____

4. How many ideas that pertained to you or some topic of today have you acquired from Romeo and Juliet?

5. Place yourself on the following continuum:

Shakespearean Scholar — never read any Shakespeare at all

1 2 3 4 5 6 7

The middle of the continuum represents a basic knowledge of his life, his style of writing, and at least one of his plays.

6. Do you want to read another of Shakespeare's plays? Evaluate the choice you made.

7. Are you familiar with 16th century Old English as a language? Does Shakespeare use his language competently? Could you use this language in your writing?

Examples of student performance on actual unit plan--

skits

THINE CAR

Doug: Mine keys to yonder car are gone. What or who hath posseasion of these important articles?
Jim: I have no possession of those things. Is it not my turn to taketh the car out?
Doug: Tis my turn!
Jim: Thy turn it is not!
Kerry: What is this thunder I hear?
Doug: To drive or not to drive, that is not the question, I will drive!
Kerry: Mine disrespectful sons, what hath thou done? Fie, fie, on thee. Hang thee, young garbages, disobedient wretches!
Brent: We have thine keys, but will not give them!
Jack: Only on one condition can thou gettest thine keys!
Doug: What havest thou in mind?
Jack: That thou wilt taketh us for a ride in yonder car.
Doug: I wilt.
Jim: Thou art wrong, tis my turn!
Kerry: Thou art both mad in the head. (exit)
Doug: I will take thee to thine place.
Jim: Now mine keys! (Doug has keys) (Doug and Jim fight)
All exent window

EPILOGUE:
Kerry: Note the yonder window as thou hast seen is not less than 20 feet down. Like man, this was the end, like the real end.

Brent DeHamer, Kerry Zandbergan, Jack Dekker, Doug Holt, Jim McIntyre

---

Time: 8:45 a.m. Vicki- 16
Setting: Sue in bathroom , Vicki in hall Sue- age 9

Vicki: Let me in, Let me in. I'm Late!
Sue: Sisters, Brothers, Parents. Lend me the the honor of having thy mouths shut!
Vicki: Did you ever hear the like?
Sue: What purpose have you unfolded this to me?
Vicki: My lips two blushing pilgrims stand
To smooth that rough touch.
Thus I must put my lipstick on!
Sue: Ah, did thee ever see such beauty on a nine-year-old
Vicki: Mark, my little sister, get thy royal rear end out of there!
I have a faint cold fear thrills through my veins
Take from my mouth the lorsh of happy years.

Sue: No thank thee dear sister. But methinks I have enough of it now.
Vicki: But what of me with curlers in my hair?
Sue: Shame on you.
Vicki: Why, my nails aren't even polished.
Sue: Shame on you.
Vicki: Shame on thyself for not letting me in.
Mother!
Sue: I guess I'm beautiful enough.....big sisters are such a bore..
tattle tale.
Vicki: But hark what light through yonder door...
Sue: Parting is such sweet sorrow
To your pleasure I humbly subscribe.
Vicki: Let no such sister be trusted.

Vicki Sperling, Sue Quist

7th graders, Grandville Junior High School

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Student performance on Romeo and Juliet essays.

These are just a few samples I'd like to share with you on some of the things my students said in regard to Romeo and Juliet.

Juliet's thoughts before she took the potion were very realistic. She must have gone through a considerable amount of anguish. Not any person who is as deeply in love as she could have done what she did...This portion of her thoughts makes her appear to be more of a real person. It shows that she was on the verge of insanity, like any other person would be...As I sit here trying to think of a way to continue, I try to put myself in the place of Juliet which I find very difficult to do. Juliet must have been really brave to take that potion... Juliet's decision was a great one and I admire her for it deeply. It must have been a terrible experience for a girl of fourteen. I tell you, I never could have done it.

Robin Becker

Feuding with someone doesn't prove anything except maybe how stubborn someone is. Chances are that the original quarrel isn't even remembered. In the day of Romeo and Juliet people settled an argument by fighting with swords and sometimes killing each other. Today people are still feuding only it is not as obvious. Neighbors may build fences between their houses and tell their children not to play with those "Awful neighbor kids."....Sometime parents can learn from the actions of their children if they are broad-minded enough. Small children don't hate other children. Children will play together and usually work out their differences. It is adults who teach thier children prejudices and hates against others and this is wrong. There is nothing to be gained by anyone if they hate a certain race or religious group...It's too bad that the Capulet and Montague families couldn't accept the love their children had for each other...In the end at least the families did realize how wrong they had been so there is a feeling that Romeo and Juliet did not die in vain.

Scott Sumner

Juliet kept arguing with her father even when he washed his hands of her. She was even disloyal against her father for Romeo. I think Juliet was terrible to her father..

Sue Moored

THE ECOLOGY OF LIVING THINGS AND ITS RELATION TO THE CONSERVATION OF NATURAL RESOURCES*

Specific Value:	**Conservation**
Subject Area:	**General Science**
Grade Level:	**Eighth**
Time:	**Eight Weeks**

Project on Student Values
3860 Plainfield N.E.
Grand Rapids, Michigan 49505

***Materials prepared by Charles Faber**

THE ECOLOGY OF LIVING THINGS AND ITS RELATION TO THE CONSERVATION OF NATURAL RESOURCES

Abstract

I. Philosophical Statement. The national conscience must be so quickened towards conservation that renewable resources will be replaced as they are used and that other resources will not be squandered. The problem must become a matter of general concern to which the force of public intelligence is effectively applied. The hour is late. Education for wise resource use cannot be safely postponed.

II. General Objectives. The student will be given an insight into life as a series of processes in which living organisms (1) obtain energy, (2) use it for metabolism, and (3) how man can improve the enrivonment so that there may be more energy available. Also explained will be the relationships among the various factors that vear on animal and human survival.

III. Specific Objectives.
- A. To show concern for other than self.
- B. To plan for maximum usage without waste
- C. To learn to disagree courteously
- D. To implement what one knows and has learned in a constructive manner.

IV. Context. Eighth Grade.

V. Content. The content includes the study of the physical environment (soil, water, air, temperature, and light); the biological environment (habitats and organisms, their interactions within the environment, food chains and energy pyramids); populations, communities and ecological succession; and conservation of natural resources (soil, water, air, and wildlife).

VI. Methods. Include: questions and commentary, committee studies, depth studies, audio-visual aids, public interview; the value continuum, the devil's advocate, field assignment.

VII. Time Schedule. Eight Weeks.

THE ECOLOGY OF LIVING THINGS AND ITS RELATION TO THE CONSERVATION OF NATURAL RESOURCES

Philosophical Statement

Impressed with the relative abundance of the resources which still remain to us, some may think that conservation is of small importance in the United States. Apparently the ancient Greeks thought likewise when Plato warned them about their dwindling resources. However, the whole chain of historic precedents justifies our immediate concern and intelligent action. Resources can be exhausted by unwise and wasteful practices in this almost new continent as they have been in many older parts of the world.

No one can look critically at our country today, compare its present resources with the primeval forests, uneroded lands, clear, sparkling waters, and vast mineral deposits, and deny that we have been ruthlessly wasteful in our custodianship. The truth of Franklin's adage is becoming clearly apparent, "Forever taking out and never putting anything in soon exposes the bottom of the barrel."

The choice that must be made is not chiefly the adoption of a ready-made set of conservation practices and controls, but rather the choice of a free people between continued wastefulness and co-operative, intelligent effort to use resources wisely. The national conscience must be so quickened that renewable resources will be replaced as they are used and that other resources will not be squandered. The problem must become a matter of general concern to which the force of public intelligence is effectively applied. The hour is late. Education for wise resource use cannot be safely postponed.

General Objectives

To teach the following concepts:

1. Ecology is the study of the interrelationships of living things to their environment and to each other.
2. All living things interact with the nonliving things of their environment.
3. Living things and their environment are interdependent.
4. The biosphere is the layer of living matter spanning the earth from within its crust to its upper atmosphere.
5. Great variety exists among living organisms.
6. Every plant and animal is dependent in some way on other living organisms.
7. The highest level in the organization of living things represents a web of life.
8. An interplay of matter and energy holds the web of life together.
9. Plants are the food-makers; animals are the consumers.
10. Green plants manufacture food by achieving photosynthesis.
11. Animals within the biosphere fall into a niche, or job; a niche represents a way of living.
12. A niche reflects an animal's adaptation to its environment.
13. Various cycles within the biosphere are a part of the interrelationship among living things and their environment. Among the important cycles are the carbon cycle, the water cycle, and the calcium cycle.

14. Plants and animals living together in the same environment form a biotic community.
15. The interaction between living things and the nonliving things of their environment represents a pattern of activity known as an ecosystem.
16. There is an interplay of matter, energy, and life within an ecosystem.
17. There are aquatic communities and terrestrial communities.
18. One species usually dominates the other species within a community.
19. Living things interact with one another in their efforts to obtain food.
20. The food-getting relationships among the living things of a community are intricately joined together in a food web.
21. Some relationships among living things are helpful to the individual organisms and to the community.
22. Some relationships among living things are harmful to individuals; relationships which harm an individual organism can be helpful to a community.
23. Succession occurs when the balance in nature is upset.
24. There are two kinds of succession: primary succession and secondary succession.
25. Adaptation, succession, and multiplication all contribute to the survival of living things.
26. A community cannot survive without a balance in nature.
27. Conservation of natural resources means the wise use of natural resources for the greatest good of the largest number of people for the longest time.
28. The braod categories of natural resources commonly used include (a) renewable resources such as water, soil, animals, forests, grasses, and other vegetation, and (b) nonrenewable resources such as minerals.
29. The most serious problem related to natural resources is how to conserve the remaining good natural soils that exist on the earth, together with the complementary resources of forests and other plants, water, and the myriads of beneficial forms of animal life.
30. Natural resources must be thought of as having an essential unity rather than as separate categories. They are interrelated an interdependent. This unity, the closely linked interdependence of soil, water, minerals, plants, animals, and man, constitutes the seamless web of life and matter.
31. In planning for the wise use of natural resources one cannot think of man apart from either his social environment, or culture or his natural environment. Each culture develops its own ways of using natural resources.
32. In its broadest sense conservation is a way of life, involving processes that are social and ethical as well as material. It is not alone something to do; it is something to feel, to live.
33. No conservation program can succeed unless those who control natural resources accept the obligations of trusteeship for the general good. Posterity is entitled to a share of the resource heritage to which we have become heir.
34. At the present rate of resource use, neither the United States nor most other nations can support even their present populations indefinitely on a high plane of civilized living.
35. Conservation applies to all people, rural and urban, and to be most effective must be practiced universally.
36. The wealth of a nation depends upon both its available natural resources and upon the courage and resourcefulness of its people.
37. A given civilization, with its institutions and order, rests upon certain natural resources. Destroy these resources, in any case, and you destroy that civilization.

38. The seeds of resource destruction are present in every manner of resource use.
39. Our existence depends basically upon the living matters, whether plant or animal, that is produced by the earth's fertility, including the products of inland waters and the oceans.
40. Science can aid and abet natural processes, but it cannot replace them. However, dependence upon the processes of nature does not, in any sense, exclude science and its vast benefits.
41. An important objective in all conservation efforts should be to bring about the maximum integration among such pursuits as farming, ranching, fishing, mining, manufacturing, and lumbering. Until the efforts to integrate these activities become more extensive and more effective, there will be dust bowls, silted reservoirs, polluted streams, and other consequences of exploitation and waste.

Specific Objectives.

Listed are four specific value objectives. However this does not exclude other classroom objectives such as improved study skills, learning of subject matter material, expansion of vocabulary, etc. These will be found in the goal sheet which is attached elsewhere in this unit.

The four specific value objectives are:

1. To show concern for others than seif. This value will de-emphasize personal gain, and emphasize the good or value to others.
2. To plan for maximum usage without waste. This value will attempt to point out obvious ways to prevent waste in regard to objects familiar to the student--- in his home, school, community, and state.
3. To learn to disagree courteously. Every issue has two sides and each has a respectable following. Once learned, it can become the basis for a total way of approaching life, and the basic material out of which the scientific method is constructed.
4. To implement what one knows and has learned in a constructive manner.

Context

The class in which the proposed unit of study is to take place is an eighth grade General Science class in Grandville Junior High. It is a typical classrom in that it includes the very intelligent, average, and very slow students. The community, white, middle class, perhaps 90% of which go to some church. The class has 28 students in it and the room itself has 15 desks by which students sit in pairs. There is also a demonstration desk in the front of the room.

Content

The Ecology of Living Things

I.. The Physical Environment
  A. The Soil
    1. A common substrate
    2. Soil formation

3. Humus in the soil
4. Living things in the soil
5. Soil structure
6. Soil particles
7. The importance of soil

B. Water
1. An essential substance
2. Water in the oceans
3. Salinity of ocean water
4. Water in fresh-water environments
5. Water supply and its effects.
6. Adaptations relating to water
7. Variations in water supply

C. Air
1. The importance of air in the environment
2. The importance of oxygen
3. Factors affecting oxygen supply
4. The importance of carbon dioxide
5. The importance of nitrogen

D. Temperature
1. The range of tolerance
2. Temperature variations
3. Temperature as a limiting factor

E. Light
1. The importance of light
2. Variations in light
3. Photoperiodism

II. The Biological Environment
A. Habitats and Organisms
1. Limits to where organisms live
2. Factors in the habitat
3. Continuing change of habitats
4. The ecological niche of an organism

B. Interactions within the Environment
1. Interactions among organisms
2. Types of interactions
a. Commensalism
b. Amensalism
c. Protocooperation
d. Mutualism
e. Parasitism
f. Predation
g. Competition and survival

C. Food Chains and Energy Pyramids
1. Energy, a requirement of all organisms
2. Patterns in acquiring energy
3. Food chains
4. The world community of living things

III. Populations and Communities
  A. Populations
    1. What is a population
    2. Group characteristics
    3. Changes in a population
    4. Causes of change in populations
    5. Other characteristics of populations
    6. Natality and mortality
    7. Population dispersal
    8. The advantages of dispersal
  B. Communities
    1. The biotic community
    2. The balance of nature
    3. Patterns in the community
    4. Community boundaries
  C. Ecological Succession
    1. Changes in communities
    2. Types of changes
    3. Important characteristics of succession
    4. Effects of changes

IV. Conservation of Natural Resources
  A. Soil Conservation
    1. The importance of soil
    2. Types of land
    3. Erosion by water
    4. Erosion by wind
    5. Methods of preventing erosion of farmland
      a. Check dams
      b. Terraces
      c. Contour farming
      d. Strip farming
      e. Crop rotation
      f. Grassed waterways
      g. Modern methods of plowing
  B. Water Conservation
    1. The importance of water
    2. Water in the soil
    3. The water table
    4. The effects of a forest fire
    5. Water shortage
    6. Water pollution
  C. Conservation of Air
    1. The importance of air
    2. Pollution of air
      a. Smog
      b. Carbon monoxide
      c. Oxides and hydrocarbons
    3. The effects of sunlight on pollutants
    4. Some effects of air pollution

D. Conservation of wildlife
   1. Population change
   2. The influence of man
   3. Destruction of habitats
   4. Concern for wildlife

Methods

Questions and Commentary

What is the myth of superabundance and how does it affect conservation?

From the beginning of our history we have exploited the resources of our continent in the erroneous belief that we could never exhaust them. Certainly to the pioneer, gazing on the vast forests, the limitless and fertile prairies, the resources seemed to be inexhaustable.

Increasingly, however, we have been forced to admit that even clean air and water may become difficult to preserve.

In dozens of cities and states throughout the nation, air and water pollution laws are being considered. In some cities laws have already been enacted, but local governments are finding it difficult to enforce them.

Questions for class:

(1) What laws does your community or state have that attempt to control the pollution of air that you breathe and water for human and industrial purpose?
(2) What groups have opposed, and what ones have supported the passage of these laws?

The myth of superabundance persists in the minds of many people today, even in the minds of many political leaders. The myth is one of the chief stumbling blocks to achieving a sane attitude of living in harmony with our environment.

Do the goals of conservationists conflict with other goals sought by Americans?

For a number of years there has been a great public debate concerning the use of pesticides on farm crops and the spraying of forests by low-flying air planes.

The testimony of scientists has frequently been interpreted to favor those who oppose the use of pesticides and those who support their use.

In 1968, for the first time in history, a law was introduced in the Wisconsin state legislature to prohibit the use of DDT.

Questions for class:

(1) Can you discover authoritative reports on the effects of DDT and come to a conclusion on the harmful versus the beneficial effects of this pesticide?

(2) What would happen to our economy if such a step were taken?

Does man's image of himself as a superior creature contribute to conservation problems?

From Biblical times, man has told himself that he has been given dominion over the earth. Today he spends much energy "conquering nature." Yet, increasingly, he finds that his path of progress is leading to the destruction of the earth.

Questions for class:

(1) Does having dominion over anything include the right to destroy it?

Just so long as man believes that he has the unchallenged right to exploit the earth for his own ends will we have greater problems with the environment. The source of the disharmony between man and nature lies within a major concept of western religion.

Dr. Lynn White, Jr. writing in a recent issue of Science, stated the situation succinctly: "Christianity in absolute contrast to ancient paganism and Asia's religions ...not only established a dualism of man and nature but also insisted that it is God's will that man exploit nature for his proper ends."

Having formed this image of himself, man continues to destroy his environment, vastly implementing his efforts with machines and technology.

Questions for class:

(1) What caused the "Dust Bowl" of the 1930's in the Midwestern grain-producing states?
(2) What, if any, steps were taken to prevent a recurrence of that situation?
(3) Why is it that heavily-populated European counties have not created "dust bowls" through centuries of cultivating their land?

Can the knowledge of ethology help men solve the problems of physical and environmental destruction?

Ethology is a new science that studies the social and individual behavior of animals in their own habitat. One of the chief results of ethological investigation has been the questioning of man's conception of himself.

It has also been discovered that man is the only animal on earth that threatens his own extinction by destroying his environment. From the studies of such ethologists as Konrad Lorenz comes the unsettling knowledge that harmony is the rule among all other species and only man seems to be out of step.

Questions for class:

(1) What can man do to develop a harmonious relationship with his natural environment?

(2) What circumstances do you see in your ordinary life that would prevent you from developing such a relationship?

Committee Studies

Form the class into committees to investigate their own community. One committee can study air pollution, another water pollution, another industrial waste disposal. A fourth can examine agricultural and land use practices in areas surrounding their town. Still another can examine any reforestation efforts in adjacent country area.

Place on the wall a map of your community and the areas surrounding it. As the students investigate the area's conservation practices, have them put markets for different colors on factories, farms, rivers, streams, and lakes to indicate the degree of good or bad conservation practices in those locations.

The committees can continue their research through the summer months if they develop sufficient enthusiasm.

Reports to the class by each committee will bring this study to a conclusion. Testing after all reports have been read will give you some index to the response of your students.

Depth Studies

More able students can undertake a serious study of the history of conservation. Divide the subject into areas in which some interest has been expressed. Remember it is not necessary to cover all areas of conservation to develop lasting awareness.

Some useful references on conservation are:

(1) Conservation Yearbooks published by the U.S. Government Printing Office: Man an Endangered Species, The Third Wave, The Population Challenge, Quest for Quality.
(2) Stewart Udall's recent The Quiet Crisis, and the late Rachel Carson's controversial Silent Spring.
(3) Roderick Nash's book, Wilderness and the American Mind, Konrad Lorenz's King Solomon's Ring, and On Agression, Rober Ardrey's Territorial Imperative.
(4) Hal Borland's Our Natural World and Sally Carrighar's Wild Heritage.
(5) Periodicals: National Parks Magazine, The Sierra Club Bulletin, Defenders of Wildlife News, Natural History, and Living Wilderness.

Able students can also undertake an examination of current conservation problems and suggested solutions which would include state and federal legislation, recently passed or pending. Articles on the subject are appearing with greater frequency in magazines and newspapers.

Audio-Visual Aids

The following materials are available through the Kent County Intermediate School District Instructional Materials Center.

A. Filmstrips:
- Animal Life and Soil
- How Man Conserves the Soil
- How Long Will it Last
- How Man Has Used the Soil
- How Nature Defends Soil
- How Soil is Formed
- Minerals in the Soil
- Water and the Soil
- What is Soil
- Plant Life and the Soil

B. Movies:
- Conserving our Forests Today
- Conserving our Soil Today
- Conserving our Water Resources
- Life in a Cubic Foot of Soil
- Man's Problems
- Natures Plan
- Strand Breaks
- Strands Grow
- Around a Big Lake
- The Stream
- The Vacant Lot
- Conservation and Balance in Nature
- Fire Called Jeremiah

C. Study Prints:
- Our National Parks and Monuments
- Wildlife Conservation
- Erosion
- Soils

The Public Interview

Invite a Conservation Officer to class and have him speak to the students; then afterwards let the students ask him questions.

The Value Continuum

Two opposite views to a statement are written on either end of a line on the board. Statements such as, "A Grand Rapids plating company should be allowed to dump its waste in the Grand River and pollute the stream because they provide jobs to the community and if they had to treat their waste the product would become economically unmarketable and many people would lose their jobs." and "The Conservation Club

wants the waste products eliminated from the river and wants the plating company to bear the full cost because they want to make the Grand River a trout stream and use it for other recreational purposes. They feel it is really no concern of theirs if a company goes out of business and a lot of people lose their jobs," could be made. Both views could be discussed, and many views in between the extremes could be listed. Then have the students publically state were they stand on the issue.

The Devil's Advocate

The teacher or a student can advocate the unpopular side of an issue, e.g., unlimited cutting of trees in the forests. This lets the unconsidered alternative come in with full force and helps prevent passive drift toward unconsidered consensus.

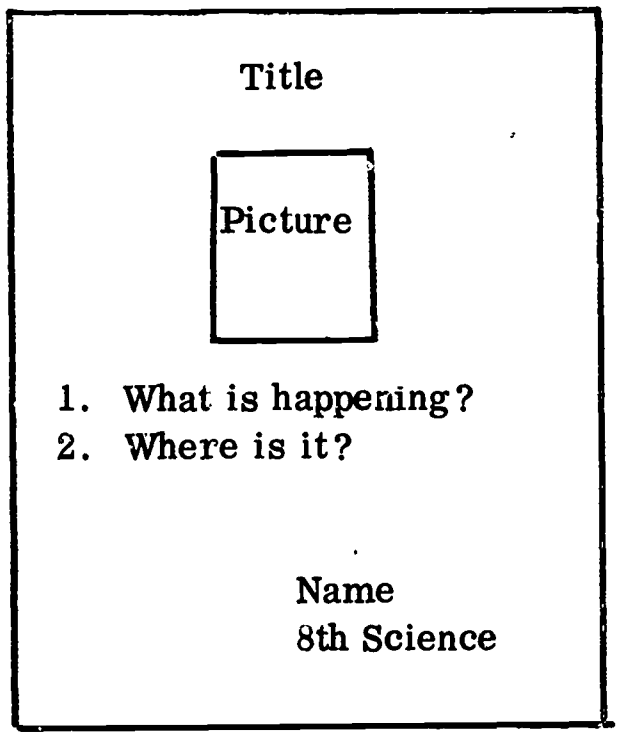
Field Assignment

This assignment concerns itself with what we are doing to our environment. These questions should be asked as the assignment is being completed. What is being done to harm the environment? What is being done to improve the environment? What does this mean to me? to others? to future generations? What can I do about it?

As background you will be asked to read the chapters in your textbook which deal with this, but the main purpose of the assignment is to get you out into the environment to see first hand what is actually happening.

This is what you are to do. Select as a minimum 6 good practices and 6 bad practices (total of 12 is minimum) and then take a picture of this situation. You may do more than 12. Then put them together in booklet form as illustrated below.

Good	Bad
Contour plowing	(2) Water pollution
Legume crop	(2) Air pollution
Strip Cropping	Gully erosion
Fertilizing	Sheet erosion
Manuring	Wind erosion
Wind break	Littering
Dam	Improper hunting
Cover crop	Improper fishing
Terracing	Forest fire
Crop rotation	Soil pollution
Reforestation	Insecticides
Wildlife refuge	Others
Others	



Time Schedule

This unit is tentatively scheduled to last at least eight weeks during the spring of the year. No specific timetable is being submitted because this will be controlled through the teacher's weekly work plan, and will allow for flexibility in teaching the unit, dependent on student interest and student initiative. The spring of the year is recommended because the material lends itself better for teaching in the spring.

Evaluation Data

There are several tests available on conservation. One is available from Mr. Raymond Whitman in the Fish and Wildlife Department at Michigan State University. Two others are available through the office of the Project on Student Values in units prepared by Mr. Holland L. Werner and Mr. L. Wallinga.

GOAL SHEET

Behavioral Factors	Initial	Sustained	Quality
1. To show concern for others than self.	____	____	____
2. To plan for maximum usage without waste.	____	____	____
3. To learn to disagree courteously.	____	____	____
4. To implement what one knows and has learned in a responsible way.	____	____	____

GRID

Objectives / Content	I	II	III	IV	Total
Soil Conservation					
Water Conservation					
Air Conservation					
Wildlife Conservation					
Total					

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DISCOVERING THE DRUG PROBLEM*

Specific Values: Responsibility to Self

Subject Area: Social Studies

Grade Level: Eighth

Time: Eight Weeks

Project on Student Values
3860 Plainfield, N. E.
Grand Rapids, Michigan

*Materials prepared by H. E. Fifolt

DISCOVERING THE DRUG PROBLEM

Abstract

I. Philosophical Statement. The need for factual information by young people and communication with them in the area of drug education must be satisfied through education not experimentation. The school is not only the best available means to transmit this message, perhaps it is the only one. The future safety and happiness of countless individuals depends on whether or not they have the facts on which to base their decision whether or not to try drugs.

II. General Objectives. The objective is to disseminate the information so that the student recognizes potential dangers, both physiological and psychological resulting from the use of drugs.

III. Specific Objectives. Each student will: report on psychiodelic drugs; investigate addiction and habituation; discuss the classifications of drugs; and report on the drugs and pills found in their own homes.

IV. Context. Eighth grade.

V. Content. The class will be presented with audio-visual materials followed by discussions and written reports of investigation in areas of interest to each student. Films, filmstrips, records, pamphlets, periodicals, and books are listed as resources available. Lectures and outside experts will be teacher directed for presentation and questions.

VI. Methods. The above materials are intended to be used as a guide. These materials can be used to stimulate discussion or to direct students into specific areas for their written reports. The question to be asked on both oral and written work will be, "What will be your decision on whether or not you will take drugs?"

VII. Time Schedule. The unit will be conducted for one period each day for eight weeks.

DISCOVERING THE DRUG PROBLEM

Philosophical Statement

The adolescent population has been acutely influenced by many serious problems today. One such problem is that of the use and misuse of drugs. Factual information has not been available to our student age population while, at the same time, communication has been denied by the traditional establishments: home, church and school. An understanding of the effects of drugs is imperative to each student before he is placed in the position of experimentation. The school is not only the best available institution to transmit the message, perhaps it is the only one to which we may turn. The future safety and happiness of countless individuals may depend upon their decision whether or not to try drugs.

Statement of General Objectives

The objective in a health education unit is to give students an understanding of basic life processes and to develop in them a healthy attitude based upon factual information. Based upon the assumption that an individual interacts with his environment and selects from the environment the factors with which he will interact, I hope that his approach at the cognitive level will induce into the student's past experiences sufficient information so that the outcome will be a re-evaluation of present needs and project not only to future needs, but also align purpose with behavior.

Statement of Specific Objectives for Value Education

The students will discuss the four classifications of drugs which are becoming abused. The problem of drug abuse is not one which is entirely confined to a college campus or to the large cities. The problem can arise anywhere, even in the small communities as long as we have people who are pushers. The problem of drug abuse is becoming a leading medical problem and one which will become more critical unless something is done to correct the situation.

All students will report on the kinds of drugs and pills found in their homes. Any attempt to understand the frequency of hallucinotic and other drugs must be made within the context of total use and abuse in this country.

The physiological and psychological effects of addiction and habituation.

The psychodelic drug is of greatest interest which is why this time will be spent on LSD and marijuana. The wide spread use of LSD and marijuana forces each student to question why so many young people are so attracted to the drug. Unfortunately, many of the regular users of the drug become increasingly with-drawn and many times undergo dramatic changes in their value systems. There is less interest in school, education, work, occupation, and health as they withdraw from the ego games of society.

Each student will prepare a paper and report to the class on psychodelic drugs to add knowledge and perception on the symptions of hallucinations.

LSD is probably the most potent drug which has ever been produced. The reason that the medical profession is greatly concerned with LSD are the serious adverse and side effects which may occur with its usage. The individual who experiences a bad trip under the act of LSD usually presents himself in the emergency room for treatment.

Statement of Context

This unit is intended for junior high students in their last year before entering the senior high school. It is assumed that this material will be presented to above average students in an upper-middle class, predominately white community. The materials offered at the end of this paper were prepared with this in mind, however, selection and revision of these materials would make them applicable to any socio-economic area.

Outline of Content

A. The four classifications of drugs which are abused
    1. Narcotics, which include heroine and morphine
    2. Central nervous system depressants
    3. Central nervous system stimulants
    4. The psychodelic drugs which include LSD and marijuana

B. The use and abuse of drugs
    1. 10 million amphetamine users
    2. 20 million barbituates users in which there are 3 thousand deaths annually
    3. 10 million known marijuana users
    4. 5 million chronic alcholics and an unknown number using tranquilizers

C. By addiction we find a state of periodic or chronic intoxication produced by the repeated consumption of a drug. The characteristics include:
    1. An overpowering desire and need to continue taking the drug and to obtain it by any means
    2. A tendency to increase the dose
    3. A psychic and generally a physical dependence on the effects of the drug.
    4. Detrimental effect upon the individual

D. Habituation means a condition resulting from the repeated consumption of a drug. Its characteristics include:
    1. A desire, but not a compulsion to continue taking the drug for the sence of improvement of well being which it produces
    2. Little or no tendency to increase the dose

3. Some degree of psychic dependence upon the effect of the drug; but absence of any physical dependence and hence an absence of withdrawal syndrome
4. Detrimental effects if any, primarily on the individual

E. The symptions of an individual who experiences a bad trip under the act of LSD
   1. Hallucinations are most common
   2. Anxiety to the point of panic
   3. Depression with suicidal thought
   4. State of confusion and wondering

F. The adverse reaction and side effects which occur with LSD
   1. Hallucinations
   2. Loss of ordinary functions
   3. Convulsions and seizures
   4. Situation of fright
   5. Show poor judgement
   6. Prolonged psychotic reactions
   7. Recurrence of the acute effects many months and possibly years later
   8. Change in the chromosome structure of the cells of the human body
   9. Permanent central system damage

G. After smoking marijuana the effects usually begin thirty minutes after its use and include:
   1. Hilarity
   2. Carelessness
   3. Euphoria
   4. Distortion of sensation and perception
   5. Impairment of judgement and memory
   6. Irritability
   7. Confusion and hallicunations
   8. Chronic users will experience illusions, dilusions, anxiety, and aggressiveness. These feelings usually last for a couple of hours and then gradually dissappear.

H. The following are the chemical effects of marijuana upon the enzyme system of the body which effect the central nervous system and other important bodily function areas. The physiological effects of marijuana:
   1. Ataxia or uncoordination
   2. Hypoglycemis or lowering of the blood sugar
   3. Hypothermia or lowering of the body temperature
   4. Increase in appetite
   5. Redness of the membranes of the throat, larynex and lungs

Outline of Methods

I propose to disseminate the information through a multi-media approach so that the students know the facts and recognize potential dangers, both physiological and psychological resulting from the misuse of drugs. Each presentation of audio-visual materials will be followed by either a discussion or written reports or both. The audio-visual materials are also designed to be a catalytic agent while the books and pamphlets are for further investigation. The books vary in content and reading level while some will apply to many topics within this unit and thus will lead to other areas of interest. I feel that it is important to have a physician available to answer questions that the teacher does not feel competent in answering.

Time Schedule

About four to five days should be allotted to each section of content. Allowing another week for reports by individual students and resourse people, a total of eight weeks should be spent on the unit.

GRID

Objectives / Content	Understanding	Awareness of Frequency	Purpose	Perception	Totals
Classification	13%		2%		15%
Use and Abuse	4%	8%	7%	10%	29%
Addiction & Habituation	5%	4%	6%	2%	17%
Physiological & Psychological Effects	15%	7%		17%	39%
Totals	37%	19%	15%	29%	100%

DIRECTIONS: On the following pages are 30 questions which are designed to see how much you know about the area of drugs and drug addiction. Consider each statement carefully. Place the letter (T) in the blank if you think the statement is TRUE. Place the letter (F) in the blank if you think the statement or any part of the statement if FALSE.

T 1. Barbiturates and tranquilizers are addicting drugs.

F 2. Hashish is a more potent preparation than heroin.

F 3. Addiction is psychological or physiological dependence on the effect of a drug.

T 4. Marijuana and LSD are classified as psychodelic drugs.

T 5. A hallucinogenic drug is a mind changing drug.

F 6. Marijuana differs significantly from other opiate drugs in that its use does produce addiction of the morphine type.

F 7. The use of Marijuana does not result in psychological dependence.

T 8. Habituation can lead to depression, suicidal tendencies, and even suicidal attempts.

T 9. Marijuana is the most widely abused drug in the world.

F 10. At the present time, marijuana has some limited value in use under controlled medical supervision.

T 11. Marijuana in strong forms is associated with criminality.

T 12. High incidence of permanent insanity has been reported in areas where the refinement of the marijuana compound is readily available.

F 13. There is no clear pattern of graduation from marijuana to stronger additive opiates.

F 14. Marijuana is a narcotic.

F 15. LSD is obtained from the fungus Ergot which grows on rye. The fungus Ergot produces no other medically useful compound.

T 16. At the present time, LSD has some limited value in use under controlled medical supervision.

T 17. LSD is one of the most potent drugs that is available today.

F 18. A quantity of LSD about the size of a pack of cigarettes would provide approximately one thousand active doses.

F 19. Under the influence of LSD there is loss of consciousness.

T 20. A large dose of LSD can result in seizures of epiletic attack.

T 21. The medical profession feels that LSD does have destructive changes within the central nervous system which in chronic use will lead to permanent and irreversable brain damage.

F 22. Under LSD, people do experience anger or agression.

T 23. The Federal Bureau of Narcotics report 60,000 knowr addicts of opim-derived drugs.

T 24. Some babies of mothers who used LSD do have excessive number of broken chromosomes in their body.

T 25. The most commonly noted physical change produced by marijuana is a decreased heart rate and reddening of the eyes.

F 26. A smoker does build a tolerance to marijuana.

T 27. Diet pills found in the home are classified as amphetamines.

T 28. An addict requires 72 hours to physically "kick" the habit.

T 29. One of the amphetamines, methedrine, is often called "speed".

F 30. Once addicted, the average life span of an addict is fifteen years.

Health Education-Drugs

The Problem in General

Burns, Harold. Drugs, Medicine and Man. New York: Scribner, 1962. B
A clear explanation for the layman of the currect use of drugs.

Buse, Renee. The Deadly Silence. New York: Doubleday, 1955. B
Book describes the undercover operations which culminated in the conviction of a mafia-oriented narcotics syndicate.

Dangerous Drugs. Narcotic Educational Foundation of America, 1958, 16mm., color, sound, 23 minutes. F
Discusses the abuse of drugs, and points to the illicit users such as the stimulated truck driver, the well meaning doctor's patient, the partying youth and others.

H-The Story of a Teen-Age Drug Addict. Young America, 1951, 16mm., black and white, sound, 22 minutes. F

Story of how a young high school boy first encounters narcotics from a fellow student, how he is led into their use, becomes an addict and finally, begins the cure for his addiction.

Hess, Albert B. Chasing the Dragon: A Report on Drug Addiction in Hong Kong. New York: Free Press, 1966. B

Describes the geography of Hong Kong and the political and social factors of relevance for the drug problem.

_____. International Control of Narcotic Drugs. New York: United Nations-Sales Section, 1965. P

Investigation of Narcotic Offenses. U.S. Dept. of the Army, Washington: 1958, 16mm., black and white, sound, 40 minutes. F

Discusses the symptons of drug addiction, techniques and procedures related to the discovery, apprehension, and search of offenders.

Kreig, Margaret. Black Market Medicine. Englewood Cliffs: Prentice Hall, 1967. B

An expose of the extent, methods, and effects of prescription drug racketeering.

Kron, Yves J. Mainline to Nowhere: the Making of a Heroin Addict. New York: Pantheon Books, 1966. B

The book deals with the separate stages in the life of an urban male narcotic addict.

Larner, Jeremy. The Addict in the Street. New York: Grover Press, Inc., 1965. B

This book consists of tape recorded interviews with young New York City addicts, collected between 1957-1964. Skillfully edited.

Larner, Jeremy. The Answer. New York: Macmillan, 1968. B

A novel about the drug-oriented hippy subculture.

Lindesmith, Alfred R. The Addict and the Law. Bloomington: Indiana University Press, 1965. B

Book of possible drug reform. The addict is ill; give him the drugs through his doctor and thereby end illicit drug trade.

Menninger, William C. Blueprint for Teenage Living. New York: Sterling, 1958. B

Facts about narcotics by V. H. Vogel.

Mintz, Morton. The Therapeutic Nightmare. Boston: Houghton Mifflin Co, 1966. B

A report on the roles of the U.S. Food and Drug Administration and others in connection with the irrational and mass use of prescription drugs that may be worthless, injurious or even lethal.

Murtagh, John M. Who Lives in Shadow. New York: McGraw-Hill, 1959. B
A survey of the narcotics problem in the U.S. with suggestions for solutions.

_____. Narcotics and Drug Abuse. Washington: Post Office Dept, 1967. P
Task force report on narcotics and drug abuse, by the President's commission on law enforcement and the administration of Justice.

Narcotic: The Decision. Narcotic Educational Foundation of America, Western Michigan University, Kalamazoo: 16mm., color, sound, 30 minutes. F
This film uses animation part time. The film points out the potential stepping stones in the process of addiction, barbituates, marijuana, heroin.

The Narcotics Trade. Oceania Productions, Claremont, Calif.: 1964, 16mm., black and white, sound, 27 minutes. F
A factual account of the narcotics trade. Follows the smuggling of the drug from various places of origin to its illegal entry into the U.S.

Neal, Harry Edward. Six Against Crime: Treasury Agents in Action. New York: Messner, 1959. B
Neal's first hand accounts of agents investigating such crimes as counterfeiting, numbers racketeering, tax evasion, smuggling, bootlegging, and narcotics traffic offer exciting introduction to a little-examined function of government.

Partridge, Eric. A Dictionary of the Underworld, British and American, being the vocabularies of crooks, criminals, racketeers, beggers and tramps, convicts, the commercial underworld, the drug traffic, the white slave traffic, spius. New York: Macmillan, 1950. B
As the author points out, the conversation of underworld slang leaves much of it still current.

Schur, Edwin M. Crime Without Victims. Englewood Cliffs: Prentice Hall, 1965. B
Book discusses deviant behavior and public policy: abortion, homosexuality and drug addiction. Discusses interrelation and whether they should be considered crimes.

Siragusa, Charles. The Trail of the Poppy: Behind the Mask of the Mafia. Englewood Cliffs: Prentice Hall, 1966. B
Experiences he had as he literally took his life in his hands in trapping the ruthless narcotics smugglers.

Talalay, Paul. Drugs in Our Society. Baltimore: John Hopkins Press, 1965. B
This book was based on a conference sponsored by the John Hopkins University. The reason for the conference was to explore the major problems in making safe and effective drugs available in our society.

Tea, Horse and Crime. NET Film Service, Indiana University, Bloomington: 1957, 16mm., black and white, sound. F

Discusses the basic narcotic drugs and their relationship to crime. Includes a filmed sequence of an addict undergoing withdrawl and receiving a shot that assuages him.

_____. The Glue Sniffing Problem. New York: American Social Health Assoc., undated. P

Discusses the problem of glue sniffing, its dangerous effect, and its relation to drug dependence.

_____. The Pfizer Photo Library. New York: 15,000 items, black and white color transparencies, slides. Pt

Pharmaceutical industry, medicine, science, photo-micrographs of molds, drug crystals, bacteria, viruses.

The Problem-Physiological and Psychological

Alcohol, Narcotics and Tobacco Series. Eye Gate House, Inc., 1966. FS

1. Narcotics-Background Information. Captions, 43 frames, color.
2. Narcotics and Health. Captions, 42 frames, color.
3. Narcotics and You. Part 1. 41 frames, color.
4. Narcotics and You. Part 2. 48 frames, color.

Explains the nature of alcohol, and narcotics. Discusses their effects on the human body. Describes the nature of addiction and it's effects on the individual and society.

Drug Addict. American Osteopathic Assoc., Chicago: 1956, 16mm., black and white, sound, 14 minutes. F

Points out that drug addiction is fundamentally a symption of personality: explains how it begins and suggest action that could be taken to stamp out drug addiction.

Drug Addiction. EBF. New York: 1952, 16 mm., black and white, sound, 22 min. F

The story of a youthful addict emphasizes the hazards of the use of narcotic drugs, the derivation of various drugs, the causes and physiological effects of drug addiction and the treatment for those who are addicted.

Drugs and the Nervous System. Churchill Films, Western Michigan University, Kalamazoo: 16mm., color, sound. F

Demonstrates the effects of drugs on body organs and the serious disruption of the nervous system caused by airplane glue, stimulants, depressants and halluninogens.

Drug Misuse and Your Health. Critical Areas of Health-Series. Society for Visual Education, 1965, 53 frames. Two disk recordings: 33 1/3 rpm. FS

Provides historical resumes and comprehensive studies of the physical effects and social consequences of acute problem areas.

Hide and Seek. Communications, Columbia University, New York: 1966, 16mm., color, sound, 14 minutes. F

A dramatization which portrays the anguished and despair of a teenager who has been caught by the drug habit.

How Free Are You. General Board of Temperance, Methodist Church, Washington: 75 frames, color, 1959. Disk recording: 33 1/3 rmp, 8 min. FS

Shows crutches people make for themselves through drinking, gambling, using narcotics and reading obscene literature. Designed as a discussion starter.

Narcotics: Pit of Despair. Film Distributors International, 1967, 16mm., color sound, 28 minutes. F

Describes how an average boy begins to use barbituates to help him through his studies and how he gradually becomes addicted to marijuana and heroin.

Narcotics-The Inside Story. Charles Cahill and Assoc., Inc. Western Michigan University, Kalamazoo. 16 mm., color, sound, 12 minutes. F

The inside story is that your body may be dangerously effected if you take medicines you don't need.

Monkey On the Back. McGraw-Hill, New York: 1955, 16mm., black and white, sound 30 minutes. F

A documentary drama, based on the real life experiences of a drug addict. Portrays the terrible consequences of the misuse of narcotics and presents the general problem of addiction and particularly, of the addict as an individual.

Morphine Physical Dependence in the Monkey. University of Mich., Audio-Visual Education Center, Ann Arbor: 1963, color, sound, 30 minutes. F

A panel discussion by experts in the field of narcotic research. Discusses drug addiction in laboratory monkeys and explains how the findings that research provides can be made applicable to man.

Samuels, Gertrude. The People vs Baley. New York: Doubleday and Co, 1968. B

Depects the tragedy of how drug addiction controls and degenerates the individual.

Searchlights on Delinquency: Addiction Among Teenagers. NET Film Service, Indiana University, Bloomington: 16 mm., black and white, sound, 10 min. F

Discusses the conditions and effects of drug addiction among young people. Explains how an individual may be enticed to use narcotics.

Seduction of the Innocent. Sid Davis Productions, Hollywood: 1961, 16mm., black and white, sound, 10 minutes. F

Tells the story of two young people who became victims of narcotics. Shows that from the first step of "dropping pills" to the final conclusion of full scale heroin addiction there is no such thing as "a little narcotics".

The Addicted. Columbia Broadcasting Co., Western Michigan University, Kalamazoo: 16mm., black and white, sound, 56 minutes. F

Filmed in locales in which real-life addicts were followed on their rounds. Hidden cameras were used. Victims of drug addiction tell their own story without hiding behind masks, and authorities speak frankly.

The Losers. Western Michigan University University, Kalamazoo: 16mm., black and white, sound, 31 minutes. F

The dangers of teenage drug addiction is examined in this expose of experimentation and use of chemicals and drugs by young people from ages 12-20 years. Clearly shown are the harmful effects of the practices as glue sniffing, use of pep pills, goof balls, heroin and marijuana. This habitual user is eventually a loser.

Vogel, Victor. Facts About Narcotics. Guidance Service Booklets, Science Research Associates, Chicago: 1951. P

The kinds of people who take drugs, their reasons, and the mental and physical effects of drugs.

Warner, Douglas. Death of a Dreamer. New York: Walker and Company, 1965. B

Story deals with the drug traffic in England and portrays the degradation, both physical and moral which flows from drug addiction.

The Problem-Rehabilitation

Fiddle, Seymour. Portraits From a Shooting Gallery: Life Styles from the Drug Addict World. New York: Harper and Row, 1967. B

The bulk of the book consists of eight brief cases summaries and taped interviews with three addicts of different types.

Hooked. Churchill Films, Western Michigan University, Kalamazoo: 16mm., black and white, sound, 20 minutes. F

A group of young former addicts describe their experiences with drug addiction.

Jeffee, Saul. Narcotics an American Plan. New York: Erickson, 1966. B

A program for the control of narcotic addiction. In the program are community houses where addicts can be treated and rehabilitation can be carried out.

Narcotic Addiction: Its Medical Management. Oceania Productions, Claremont, Calif.: 1963, 16mm., black and white, sound, 60 minutes. Pr

A panal discussion of the medical management of narcotic addiction, using charts and allied visual aids to support the discussion.

_____. "Narcotics and Medical Practices". American Medical Assoc. Journal. Chicago: Oct. 16, 1967. Pr

Medical use of morphine and morphine-like drugs and management of persons dependent upon them.

_____. New Hope for Drug Addiction. New York: Cowles Magazine, Inc., 1965. P

Discusses what medical research offers as a possible cure.

_____. Rehabilitating the Narcotic Addict. Vocational Rehabilitation Administration; Health, Education, and Welfare Dept., Washington: 1967. P

Report of the institute on new developments in rehabilitation of the narcotic addict. Changes an addict must undergo through out rehabilitation.

Searchlights on Delinquency: Narcotics Traffic. NET Film Service, Indiana University, Bloomington: 16mm., black and white, sound, 29 minutes. F

Outlines some of the factors contributing to the narcotics traffic. Shows how drugs are distributed and used. Includes interviews with an addict.

_____. Traffic in Opium and Other Dangerous Drugs for the year ending December 31, 1965. Superintendent of Documents, Washington: 1966. P

Includes information on the incidence and treatment of drug addicts in the United States.

U.S. Bureau of Narcotics. Prevention and Control of Narcotics Addiction. Superintendent of Documents, U.S. Government Printing Office, Washington: 1967. B

Treatment facilities: legislation and policing.

Wedeman, John E. A Glance Away. New York: Harcourt and Brace, 1967. B

This book covers a single tortured day in the life of a young Negro drug addict. The day; he returns home after a year in an institution kicking the habit.

Winich, Charles. The Narcotics Addiction Problem. American Social Health Assoc., New York: undated.

Yablonsky, Lewis. The Tunnel Back: Synanon. New York: Macmillan, 1965. B

Synanon is a new social movement, an approach to life that helped more than 500 people overcome a severe past of crime and drug addiction. This book discusses many case studies and shows the rehabilitation.

The Problem-Marijuana

Assassin of Youth. New York Films Foundation. Peoria, Ill.: 1967, 16mm., black and white, sound, 33 minutes. F

Tells how marijuana is harvested and peddled in cigarette form among youth. Shows experiments on white mice and describes the effects upon the human brain. Depicts actual episodes resulting from the use of the "reefers".

Berton, Lee. "Marijuana at Issue." Wall Street Journal, New York: Nov. 20, '67. Pr
Harsh laws challenged in courts, criticized within the government.

Gimlin, Joan S. "Legislation of Marijuana." Editorial Research Reports. Pr
August 8, 1967.
Marijuana's impact on American youth. Use and controls of hazardous drugs. Controversy over dangers of marijuana.

Goldstein, Richard. 1 in 7: Drugs on Campus. New York: Walker and Co., 1966. B
Approaches the question of drug experimentation from two angles: by theme and by campus, limited almost entirely to marijuana.

Rector, M.G. "Drinking and Pot Parties." PTA Magazine, March 1967. Pr
Study-discussion program.

Rice, Thurman B. Effects of Alcholic Drinks, Tobacco, Sedatives, Narcotics. B
New York: Harper and Row, 1961.
Concerning the self-administration of potent drugs: The manace of narcotics; Marijuana; Morphine and its derivatives; Cocaine and its relatives; The barbituates; Afterthought, a summary. Classroom experiments and demonstration.

Surface, William. The Poisoned Ivy. New York: Coward-McCann, 1968. B
Based on interviews with student users, college administraters and medical authorities. An account of the circulation and use of marijuana and LSD at the Ivy League Schools.

Terrible Truth. Sid Davis Productions, Los Angeles: 1951, 16mm., black and white, sound, 10 minutes. F
Documents the story of one teen-age girl, typical of youthful addicts. Starting with an occasional marijuana cigarette, she is induced to experiment with a "fix" of heroin and ends with a criminal record.

The Problem-LSD-Lysergic Acid Diethylamide

Cohen, Sidney. The Beyond Within the LSD Story. New York: Athenem Publishers, 1965. B
The focus of this book is on LSD and other Hallucinogens and the basic issues around these drugs.

Colorade Legislative Council. "Dangerous Drugs and Drug Abuse Control." Research Publication #127. Denver: 1967. P
Concerned with narcotic drugs, depressants, stimulants and hallucinogens.

DeBold, Richard. LSD Man and Society. Middletown, Conn.: Wesleyan Univ. Press, 1968. B
Describes the pharmacology, the social and legal asspects, and the therapeutic use of LSD.

LSD: Insight or Insanity? Baily Films, Western Michigan University, Kalamazoo: F
16mm., color, sound, 18 minutes.
LSD-Lysergic acid liethylamide--is a relatively new drug. The risks involved in taking LSD are very real--everything may be great or everything may be over.

Soloman, David, Ed. LSD: The Consciousness Expanding Drug. New York: B
Putman, 1965.
The book consists of a collection of articles about LSD, most of them published separately in recent years.

Wolfe, Tom. The Electric Kool-Aid Acid Test. New York: Farrar, Strause, and B
Girous, Inc., 1968.
A several years pursuit of the LSD experience and development of psychedelia. Insightful book about the psychedelic life.

The Problem-For Teachers

Ackerly, W. C. "Lighter Fluid Sniffing." American Journal of Psychiatry. Pr
Vol., Hanover: May 1964.
For these children, such an easily obtainable item as lighter fluid will provide a dream world of euphoria where mature ego ideas are forfeited and replaced by expectations that the earliest narcissistic gratifications will be forthcoming.

Amarel, M. "Some Effects of LSD-25 on Verbal Communication." Journal of Pr
Abnormal Psychology. Vol. 70, Washington: December 1965.
The communicative value of speech was found to decrease under LSD as did the number of words spoken. It is interesting that the therapeutic effect of the drug has been attributed to facilitated communication and increased empathy.

_____. Drug Abuse: Escape to Nowhere. American Association for Health, B
Physical Education, and Recreation, NEA, Philadelphia: 1967.
A guide for educators describing the various drugs subject to abuse; suggests educational approaches. Information on history, modern therapy, problems of abuser identification.

Goben, R. D. "How to Handle a Dope Scandal." School Management, Greenwich, Pr
Conn.: School Management Magazine, Inc., June 1966.
Candor clears the air.

Milman, Doris H. State Un. New York, Downstate Madical Center, Brooklyn Pr
"An Untoward Reaction to Accidental Ingestion of LSD in a 5 year old girl." American Medical Association Journal. Chicago: 1967.
A 5 year old girl with an apparent normal permorbid personality and adjustment became acutely psychotic following an accidental ingestion of 100 micrograms of LSD with agitation, panic, depression, and flattening of affect, disorientation, feelings of depersonalization. She also displayed evidence of organic brain disfunction: impaired visual-motor and visual-perception functions.

Prince, Alfred M. "LSD and Chromosomes." Psychedelic Review. No. 9, New York: 1967. Pr

Results of a study by MM Cohen suggest that LSD induces an increased frequency of chromosome breakage.

Rosenthal, S.H. "Persistent Hallucinosis Following Repeated Administration of Hallucinogenic Drugs." American Journal of Psychiatry. Vol. 121, Hanover: Sept. 1964. Pr

This paper describes a type of prolonged adverse reaction seen after prolonged use of hallucinogenic drugs.

Subject: Narcotics. Narcotic Educational Foundation of America, Western Michigan Un., Kalamazoo: 1952, 16mm., color, sound, 21 minutes. F

Shows what narcotics are; method in which they are administered; how they enter the country and the processing they undergo; the narcotics addict and his effect upon society, the physical and psychological rehabilitation of an addict. Intended for teachers and police. NOT FOR YOUTH OR GENERAL PUBLIC.

Zegans, Leonard S. and Others. "The Effects of LSD-25 on Creativity and Tolerance to Regression." Archives of General Psychiatry. 1967. Pr

Most comparisons against control groups failed to reach statistical significance. It is concluded that the administration fo LSD to a relatively unselected group for the purpose of enhancing their creativity is not likely to be successful.

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AN ATTEMPT TO IMPROVE THE VALUE OF HUMAN WORTH AND DIGNITY THROUGH THE LANGUAGE ARTS*

Specific Values: Human worth and dignity

Subject Area: English Literature

Grade Level: Seventh

Time: Nine Weeks

Project on Student Values
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*Materials prepared by Gladys Folkema

AN ATTEMPT TO IMPROVE THE VALUE OF HUMAN WORTH AND DIGNITY THROUGH THE LANGUAGE ARTS

Abstract

I. Philosophical Statement. The philosophy of this unit is based upon the importance that a Language Arts Curriculum has in promoting the valuing of human worth and dignity.

II. General Objectives. The general objectives of this short story unit were to improve the students' communication skills through the use of selected short stories.

III. Specific Objectives.

Related to Values. To enable students to become aware of individual behavior and respect for others.

A. Affection
B. Respect
C. Power
D. Aptitude

Related to Communication Skills.

A. General values related to reading.
   1. Gaining of facts and knowledge
   2. Appreciate reading for entertainment
   3. Recognition of various purposes of reading
B. Strengthening of writing skills.
C. Listening to ideas of others.
D. Oral expression.

IV. Statement of Context. This unit is planned for the seventh grade.

V. Content. The unit was developed through the use of selected short stories from various sources.

VI. Methods. The activity exercises will include normal classroom procedures of written and oral assignments, lectures, group discussions, and value strategies employed by Sidney Simon.

VII. Time Schedule. The unit will be taught daily in fifty minute periods for nine weeks.

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AN ATTEMPT TO IMPROVE THE VALUE OF HUMAN WORTH AND DIGNITY THROUGH THE LANGUAGE ARTS

Philosophical Statement

The concept of individual worth and dignity is essential to the theory of democracy. Students need to be exposed to value materials involving the problem of decision making. The Language Arts Curriculum is a valuable tool in aiding youngsters to make value judgements of others while at the same time comparing them to himself.

Statement of General Objectives

1. To further develop and improve communication skills.
2. To achieve some degree of tolerance and respect for other people.

Statement of Specific Objectives for Value Education

1. To aid students to respect individual differences in other people.
2. To build a good self concept through communication with others.

Specific Objectives Related to Values:

Affection -- Objective #1

a. The youngster shows respect for himself by acknowledging his mistakes.
b. He offers to help others willingly.
c. He shows an awareness of the problems of others.
d. He speaks with warmth regarding the members of his family.
e. He shows a loyalty to his family group.
f. He shares his possessions with others though it may inconvenience him.
g. He praises others when they have successfully completed a task.
h. He helps younger children with kindness.

Respect -- Objective #2

a. The student is able to listen to others without interrupting.
b. He makes his requests courteously.
c. He states differences in opinions and ideas tactfully.
d. He uses the belongings of others carefully.
e. He accepts questioning of facts he definitely feels are correct without reacting emotionally.

Power -- Objective #3

a. The youngster uses critical thinking and good judgement in settling differences.
b. He expresses his own opinions even though they may differ

fr[illegible] the majority.
c. He assumes classroom responsibility and leadership roles without being overbearing.
d. He can accept constructive criticism from his peers.
e. He shows self control by disagreeing without being disagreeable.
f. He commands and keeps the attention of his peers.

Rectitude -- Objective #4

a. The student develops a desire to improve unpleasant relationships that might exist in the classroom due to minority groups.
b. He accepts the fact that adjustments of behavior and attitude are necessary in order to achieve acceptance by others.
c. He willingly volunteers to share the work load.
d. He develops a sense of compassion for those who are less fortunate.
e. He feels responsible for helping others when there is a need.
f. He takes pride in his work.

Statement of Content

The unit of work will be presented to children at the seventh grade level. The class numbers about thirty students with the group being just about equally divided into boys and girls. Classes usually have a wide range of ability. The children are from middle-class homes. The parental occupations vary from white and blue collar to a few families at the extremes of the economic level----low to professional.

Outline of Content

Specific stories were selected from the following text books:

1. Adventures for Readers, book 1, Harcourt, Brace and World, Inc.
2. Good Times Through Literature, Scott, Foresman and Company
3. New Horizons Through Reading and Literature, book 1, Laidlaw Brothers
4. New Horizons Through Reading and Literature, book 2, Laidlaw Brothers
5. Projection in Literature, Scott Foresman and Company
6. Vanguard, Scott, Foresman and Company

The Methods

The methods were normal classroom procedures of lectures, discussions, group experiences, reading, written assignments and evaluations. Also used were various value analysis techniques as explained in Values and Teaching, by Louis Raths, Merrill Harmin, and Sidney Simon.

Time Schedule

The unit will be taught daily in fifty minute periods for nine weeks.

Activity # 1

1. Introduce the various texts as sources of short stories dealing with conflicting everyday situations involving solutions regarding values.

2. Discuss the word "value" and the specific values of affection, respect, power, and rectitude. Have the youngsters give examples of people that are or are not characterized by these values.

Activity # 2

Objective: General objectives and specific value objectives 1, 2.

Content: "The Torn Invitation", New Horizons, book 2, p. 12.

Methods: Discussion of story for understanding. Students concerned with text questions 1, 2. Value discussion centered on questions, "In what situations have you been ashamed of your parents? Why?" and "In Harry's mother's position, what would you have done?" Continue on with the value strategy of the Devil's Advocate, giving persuasive argument against respect for elders. It will force the youngsters to examine what they prize and affirm their choice in front of the class.

Activity # 3

Objective: General objectives and specific value objective 3.

Content: "Most Valuable Player", New Horizons, book 2, p.84.

Methods: Discussion of story for understanding. Students concerned with text questions 1, 3. Value discussion centered on question, "How do you think you would have felt if Pete had made the successful throw to Jones instead of Billy Foxx?" and "Do you admire Pete for his decision? Why?"

Activity # 4

Objective: General objectives and specific value objective 4.

Content: "The Wise and the Weak", Vanguard, p. 218.

Methods: Discussion of story for understanding. Students concerned with text questions 1-4. Value discussion centered on question "Why do you think Philip Aponte wrote this particular story?" and "How would you have acted in Phil's situation?"

Activity # 5

Objective: General objectives and specific value objectives 2, 3, 4.

Content: "Out of Control", Vanguard, p. 50.

Methods: Discussion of story for understanding. Students concerned with text questions 1-5. In the written assignment centered around values the students have a choice to either write a letter to the editor, Walter Davidson, protesting his condemnation of the city's trailer parks and perhaps offering an alternative explanation of the city's mounting juvenile delinquency, or reply to his article on old-fashioned discipline.

Activity # 6

Objective: General objective and specific value objectives 2, 3, 4.

Content: "Trouble at Rocky Beach", Vanguard, p. 14.

Methods: Discussion of the story for understanding. Students concerned with text questions 1, 2, 4. Value discussion centered on statement: "The differences in the characters' ideas form the basis of the conflict of man against man." As a written assignment, divide students into two teams. Have them present skits, one showing Grabow's removal from the force and the other showing the town's acceptance of him. Have the class vote for the more appropriate ending.

Activity # 7

Objective: General objective and specific value objectives 1, 2, 3, 4.

Content: Previous three short stories from activities 4, 5, 6, personal experiences, and opinions of policeman, judges, leaders of youth recreational groups, and ministers gained through the reading of magazines, newspapers and books and talking to others.

Methods: Panel discussion based on their own solutions to the problems presented in the three similar stories.

Activity # 8

Objective: General objectives and specific value objectives 1, 3, 4.

Content: "Bill", Vanguard, p.214.

Methods: Discussion of story for understanding. Students concerned with text questions 2b, 3b. Value discussion centered on following question: "Explain how you would have handled this problem if you had been in Bill's place. As a written assignment have the students watch the newspapers for ads such as the following, which might inspire short stories:

WEDDING VEIL, Venetian lace, never worn, $15. TR3-0571.

CARLOS AND MARIA "COME HOME"
WE ARE NOT ANGRY PARENTS

NJT: Sorry I had to leave without word. Will write soon.
Send $50 to Box 428. MLB

Activity # 9

Objective: General objectives and specific value objectives 1, 3, 4.

Content: "Who Needs Amy Hoffer?", Vanguard, p. 202.

Methods: After reading the first paragraph orally, ask the students to speculate the type of a person the narrator is and who do they think needs Amy. After the students have read the story review their guesses and discuss the story for understanding. Students concerned with text questions, 1, 2, 3, 5. Value discussion centered on the questions "Have you ever had the experience of changing your mind about someone? What seems to cause such a change?" For a written assignment ask the students to give definitions from context for the following words and then substitute a synonym for each word. Words: recuperate, reluctant, brawny, attitude, temperament, agenda, moody, inducted, and maladjusted.

Activity # 9

Objective: General objectives and specific value objectives 1, 2, 3, 4.

Content: "Look Out for John Tucker!", Vanguard, p. 235.

Methods: Discussion of the story for understanding. Begin discussion with text question 5; then discuss 2, 3. Conclude the discussion with value questions by asking: "Should this have happened to Tuck in the first place? Is the wealthy man at fault? Were public welfare facilities inadequate? Was Tuck a weak person? How often do you consider the consequences of what you do before acting?"

Activity # 10

Objective: General objectives and specific value objectives 1, 3, 4.

Content: "How Obie Won His Medal", Vanguard, p. 114.

Methods: Discussion of the story for understanding. Ask "Do you think Lieutenant Obenauf deserved the honor he received?" Center the value discussion upon man's obligation to his fellow man.

Activity # 11

Objective: General objectives and specific value objectives 1, 2, 3, 4.

Content: "Run, Boy, Run!" Adventures for Readers, p. 52.

Methods: Discussion of story for understanding. Students concerned with text questions 1-4. Center the value discussion upon the following questions: "If you were Glenn Cunningham's parents, would you have permitted the specialists to amputate Glenn's legs? What risks are involved with either a yes or a no answer? What do you do when you have had a disappointment? How do your actions compare with Glenn's?"

Activity # 12

Objective: General objectives and specific value objectives 2, 3, 4.

Content: "Kid at the Stick", Adventures for Readers, p. 72.

Methods: Discussion of the story for understanding. Class discussion based on text questions 1-5. Bring out the students' values in the following discussion: "According to many people, Herb Stillman had made a tragic mistake. He was again in the same position. What would you do under the same circumstances?"

Activity # 13

Objective: General objectives and specific value objectives 1, 2, 3.

Content: "Home on the Range", Adventures for Readers, p. 96.

Methods: Discussion of the story for understanding based on the text questions 1-5. Center the value discussion around these ideas: "Name the special qualities of the two brothers. Explain how the two boys are alike in their attitudes and behavior toward each other and toward their parents." As a writing experience, write a story relating an incident that happened in your family that everyone remembers. Try to write about the incident in a humorous way, making the awful details seem funny.

Activity # 14

Objective: General objectives and specific value objectives 2, 4.

Content: "The Uppers and Doers", Adventures for Readers, p. 152.

Methods: Class discussion based on the text questions 1-4 for clarifying understanding of the story. In clarifying values ask "Why did Henry feel miserable although he kept his word longer than the

others? Is it important to you to participate in school activities? Why" Many youngsters feel that they, like the three boys in the story, are continually being forced into activities selected by adults. Ask the youngsters to keep a time diary of their daily activities. Tell them you will not ask to see the diary but after a short interval of time, probably a week, you will ask them to analyze their diary.

Activity # 15

Objective: General objectives and specific value objective 3.

Content: "Yesterday's Wishing Well", Adventures for Readers, p. 176.

Methods: Discussion of story for understanding. Value portion centered around a discussion of believing in yourself.

Activity # 16

Objective: General objectives and specific value objectives 2, 3.

Content: "The New Piano", Adventures for Readers, p. 180.

Methods: Class discussion for understanding of the story based on text questions 1-5. Write an account of a mistake you have made including what you learned from the mistake and how you would avoid it in the future. (Use this for value clarification.)

Activity # 17

Objective: General objectives and specific value objectives 3, 4.

Content: "I Meet the Sheriff", Adventures for Readers, p. 198.

Methods: Class discussion for the understanding of the story based on text questions 1-4. On the board, have the youngsters compile a list of the qualities of character that make up Ralph's father. Have the value discussion centered on what kind of a person is Ralph's father and whether or not he was a good parent in dealing with Ralph.

Activity # 18

Objective: General objectives and specific value objective 4.

Content: "The New Kid", Projection in Literature, p. 216.

Methods: Class discussion for understanding using text questions 1-5. For the value portion, ask the youngsters to vote on who they think

solved their problem the best from the last three stories read... Marjorie, Ralph, or Marty, activities 16, 17, and 18 respectively. Then ask the youngsters to consider the following statement: "Children place so much emphasis on physical ability that they often overlook other good qualities in people." Have them write a paragraph presenting arguments that either support or oppose the statement.

Activity # 19

Objective: General objectives and specific value objectives 1, 2, 3, 4.

Content: "The Strangers that Came to Town", Projection in Literature, p. 248.

Methods: After class discussion based on the text questions 1-9, center the value portion of the discussion on what standards do members of the community judge people and what standards do youngsters of the school judge a newcomer; a teacher; and vice versa. Have the youngsters do the word study skills in the text p. 257. Today it is a week since the youngsters started their time diary. (Activity # 14). Ask them to evaluate their completed diary with answers to questions like:

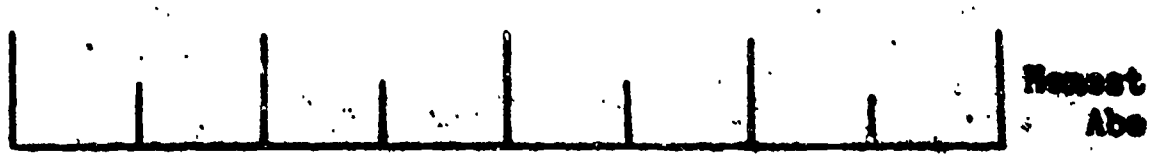
1. How do you feel about how you spent your time?
2. What part of your time represents doing things that really seem worthwhile?
3. What part of your time was spent doing things that you do not value highly?
4. When you are older, do you think you will be proud of the way you used this week?

Activity # 20

Objective: General objectives and specific value objectives 1, 2, 3, 4.

Content: "Joey's Ball", Good Times Through Literature, p. 95.

Methods: Read the story orally in class. Stop the reading on p. 100 after Joey has told what he has done and he is now going to get his punishment from his father. At this point, ask the youngsters "What do you think the father will do to Joey?" After various conjectures, finish reading the story. Continue on with value discussion of "How would you react if you were one of the customers?" and "What do you think of the purchase of the bat?" Do a Simon's Value Continuum. Ask the children to rate themselves along the line as to whether they are like Cheating Charlie who always cheats in every situation or like Honest Abe who never takes or keeps anything that is not his.



Activity # 21

Objective: General objectives and specific value objectives 1, 2, 3, 4.

Content: "The Pastel Twin", Good Times Through Literature, p. 76.

Methods: After reading the story, lead the discussion on the importance of being yourself to be happy.

Activity # 22

Objective: General objectives and specific value objectives 2, 3.

Content: "The Date Catcher", Good Times Through Literature, p. 85.

Methods: Class discussion for understanding based on text questions 1-5. Value portion centered on how Ellen's problem (Activity # 21) are similar to Genevieve's. Have the class compare the solutions.

Activity # 23

Objective: General objectives and specific value objectives 1, 2, 3, 4.

Content: "Victory In My Hands", Good Times Through Literature, p. 120.

Methods: Use of text questions 1-6 for class discussion. In the value discussion bring out the difference between crippled and handicapped. Ask: "How can a person cripple and/or handicap himself without a physical disability?"

Activity # 24

Objective: General objectives and specific value objectives 1, 2, 4.

Content: "Split Cherry Tree", Good Times Through Literature, p. 158.

Methods: After class discussion, ask the youngsters to write a paragraph giving evidence to either support or oppose one of the following statements:

a. Tolerance is needed when there is a clash between the ideas and customs of an older generation and the ideas and customs of a later one.
b. You can't judge a person accurately unless you become at least fairly well acquainted with him.

Activity # 25

Objective: General objectives and specific value objective 3.

Content: "Kid Brother", New Horizons, book 1, p. 131.

Methods: During class discussion, bring out the fact that Terry had to make a choice between two alternatives. Value discussion: "Would you say that a person never has the right to take chances when other people are involved? Why do you think so?" This story lends itself beautifully to the value strategy of what Dr. Sidney Simon calls "the proud sentence". Ask the youngsters to select one of the following categories and tell of some contribution or achievement they have made.

Categories:

a. skill at sports or recreation
b. helping someone without getting paid
c. success in an academic area
d. overcoming a bad habit
e. finding the exact gift to fit the person
f. putting a group success ahead of an individual success

Activity # 26

Objective: General objectives and specific value objectives 3, 4.

Content: "I Was a Hobo Kid", New Horizons, book 1, p. 24.

Methods: Class discussion for understanding based on text questions 1-4. Value portion centered upon what did Billie value most. Written assignment: List in order what you value most to what is least valuable to you:

1. Being honest.
2. Getting the most for my money.
3. Having friends.
4. Getting a college education.
5. Doing things with my family.
6. Belonging to the "in" group.
7. Being respected by teachers
8. Having my own phone.
9. Going to church on a regular basis.
10. Learning how to deal with the opposite sex.

Activity # 27

Objective: General objectives and specific value objective 3.

Content: Value sheet from activity # 26.

Methods: Students discuss their value order in small groups without the teacher being present. During the small group discussions students are asked to think through the issues but not force their order on another student.

Activity # 28

Objective: General objectives and specific value objectives 2, 3, 4.

Content: "Big Shot", New Horizons, book 1, p. 12.

Methods: Class discussion for understanding based on text questions 1-6. Value discussion centered upon whether or not bullies "eat up" other people's rights. There are bullies in our school who are constantly picking on the "little guy". What can anyone do about it? Bring your ideas to class tomorrow. (Note: See if the class is excited enough about this to carry through their ideas into action as a group project. Perhaps it will remain as an individual value only depending upon the group.)

GOAL SHEET

Behavior Factors	Initial	Sustained	Quality
1. Identified value problem.	____	____	____
2. Identified alternatives.	____	____	____
3. Distinguished between fact and opinion.	____	____	____
4. Considers the opinion of others.	____	____	____
5. Develops a sense of compassion.	____	____	____
6. Offers to help others willingly.	____	____	____
7. Helps younger children with enthusiasm.	____	____	____
8. States differences in opinions and ideas tactfully.	____	____	____
9. Expresses own opinions.	____	____	____
10. Assumes classroom responsibility.	____	____	____
11. Takes pride in his work.	____	____	____

GRID TIME ALLOTMENT

Objectives / Methods & Content	1	2	3	4	Total
Communication Skills	14	15	14	14	57
Value Strategies	4	8	18	13	43
Total	18	23	32	27	100

Objectives: 1. Affection 2. Respect 3. Power 4. Rectitude

Communication Skills: Reading (silent and oral), Writing, Speaking, Listening, Preparing Skits, Evaluations

Value Strategies: Provocative Questions, Devil's Advocate, Letters to Editors, Voting, Time Diary, Value Continuum, Proud Sentence, Rank Order, Action Project.

MEASUREMENT INSTRUMENT

Directions: Read the following statements. Using the given responses, put the number of the response that best describes your choice. Consider only your own attitudes, feelings and opinions in answering the questions.

(1) Agree Strongly (2) Agree (3) Disagree (4) Strongly Disagree

_____1. I would not want my parents to attend an open house at school.

_____2. I should never judge people on appearance alone.

_____3. It is important to get along with people even if we do not agree with them.

_____4. I should look at both sides of a problem before making a decision.

_____5. American born people are smarter than foreign born people.

_____6. I feel sorry for handicapped people no matter what they are able to do.

_____7. As a rule, policemen treat law breakers cruelly, especially teenagers.

_____8. Adults always do whatever they can to prevent teenagers from enjoying themselves.

_____9. I should be quiet when someone else is talking.

_____10. It does not matter if you cheat where only small amounts of money are involved.

_____11. Shy people are never as much fun at parties as jokers as they are too quiet.

_____12. One should always agree with his parents on all matters of discipline.

_____13. I should believe everything my teacher says because he should know all the answers.

_____14. Redheads are not as pretty as blondes.

_____15. If I am too warm in the classroom I should get up and open the window.

_____16. Sometimes my classmates are right and I am wrong.

_____17. It is best to stay away from youngsters that are from slum areas.

_____18. Children coming from homes where the father is a criminal turn out to be juvenile delinquents.

_____19. A handsome looking person will have more friends than a person with an attractive personality.

_____20. It is more important to get along with people than to stand up for what you think is right.

_____21. The best way to get ahead in this world is by knowing the right people.

_____22. Teachers like best those youngsters that receive good grades.

_____23. In order to help others, one should be healthy and wealthy.

_____24. Since every school has a janitor, it is not necessary to pick up any paper that is on the classroom floor.

_____25. I would not run for a class office because it would take away much of my free time.

_____26. The practice of kindness gives more satisfaction than winning the basketball game.

_____27. A person does not need to use his talents and possibilities for the food of himself and others.

_____28. All youngsters should get an allowance.

_____29. If someone is wearing a dress that you do not like, you tell her.

_____30. You should help old people on your block, because they will probably pay you.

_____31. One should work and help around the house and yard in order to receive your allowance.

_____32. It is our parents' responsibility to get us out of any mess that we might get into.

_____33. When the members of a family are really united, there is never any possibility for disagreement.

_____34. Men who have "blue-collar" jobs are not as smart as men who have "white-collar" jobs.

_____35. It is always better to be just like the other members of your group.

_____36. Because my parents are old-fashioned, I would not ask a friend to spend the evening with us.

_____37. I do not think it is my responsibility to tell the school librarian about a youngster who has misused a library book.

_____38. Helping others is a reward in itself.

_____39. I am not responsible for the consequences of a joke that I play on someone.

_____40. If the sales clerk makes a mistake in change in your favor, it is her own tough luck.

EXPLORING HUMAN NATURE*

Specific Value:	Understanding Others
Subject Area:	Humanities
Grade Level:	Ninth Grade
Time:	Six Weeks

Project on Student Values
3860 Plainfield N. E.
Grand Rapids, Michigan

*Materials prepared by Barbara Fournier

EXPLORING HUMAN NATURE

ABSTRACT

I. Philosophical Statement. An understanding of human nature enlarges tremendously a person's entire perspective of mankind and of himself. Not only can it help to make the individual more aware of his own worth as a human being, but it can also reveal the basic patterns of behavior of individuals alone and individuals within a given society.

II. General Objectives. This unit has been designed to stimulate thought and understanding of what motivates human beings to act the way they do--both individually and in a group situation. Appreciation for our American culture and literature will be stressed, as well as formulation of individual views on human nature.

III. Specific Objectives. To have a basis from which to make rational value decisions about his fellow man, as student should be able to:

1. Recognize and accept differences and similarities in human nature among peoples of all cultures.
2. Recognize the nature of his own being and why he acts as he does in certain situations.
3. Discover that human beings are not all good nor all bad; they are a combination of both.

IV. Context. Ninth Grade.

V. Content. The main content of this unit will be selections from the literature book and the use of paperback novels.

VI. Methods. Plans call for the use of: Panel discussions, individual reading, group reading, composition work, group work, role playing.

VII. Time Schedule. Six weeks.

EXPLORING HUMAN NATURE

Philosophical Statement

An understanding of human nature enlarges tremendously a person's perspective of mankind. Such an understanding can reveal to a young person how all human beings are alide in their common concerns and needs, but do, at the same time, vary greatly in the ways in which these concerns and needs are dealt with and met. In order that rational value judgment and decisions be made when dealing with others, it is first necessary to know the universal concerns, habits, and traditions that govern and determine, and predict human behavior.

Statement of General Objectives

The humanities course, of which this value unit is to be a part, has as its general objectives the following goals:

1. To provide opportunities to explore man's nature, conduct, and place in the universe; to promote opportunities for reflection on the meaning and purpose of life.
2. To guide the students to understand that every person has the responsibility to use his skills, talents, and abilities for the benefit, ultimately of mankind and to realize that proper decisions and successful achievement are interrelated.
3. To acquire skills in reading, writing, speaking, listening, thinking, deciding, participation, interpreting, and contributing as an individual and as a member of a group.

Statement of Specific Objectives for Value Education

To have a basis from which to make rational value decisions about his fellow man, a student should be able to:

1. Recognize and accept differences and similarities in human nature among peoples of all cultures.
2. Recognize the nature of his own being and why he acts as he does in certain situations.
3. Discover that human beings are not all good nor all bad--they are a combination of both.

Statement of Context

This unit of study is to begin the humanities course. Units of study throughout the year will include the history, literature, and the creative expressions of man from prehistoric times through the Renaissance. By starting with an examination of basic human nature in our own society and throughout its history, is to attempt to have the student realize that the same value decisions that he and his society are trying to deal with today are the same ones man has always been trying to deal with in a satisfactory manner.

Methods and Content

First Day

1. Give value test on human nature. Stress that no grades are involved in the answers. (See test attached)
2. Start thought sheets. Express a thought about the nature of people.
3. Construct a value continuum on the board. Identify the polar positions--"man is all evil" and "man is all good". Fill in the other points from the thought sheets. Have the students make the chart at their seats and identify the point on the continuum which identifies them at this time.

Second Day

1. "Sinners in the Hands of an Angry God" J. Edwards
   "The Way to Wealth" B. Franklin
   "Declaration of Independence" T. Jefferson
   a. Discuss each of these men briefly.
   b. Read the selections silently.
   c. Divide into groups of three. Discuss and come up with a statement declaring what each of these selections says about the nature of man.
   d. Discuss conclusions orally.
   e. Place each of these men on the value continuum.
2. Thought sheet. Is man perfectable?

Third Day

1. "Civil Disobedience" H. Thoreau. Read and discuss the following:
   a. What made this man a rebel in the 19th century?
   b. What circumstances in the early 19th century fostered the attitudes he holds?
   c. In what ways is he like the rebels of today?
2. Thought sheet. When does man have the right to rebel against his society?

Fourth Day

1. "War" G. Santayana
   "In Another Country" E. Hemingway
   Discuss:
   a. What makes men kill other men?
   b. Do men become killers by participating in war?
   c. How do men excuse killing?
   d. Is war really necessary?
2. Thought sheet. I believe war is...

Fifth Day

1. "The Far and the Near" T. Wolf
   "There will Come Soft Rains" R. Bradbury
   Discuss: What is the nature of man as seen by these writers?
2. Place all of the preceeding authors on the continuum according to their beliefs about human nature.
3. List all the characteristics of man as expressed in the selections read. Rank them in the order you think they appear most often in people. List the ones, in order, that you exhibit most often. List the ones you would like to exhibit most often.

Sixth Day

1. Test for facts and concepts over the selected readings.
2. Open ended essay question: Human nature is...

Seventh Day

1. Begin class study of four novels dealing with human nature in four different perspectives. Divide the class--six students to a book.
   The Push Cart War. Jean Merrill
   Lord of the Flies. William Golding
   The Ark. Margot Benary-Isbert
   The Ox Bow Incident. Walter VanTilburg Clark
2. Give brief background of each book.
3. Reading.

Eighth through the Eleventh Days

1. Class reading.
2. Each group is responsible for the following material.
   a. The Push Cart War:
      view on war
      behavior of people in large groups
      satire on the American Revolution
      types of personalities presented
      how mass media influences human behavior
      concept of the scapegoat and how human beings use it.
      distortion of causes
      uses of demonstrations
      treatment of social groups

      Lord of the Flies:
      defects in human nature
      defects in society
      why does democracy fail?
      what is symbolized by the conch, mask, island, cruiser, fires, and piglet?
      how do the two societies under Ralph and Jack differ?
      what is the basis for religion on the island?
      meaning of the title of the book
      irony in the rescue by the cruiser
      how modern society masks itself
      the nature of human nature

      The Ark
      symbolism behind Christmas scenes
      what are the fears, longings, frustrations of the family?
      how is the birthday scene used symbolically within the novel?
      the moral of the returned suitcase
      how does the devastation of war affect the characters?
      how do the characters deal with universal loneliness?
      how do the characters deal with the evil they see all about them?
      what is the relationship of men to men?
      what is the nature of human nature in this story?

The Ox Bow Incident
behavior of people in large groups
who is to blame for the actions of the mob?
basis for the suspicions of the townspeople over the arrival of the strangers
what are the obstacles to logical thinking on the part of the people?
why is the men's reaction to Bartlett's speech on justice ironic?
concept of the scapegoat and how it is used and why.
what are the flaws in the characters?
what could have prevented the incident from happening?
what is revealed about human nature?

b. Role-playing. Depict three scenes from each book that show three different aspects of human nature.
c. Panel discussion on the book assigned to the group. Relate to the class the plot, characters, theme, symbolism, how the plot is resolved, the aspects of human nature that are presented, and the conflicts.

Twelfth Day
1. Group work on panel discussions.
2. Thought sheet: Should the majority of people be able to do anything with society?

Thirteenth Day
Group work on panel discussions.

Fourteenth Day
Group work on role-playing.

Fifteenth Day
1. Group work on role-playing.
2. Thought sheet: How do you feel about the characters you are going to portray?

Sixteenth Day
Group work on role-playing.

Seventeenth Day
Essay test over each story. Questions will be of the type below:
a. What are all the aspects of human nature in your story?
b. Rank order the ones which seem to control human beings the most.
c. What forms of injustice are you finding in your book?
d. How do you feel when you read about these injustices?
e. How could the characters in your story be different?
f. Do you think people will always treat each other unjustly?
g. What other possibilities for human interaction are there?

Eighteenth Day
Panel discussion on The Push Cart War.

Nineteenth Day

1. Role-playing on The Push Cart War.
2. Provocative questioning:
   a. What is good about war?
   b. Why not lead a mob against an injustice if we know we are right?
   c. What is wrong with revolution for the right ends?

Twentieth Day

Essay: The ends justify the means when...

Twenty-first Day

Panel discussion on Lord of the Flies.

Twenty-second and Twenty-third Days

1. Role-playing on Lord of the Flies.
2. Thought sheet:
   a. If there were no rules in school I would...
   b. If there were no traffic laws I would...
   c. If there were no rules at home I would...

Twenty-fourth Day

Panel discussion on The Ark

Twenty-fifth Day

1. Role-playing on The Ark
2. Discuss:
   a. How do you as actors feel?
   b. Would things work out that way in real life?
   c. What can we learn from these scenes?
   d. What other possibilities for human action in this situation are there?

Twenty-sixth Day

Panel discussion on The Ox Bow Incident

Twenty-seventh Day

1. Role-playing on The Ox Bow Incident
2. Thought sheet: A man is somebody who...

Twenty-eighth Day

Essay

Twenty-ninth Day

1. Value continuum of all aspects of human nature as seen in role playing.
2. Where would you put yourself now?
3. Compare where you were at the first of the unit. How have you changed? How do you account for this change?

Thirtieth Day

1. Give values test again.
2. Rank ordering of most dominant to least dominant aspects of human nature; rank order the ones which influence you the most; rank order the aspects you would like to influence you the most. What could you do about bringing a change?

Time Schedule

This unit will take approximately six weeks, with the class meeting every day for a period of fifty-five minutes. Much of the reading will need to be done outside of class, as well as some of the writing assignments.

VALUES TEST TO MEASURE ATTITUDES ON HUMAN NATURE

Directions: Read the following statements and choose the response that best fits your belief by writing A in the blank if you agree; an AS if you agree strongly; a D if you disagree; and DS if you disagree strongly.

There are no right or wrong answers and there is no grade for making certain responses.

1. _____ The individual is no angel, but when he acts as part of a group, he tends to act more like a devil.
2. _____ It's impossible at times to assert my independence and beliefs. I am compelled to follow the crowd, even when I know I should not.
3. _____ A strong feeling of patriotism today is unhealthy because we should all be making efforts to see the world as a community, not as a group of separate independent countries.
4. _____ The fact that wars are ever present indicates that man is basically not good.
5. _____ We must recognize that justice does not always prevail. The sinner frequently gets by as well as the non-sinner.
6. _____ The sacrifice of lives and fortunes to a great cause is to be expected if great ideals are to be achieved.
7. _____ World peace is a dream, a fantasy, only the most gullible people would hope for it.
8. _____ Nothing good in the world was ever accomplished through evil means.
9. _____ Good causes will meet with success if good people use peaceful, proper methods and means to achieve their ideals.
10. _____ Martin Luther King's method of peaceful resistance is the only way the Black Man can accomplish his ends. Violent methods only hinder the cause of the Black Man.

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HUMAN DIGNITY AND ALTRUISM IN THE LANGUAGE ARTS*

Specific Value:	Human Dignity
Subject Area:	Language Arts
Grade Level:	Eighth
Time:	Four Weeks

*Materials prepared by Alice Gieseler

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HUMAN DIGNITY AND ALTRUISM IN THE LANGUAGE ARTS

Abstract

I. Philosophical Statement. Students seem to place greater value on people who are popular, good looking, or who have wealth. Other factors can be presented for their consideration in judging the worth of a person by using examples from literature and from real life situations.

II. General Objectives
&
III. Specific Objectives This unit has been designed to promote thought and discussion about the values of altruism and the dignity of man. Appreciation for the elements of the short story and the imagery of poetry will continue to be stressed, as well as various means of oral communication, which are a part of language arts.

IV. Context. Eighth grade.

V. Content. The main content of the unit will be selections from the literature book:

A. short stories
B. two appropriate poems
C. current news

VI. Methods. Plans call for:

A. panel discussion
B. radio program
C. sociodrama
D. comparison of characters and events
E. individual and class reading experiences
F. composition work
G. group work

VII. Time Schedule. Four weeks.

HUMAN DIGNITY AND ALTRUISM IN THE LANGUAGE ARTS

Philosophical Statement

Young people are forming now the various criteria they will use in meeting "value dilemmas" throughout their lives. Students seem to place a greater value on persons who are popular, or who have great material wealth. It is hoped that if they are presented with alternative factors to be considered, they may decide to use more criteria in clarifying their judgement of the worth of a person. It is hoped that an examination of the problems of society and the value placed on various groups of people will help the students relate the unit to every phase of their lives, instead of limiting it to their classroom or school "value dilemmas."

Statement of General Objectives

1. Using discussion, investigate the reasons behind actions in the literature selections and relate this to our own experiences, examining our feelings, attitudes, and actions.

2. Provide an opportunity to increase skills in expression through paragraph development. (expression of ideas)

3. Discover the various means that reveal a person's character, action, thought, and language.

4. Make comparisons of characters, situations, and actions from the different selections.

5. Examine techniques of various authors.

6. Emphasize the elements of a short story.

Statement of Specific Objectives for Value Education

1. Take pride in ourselves for what we are, not for what people might think of us.

2. Express or suggest appreciation for lives dedicated in service to others.

3. Stop indulging in mocking that hurts or voicing criticism which destroys another student's self concept.

4. Include more students in our own group of "best" friends, especially someone who is not as well dressed.

5. Give a word of greeting to our fellow classmates, especially those who are not so well liked.

6. Choose a student who is not our best friend to work with in a group or on a project.

7. Appreciate, not mock or envy, the various talents each student possesses and makes good use of.

8. Help another student in need of a friend. (School assignment, pick up a dropped article, open a door.)

Statement of Context

This unit of investigation of criteria used in valuing different people is designed for a group of thirty-one 8th graders who are all average or above average in ability.

(They come from a variety of homes representating different faiths, occupations, and values.) (All of them could be considered middle class suburban homes.)

Nearly all of the class has excellent work habits, with very little prodding necessary to have assigned work completed on time. It is a lively, responsive group.

It might be of interest to add that four of the girls were on the cheerleading squad, and that five of the boys were on the basketball team.

Outline of Content

The selections used were:

1. Pilot's Choice, Hunt Miller
   - A. The main parts of the short story will be reviewed since this story illustrates them so well.
   - B. The fact that Americans tend to place value on an individual life should become apparent in the discussion of the conflict in the story.

2. Four Against the Yellow Jack, Katherine Shippen
   - A. The differences between fiction and non-fiction will be noted.
   - B. Discussion topics:
     1. Do we value or respect people who serve mankind?
     2. How do we measure success?

3. If I can Stop One Heart From Breaking, Emily Dickinson
   - A. The techniques of the poet will be reviewed.
   - B. What it is that makes a successful life in terms of this poem should be discussed.

4. The Kiskis, May Vontver
    A. Topics to discuss:
        1. How does it feel to be the different one?
        2. How does it feel to do without?
    B. A paragraph is required of each student relating a time when he was the "different one."

5. The Ten Dollar Bill, Richard T. Gill
    A. The impact of the Depression should be discussed.
    B. The main character should be analyzed.
        1. Cause of actions
            a. Does pride give a false value to a person's worth?
            b. Jimmy's father should be compared with the Kiskis, who let pride interfere.

6. Good Name, William Shakespeare
    A. Review the greatness of Poet.
    B. Discuss:
        1. How does one earn a good name?
        2. Do we respect a person for a good name?
        3. Should we value one who has a good name?
        4. How about one who has gained publicity?

7. The Strangers That Came to Town, William Bruckner
    A. The differences in a radio play, TV performance, and a stage drama should be discussed.
    B. List and discuss various criteria we use to judge people, for instance:
        1. accent
        2. occupation
        3. location of home
    C. The necessity of garbage collectors and the value of any job well done should be brought out.
    D. Short Skits illustrating a time when persons have been misjudged could be written in groups to be presented for the class.

Methods

1. Pilot's Choice

A portion of John Donne's meditation XVII could be read as an introduction, since the often quoted lines, "Ask not for whom the bell tolls..." is used as a theme for the story.

Following silent reading of the story, the main parts of a short story are listed on the board and each one is discussed, using passages from the story as examples.

Setting, Conflict, Plot, Climax, Resolution, Theme

The techniques an author used will be pointed out by discussing examples of:

Foreshadowing, exaggeration, symbolization

A follow-up assignment is one paragraph discussing how the outcome of the story depended on the pilot's valuing a man's life.

2. Four Against the Yellow Jack

The class will probably read the story outside of class. Following the reading, they should discuss the differences between fiction and non-fiction. What conflict can we expect? What do we often know about the outcome?

The names of Carlos Finlay, Walter Reed, Adrian Stokes, Jesse Lazear, James Carrol, and Hideyo Noguchi should be listed on the board and a discussion of how the work of one of them depended upon previous work of others. Also a discussion of the kind of respect these men had for one another as compared to other people's opinion of them----which leads to an examination of how we value or judge success. Should we consider service to others a valid part of our criteria?

3. If I Can Stop One Heart From Breaking

The poem should be read aloud by a volunteer, after review of suggestions for oral reading of poetry.

The techniques used by Emily Dickinson (covered previously) can be appreciated in this selection.

After discussing the idea of the lyric, compare the poet's idea with the story, Four Against the Yellow Jack. Did any of those men live in vain?

Assign one short descriptive paragraph, "I shall not live in vain if...." Members of the class may choose to compose a short lyric instead.

4. The Kiskis

A good way to introduce the story is to ask whether any dads have ever been out of work. Usually one or two are able to respond and share an experience of going without.

An attempt should be made to draw forth information about early settlers on the prairies; the hardships of early years until even the necessities were obtainable, the length of the school year, a description of what the school might be like, as well as guessing where the teacher might have lived.

The story is an enjoyable one to read aloud in class. (In this particular class, nearly everyone enjoys reading orally and reads well.)

Attention will be given each vocabulary word listed in the text to make certain it is understood in the context. A brief test which accompanies the text will be given at the conclusion. It evaluates retention of facts as well as knowledge of vocabulary word meanings.

During the next class period, groups made up of four or five students each will discuss the following:

A. How does it feel to be left out, or different?
B. Do you think that we are left out because of other's actions or because of our own insecurity? (Relate to the story. Did the others cause the Kiskis to feel left out? Did they make an attempt to draw them into activities?)
C. Has TV caused even greater conformity in our society in mannerisms and dress?
D. If we respected (valued) people for their own personal worth rather than by their material goods (Clothing, homes, autos), would there be fewer instances of feeling left out---different?
E. Do you think that groups are ever knowingly or unknowingly cruel to people in your school?

During the last part of the period the chairmen of the groups will form a panel and discuss the group's findings.

5. <u>The Ten Dollar Bill</u>

The story may be introduced by the teacher giving a brief account of what the Depression meant to a young person. Some of the students will have heard tales from parents or grandparents which they may offer.

Such terms as: breadlines, welfare, WPA, PWA, CCC, crash, and stockmarket need to be presented and explained.

The fact that willingness to work did not guarantee a job should be explained.

The story may be read silently in class or assigned as outside reading, depending upon the situation. When the assignment is made, a list of vocabulary words will be put on the board to be looked up individually, or discussed in the class.

Before the story is discussed, two tests are planned to be used. One is a printed test that accompanies the test. It evaluates factual knowledge, understanding of vocabulary, and also ability to pick out the main idea in a paragraph. The second test is an open-book essay asking for opinions which will lead to a discussion of: Poverty, welfare, pride, and fairness.

The value dilemma of judging groups of people from the actions of a few will be investigated as well.

The pride of the father in this story will be compared with the pride of the Kiskis.

If time permits the class may try a sociodrama to reinact an incident that happened in January of this year, when the cheerleaders in this class and the basketball players felt ashamed of riding to another school in an old bus. The object will be to explore reasons for their feelings of shame. The class members involved might imagine that they are students at the rival school and would voice what those students might think to see cheerleaders and the team disembarking from an old school bus!

The sociodrama could be followed by a general discussion of the fairness of judging students by their mode of transportation rather than their actions, if this is not made apparent in the role playing.

6. Good Name

The introduction will include a brief review of the facts of Shakespeare's life covered previously.

A volunteer will read the poem aloud. Perhaps two or three will choose to read it, attempting to portray the feeling that they find in the words.

The students will be asked to mention names of persons prominent in the news. An attempt will be made to categorize them, having "good" name, or a "bad" name, as they are listed on the board.

A discussion will follow attempting to clarify the basis by which we judge prominent people. Are some popular singing groups, movie queens, or comedians, given more public acclaim than people who give service to their fellow man?

The other side of the question will deal with: How does one get a "bad" name? Are we always just in so naming people?

The students will be asked to find examples in the daily news of persons who are being given good or bad names by what is printed about them.

In addition a paragraph will be assigned in which each student reacts to the following:

> A wise old Indian once said that he would not judge another man unless he had walked in that man's moccasins for a month. What do you think he meant? Explain how you feel about it.

7. The Strangers That Came to Town

This TV play will be introduced by a discussion of how a radio play might differ from a stage play or a drama on TV.

Parts of reading the play will be assigned by the teacher. These students will be asked to study their lines, to get as much expression as possible in a short time.

The students without parts will form groups of various sizes to write brief commercials to be used between acts of the play on the following day.

After the play has been read for the class, a discussion will center around the idea of making the punishment fit the crime. (A minor theme in the drama.) The punishment will be discussed as to whether it was too harsh, or unfair.

Next the class will be asked to talk about the various criteria society uses to judge the value of a person. Any of these could be mentioned if they are not suggested by the students:

> Accent, occupation, location of home, material goods, politics, religion, involvement in community, service to others, popularity, accomplishments.

The students will be helped to clarify which of these are valid measures.

The students might be asked which occupations they are considering. These would be listed on the board beside a list of jobs they don't feel are desirable. Since garbage collection will probably be mentioned as undesirable, pictures of the strike of garbage collectors in New York City will be offered for consideration. It is hoped that the students will conclude that garbage collectors perform a very necessary, and worthwhile service to others.

The class might consider whether any work can be said to be unnecessary.

We might be able to reach a conclusion that very few jobs are indispensable, and we might even develop the idea that any job well done has dignity.

This point can be further emphasized by use of a sheet published by the American Education Publication using the theme of a parable of Jesus about talents. (A copy is included in the appendix.)

A follow up assignment will be group work writing scripts to illustrate an incident when a person is being misjudged. Possible topics to suggest are:

An Outsider	The Handyman	Nothin' But a Sweeper
Retarded	Popular, But	Biggest Swimmin' Pool

Time Schedule

The unit will take approximately four weeks, with the class meeting every day for a period of fifty-five minutes. Some of the reading, as well as some of the writing, will be done outside of class time. It could be spread out over seven or eight weeks, allowing time for grammar review two or three days a week.

The suggested schedule below states the approximate number of class periods to cover each assignment from the content.

One class period will be used to explain and complete the value survey, and to introduce the unit of study.

Three class periods are necessary for Pilot's Choice.

1 for the introduction and reading.
1 for discussion and beginning the paragraphs.
1 to read and share paragraphs.

One period, well planned, can be used for Four Against the Yellow Jack and If I Can Stop One Heart From Breaking.

One day for reading the paragraphs, "I shall not live in vain."

Two days for The Kiskis.

1 day for introduction, reading, and testing.
1 day for group discussions. (This may go into extra time, if interest lasts.)

Three days for Ten Dollar Bill

1 day to inform about the Depression, and read in class.
1 day for testing and open book essay.
1 day for discussion and enacting a sociodrama.

Two days for Good Name

1 day for reading and discussing.
1 day to read and share paragraphs about understanding.

Six days for The Stranger That Came to Town.

1 day to discuss plays, assign parts and commercials.
1 day for a radio program.
1 day for general discussion.
1 day to work in groups preparing scripts. (This may take longer)
2 days for performances.

One day for final evaluation of the project, repeating the value sheet.

APPENDIX ON FOLLOWING PAGES CONTAINING TESTS AND KEYS.

OPINIONS AND ATTITUDES ABOUT PEOPLE

Part A: Indicate your answer by circling the one you would choose in the described situation. Be honest. There is no need to answer as you think your friends will. We will be talking about the results of this survey, but your own answers will be your secret.

1. If a new 8th grade student was assigned to your class who looked dirty and even smelled unpleasant, would you:

    a. Say "Hi," and offer to help him get acquainted.
    b. Say "Hi," and try to stop friends from laughing.
    c. Smile, but let him find his own way.
    d. Laugh behind his back.

2. Two friends have issued invitations. One friend, A, has money. You know that you can use his big boat and motor. The other friend, B, only has a row boat, but you like him just as well. You will:

    a. Accept the invitation from A.
    b. Accept the invitation from B.

3. A girl in your class wears hand-me-downs for clothes. Her mother doesn't sew, and they look out of date.

    a. Encourage her to join you and your friends.
    b. Attempt to stop the laughter and remarks.
    c. Laugh at others' snide remarks.
    d. Make snide remarks yourself about her clothes.

4. Your parents have permitted you to invite two friends for supper. Two of your friends, A and B, are cute and popular, and you like to be a part of their crowd. Your third choice, C, isn't popular, but he always is a lot more fun. You really enjoy him more, but he's just not one of the crowd. You will:

    a. Invite friend C and either A or B.
    b. Invite only C.
    c. Invite A and B.

5. The 8th grade team from the rival school arrived in an old school bus. You decide:

    a. They might be a good team. An old bus doesn't mean that much.
    b. Sometimes good schools can't afford good busses.
    c. We can easily beat 'em, they can't be much good using an old bus like that.
    d. They are a "hick" team from squaresville.

6. One of your parents' friends, Mr. X, is an older foreigner. He wears old clothes and speaks in an accent. He seems to be educated and is an honest, hardworking man. When one of your friends saw him he later poked fun at the accent. Would you:

   a. Explain that Mr. X is an exceilent example of a good citizen.
   b. Keep quiet.
   c. Agree and make fun along with the friend.

7. You would like to vote for two of the students running for student council in your room. One is the most popular in the class. He dresses neat, and isn't concerned about school work. The other gets good grades, is kind of square, but he is always interested in making the school a better place. You will:

   a. Vote for the conscientious student.
   b. Decide not to vote for either.
   c. Vote for the most popular guy.

8. Your class is divided into small groups to work on projects. You are stuck with two kids you can't stand. Not only do they dress funny, they are kinda' dumb. You will:

   a. Try to work with the group.
   b. Use your ability to help the others.
   c. Stay in the group but cause trouble.
   d. Refuse to be in the group.

9. Your parents usually visit a few minutes with the garbage collector when he comes in the summer and they are in the yard. One day your pal saw this and said he was surprised at the kind of friends your parents had. You:

   a. Explained that any job well done is worthy.
   b. Said yes. That he was a friend of your parents.
   c. Said that your parents were only pretending to be friendly.
   d. Said your parents were trying to get extra service.

10. One of your friends invited you to go to Detroit to see the Tigers play. His family has an old car and a mess of kids. You wonder what people will think when you stop for gas or food. You decide:

    a. To go. Clothes and a car don't make the person.
    b. To go, but to try to look like you don't belong to the family.
    c. To stay home. You don't want people to think you're poor.

11. One of the families in your school is quite poor. The 7th grader is OK, his clothes are kinda' crummy, but he made the basketball team. The 8th grader is awkward. He can't play ball at all. He is a pretty good student, but seldom speaks because he stutters. You:

    a. Encourage your friends to keep quiet about him.
    b. Attempt to be friends with him.
    c. Be friends with the 7th grade brother, ignoring him.
    d. Laugh at his stuttering. He should be able to take a joke.

12. You get onto a crowded bus. There are two vacant seats. Both are near the rear. One seat is beside a very well-dressed lady. The other is beside a woman who is neat, but rather shabby. Where will you choose to sit?

    a. Beside the well-dressed lady.
    b. Beside the shabby woman.

13. Your parents have said that you may invite twenty kids for a birthday party. They suggested that you invite the person next door who is in your grade also. He is OK, not dumb, not poor, but he just isn't very popular. You don't know what your friends will say if you invite him. Maybe they won't come. You finally decide:

    a. To invite him, and that you will try to get your friends to include him in the fun.
    b. To invite him, but to ignore him and make sure that your friends have fun.
    c. Not to invite him. You want to make sure that your friends come and have fun.

Part B: Check whether you agree or disagree with the following:

	Agree	Disagree
1. A doctor does more for his fellow man than a custodian does.	____	____
2. A well dressed person is a better citizen than a person with ragged clothes.	____	____
3. The most popular student would make a more loyal friend than an unpopular one would.	____	____
4. A person's actions usually give you a good idea of what he is like	____	____
5. A person who doesn't wear the latest style won't be very well liked in school.	____	____
6. A person who drives an old car may be just as successful as one who drives a new one.	____	____
7. The student with a swimming pool should have more friends than anyone else in the class.	____	____
8. It's alright to laugh at foreigners if everyone else does.	____	____
9. People who accept welfare checks are lazier than other people.	____	____

	Agree	Disagree
10. Good looking people aren't more fun to be with than homely people.	____	____
11. A person who goes to college will be more successful than one who doesn't.	____	____
12. College educated people had more ambition than factory laborers.	____	____
13. A person can be a success in any occupation.	____	____

Part C: Which of the listed items impress you most?

1.	Doctor	Lawyer	Salesman	Janitor
2.	Friendly	Popular	Handsome	Athletic
3.	Cool Clothes	Money	Good grades	Good manners
4.	Witty	Clever	Cool	Considerate
5.	New home	Friends	Big car	Boat and motor
6.	Winning team	New bus	Good sportsmanship	Cute cheerleaders
7.	Pop singer	Movie Star	Athlete	Peace Corp Volunteer

KEY FOR OPINIONS AND ATTITUDES ABOUT PEOPLE

Part A:

1. a & b = 1
   c & d = 0

2. a = 0
   b = 1

3. a & b = 1
   c & d = 0

4. a & b = 1
   c = 0

5. a & b = 1
   c & d = 0

6. a = 1
   b & c = 0

7. a - 1
   b & c = 0

8. a & b = 1
   c & d = 0

9. a & b = 1
   c & d = 0

10. a = 1
    b & c = 0

11. a & b = 1
    d & c = 0

12. a = 1
    b = 0

13. a = 1
    b & c = 0

Part B:

1. d

2. d

3. d

4. a

5. d

6. a

7. d

8. d

9. d

10. a

11. d

12. d

13. a

Part C:

1. Answers will vary

2. Friendly

3. Good manners

4. Considerate

5. Friends

6. Good Sportsmanship

7. Peace Corp Volunteer

score.....

B. Vocabulary. In Part I, Word Meanings, choose the best definition for each word. Write the letter of this definition after the number of the word, in the space provided at the right. After you are sure that you have matched each word with the best definition, write in the word from the list that best completes each sentence in Part II, Words in Context. (5 points for each correct definition and for each correct fill in).

PART I. WORD MEANINGS

Definitions	Words to Define	
a. splendid, costly	1. utilize	1. ____
b. arousing pity or sorrow	2. inevitable	2. ____
c. make use of	3. perforations	3. ____
d. unrestrained	4. sumptuous	4. ____
e. following, coming after	5. pathetic	5. ____
f. glum, sulky	6. ludicrous	6. ____
g. to lure or tempt by kindness	7. sullen	7. ____
h. laughably absurd	8. beguile	8. ____
i. sure to happen	9. subsequent	9. ____
j. holes	10. irrepressible	10. ____

PART II. WORDS IN CONTEXT

11. The teacher, too, did not have a very _____ lunch.

12. He tried to be funny, and in his wife's hat he was _____.

13. They were a _____ group, eating in the hall and wearing gunnysacks for shoes.

14. It was necessary for him to _____ every bit of time in order to complete the assignment.

15. Even the study hall was filled with the children's _____ laughter.

16. He could always _____ us with his friendly smile.

17. We admired the decorative _____ in the toes of the sandals.

18. No matter how hard they worked, their failure seemed _____.

19. He was _____ because he felt left out of things.

20. During the time _____ to their getting new shoes, their actions did not change for the better.

KEY FOR THE KISKIS

Part A:

1. b
2. c
3. a
4. b
5. c
6. a
7. b
8. c
9. d
10. b
11. sumptuous
12. ludicrous
13. parthetic
14. utilize
15. irrepressible
16. beguile
17. perforations
18. inevitable
19. sullen
20. subsequent

Part B:

1. c
2. i
3. j
4. a
5. b
6. h
7. f
8. g
9. e
10. d

score .....

B. Vocabulary. Choose the best definition for each word. Write the letter of this definition after the number of the word, in the space provided at the right. (10 points each).

Definitions	Words to Define	
a. seeming; clear	1. pugnacious	1. ____
b. careworn; thin from worry, hunger, or pain	2. charitable	2. ____
c. generous in help to the poor or suffering	3. gravely	3. ____
d. bluntly, roughly in manner or speech	4. apparent	4. ____
e. brilliantly, distinctly	5. alternate	5. ____
f. to use by turns	6. haggard	6. ____
g. quarrelsome, fond of fighting	7. ethical	7. ____
h. slowly and unwillingly	8. vividly	8. ____
i. in a serious or solemn manner	9. reluctantly	9. ____
j. according to standards of right and wrong	10. brusquely	10. ____

score _____

C. Reading paragraphs. The four paragraphs below are quoted from "The Ten-Dollar Bill." Read them carefully and decide the main idea of impression expressed in each paragraph. Then underline the sentence in the paragraph that best states this main idea or impression. (25 points each).

1. "Another thing that required explanation was the fact that we never had any money in the house. I soon gathered, however, that my mother had no money sense. She and my father had it out about once a week, usually on Saturday morning just before she was off to the store on her week-end shopping. It seemed that he had given her some very large sum early in the week and that she had so mismanaged our affairs that we were left with nothing to show for it, and for this reason we would not have meat that Sunday."

2. "Of course, there was some work. He did a banner for a parade and fixed the sign on the Rex Theater. I remember that commission well, because they paid him in passes, and, for several weeks, we were at the movies almost every night. No one could convince me that we were among the unfortunates that summer! But, in the fall, even that ended, and, for about six weeks, my father didn't do a day's work."

3. "The truth was I was just a little irritated.... I was irritated with Mother, because she was forever mismanaging our affairs so that we were always in one tight spot or another. I was even a bit irritated with my father. It occurred to me that we couldn't be too well off if he couldn't piece together enough money to get by the first of the week. For a moment I wondered if we might not actually be quite poor..... As I thought about it, it seemed to me that it would have been very simple for him to ask the person he was going to pay to wait a few days. Apparently other people didn't always pay their bills on time."

4. "He rubbed his hand over his forehead and very slowly up through his hair, his eyes gazing distantly across the yard. He looked very old. His shoulders were slightly stooped and there were dark hollows around his eyes and a deep ridge between his brows that I had never noticed before."

KEY FOR THE TEN DOLLAR-BILL

Part A	Part B
1. c	1. g
2. a	2. c
3. b	3. i
4. c	4. a
5. d	5. f
6. a	6. b
7. b	7. j
8. c	8. e
9. b	9. h
10. c	10. d

Part C

1. I soon gathered, however, that my mother had no money sense.
2. Of course, there was some work.
3. For a moment I wondered if we might not actually be quite poor.
4. He looked very old.

OPEN BOOK ESSAY ON TEN-DOLLAR BILL

1. Why did Jimmy's father pretend to have money?

2. Why did he refuse relief?

3. Was he fair to his son?

4. Do you think Jimmy's father thought he was better than the people who were on relief?

5. Should we say (today) that all people who are on relief are lazy, or are there different ways to explain it?

6. Has your father ever been without a pay check for any length of time? If yes, what was it like?

7. Do you see any similarity between any character in this story and the story of the Kiskis? Explain.

KEY

1. Pride.

2. He felt he was too capable.
   Pride.
   He wanted independence.

3. No, he was not fair to his son.
   He kept his son from growing up and helping.
   Yes, he was right to keep the circumstances from Jimmy.
   (reasons here will vary)

4. Yes, he seemed to want to hang onto his opinion of himself as a hardworking, middle-class person.

5. Most answers are no. Reasons will vary.

6. The similarity is pride. In both cases pride kept the people involved from accepting help.

Transparency A

THE PARABLE OF THE TALENTS

For the kingdom of heaven is as a man traveling into a far country, who called his own servants, and delivered unto them his goods.

And unto one he gave five talents, to another two, and to another one; to every man according to his several ability; and straightway took his journey.

Then he that had received the five talents went and traded with the same, and made them other five talents.

And likewise he that had received two, he also gained other two.

But he that had received one went and digged in the earth, and hid his lord's money.

After along time the lord of those servants cometh, and reckoneth with them.

And so he that had received five talents came and brought other five talents, saying, Lord, thou deliveredst unto me five talents: behold, I have gained beside them five talents more.

His lord said unto him, Well done, thou good and faithful servant: thou hast been faithful over a few things. I will make thee ruler over many things: enter thou into the joy of they lord.

He also that had received two talents came and said, Lord, thou deliveredst unto me two talents: behold, I have gained two other talents beside them.

His lord said unto him, Well done, good and faithful servant: thou hast been faithful over a few things, I will make thee ruler over many things: enter thou into the joy of thy lord.

Then he which had received the one talent came and said, Lord, I knew thee that thou art an hard man, reaping where thou hast not sown, and gathering where thou hast not strawed:

And I was afraid, and went and hid thy talent in the earth: lo, there thou hast that is thine.

His lord answered and said unto him, Thou wicked and slothful servant, thou knewest that I reap where I sowed not, and gather where I have not strawed:

Thou oughtest therefore, to have put my money to the exchangers, and then at my coming I should have received mine own with usury.

Take therefore, the talent from him, and give it unto him which hath ten talents.

For unto every one that hath shall be given and he shall have abundance but from him that hath not shall be taken away even that which he hath.

And cast ye the unprofitable servant into outer darkness: there shall be weeping and gnashing of teeth.

---

1. Of whom is the lord in this parable a symbol?

2. Comment on "to every man according to his several ability."

3. How may the word "talents" be interpreted?

4. In one sentence, state the "moral" of this parable.

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OBJECTIVES:

1. Take pride in self for abilities, not what others think.
2. Express appreciation for those who serve others.
3. Stop mocking and destructive criticism.
4. Include others in our group of friends.
5. Greet students, especially those not so well off.
6. Choose student who is not best friend to work with.
7. Appreciate each student for what he can offer.
8. Help some student in need.

Objectives →	1	2	3	4	5	6	7	8	Totals
Methods ↓									
Tests	1%	3%	2%	4%	1%	2%	1%	1%	15%
Class Discussions	3%	3%	6%	7%	1%	7%	3%	1%	31%
Group Discussions				2%	2%	1%			5%
Group Writing & Performing			1%	1%	1%	1%	1%		5%
Reading Compositions			2%		2%	2%		8%	14%
Poetry Reading		2%							2%
Oral Reading of Stories				1%	1%				2%
Reading of Play		2%	3%	2%	2%	3%	3%		15%
Silent Reading of Stories	2%	2%			2%			2%	8%
Writing Compositions			1%		1%	1%			3%
Totals	6%	12%	15%	17%	13%	17%	8%	12%	100%

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THE SHORT STORY AS A VEHICLE FOR EXPLORING ONE'S RESPONSIBILITY TO SELF AND OTHERS *

Specific Value:	Responsibility
Subject Area:	English
Grade Level:	Ninth
Time:	Ten Weeks

Project on Student Values
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*Materials prepared by Janet Grundstrom

ABSTRACT

PHILOSOPHICAL STATEMENT. Literature, expressly the short story, provides an excellent means for exploring values. It presents the alternatives necessary for value education and exemplifies man's responsibility to self and others.

GENERAL OBJECTIVES. This unit aims at analyzing the short story as a literary form and as a vehicle for exploring one's responsibilities in life.

SPECIFIC OBJECTIVES. Students should demonstrate a sense of responsibility to self and to others by means of cooperation, respect, and courteousness.

STATEMENT OF CONTEXT. This unit was intended for use in a ninth grade general English class in Charlotte High School, Charlotte, Michigan. The class was composed of 34 students heterogeneous according to ability levels and socio-economic status.

OUTLINE OF CONTENT. Oral and silent reading, large and small group discussion, compositions, lecture material, movies, outside reading, quizzes and test, and an expectation sheet will comprise the content of this unit.

METHODS. Numerous methods were planned for use in this unit: bulletin boards, audio visual aids, thought sheets, provacative questions, autobiographical interviews and other methods as suggested by Raths in Values and Teaching.

TIME SCHEDULE. Approximately ten weeks was alloted for presentation of this unit.

EVALUATION. Students' behaviorial outcome was to be determined by means of an expectation sheet. Subject matter related to the short story as a literary form was to be evaluated by means of tests and quizzes.

I. PHILOSOPHICAL STATEMENT.

Due to societal change, the public school more than ever before is a vital agent in value education. Literature provides the classroom teacher with a rich abundance of material for value education and thus can be a vehicle for exploring and developing values. As such, the short story presents conflicts, interpersonal relationships and decisions which provide alternatives for discussion provoking individual thought which is so necessary in value education. Literature can and must serve as a means of bringing students to a higher realization of life's aims and responsibilities.

II. STATEMENT OF GENERAL OBJECTIVES.

This unit aims at presenting the short story as a vehicle for exploring one's responsibilities to self and others.

A. Related to Non-value Education

1. To develop an appreciation for the short story as a literary form.
2. To develop an appreciation for the short story as a pleasurable and enjoyable pastime.
3. To develop knowledge of literary techniques and forms.
4. To develop written and oral skills.
5. To develop an awareness of authors' differing styles of expression.

B. Related to Value Education

1. Develop a sense of one's responsibility to self and others.
2. Provide an atmosphere conducive to the valuing process.
3. Provide situations presenting alternatives for thought and discussion.
4. Develop an awareness of respect for other's opinions and feelings.
5. Help the students to clarify their own values and to defend them publicly.

III. STATEMENT OF SPECIFIC OBJECTIVES.

A. Identifies the elements of the short story

B. Indicates an awareness of literary styles and techniques

C. Exhibits a knowledge of famous authors and their styles on a test.

D. Reads for personal pleasure

E. Shows willingness to serve others

F. Cooperates with other classroom members and in other activities in which he participates

G. Expresses opinions both orally and on paper

H. Openly defends his beliefs and opinions

I. Openly acknowledges responsibilities of individuals and groups (Thomas, Exemplars of Specific Behavioral Objectives in Value Education)

J. Listens courteously to other people when they are talking or expressing an opinion

K. Is considerate of others' feelings

L. Demonstrates respect for others

IV. STATEMENT OF CONTEXT

This unit was intended for use in a ninth grade general English class. The thirty-four students comprising this class were heterogeneous in regards to ability level and social class.

According to the California Test of Mental Maturity the students ranged in Intelligence Quotient from 60 to 109. Reading levels, based on the California Achievement Test, ranged from 3.2 grade level to 9.6 grade level.

Students ranged from lower income families to lower middle and middle class enviroments. A large majority of the students come from broken families and live with only one parent or with a number of half and step siblings. The majority of their parents are swing-shift factory workers and thus away from home a great deal. Some of the parents, however, occupy managerial positions.

Charlotte High School, Charlotte, Michigan is composed of approximately one thousand students and is located in a predominately white, Anglo-Saxon, Protestant community.

V. OUTLINE OF CONTENT

A. Oral and Silent Reading

1. Glory in Bridgeville--a thought provoking story about a boy who is about to be signed as a major league pitcher. Responsibility to family, friends, and community confuse this boy as he tries to make the decision about his future. William Wise

2. The Sports Car Race--a story of teamwork in which flagmen, safety men, pitmen and drivers work together to make a race a thrilling but safe event. Don Stanford

3. Eleven Quarterbacks--on a football team each player has the responsibility for his own position. In this story a group of football players discover the results of shifting responsibility. B.J. Chute

4. Young Van Schuyler's Greatest Romance--people with serious physical handicaps face problems they are treated by others. Although they are handicapped, they have feelings and emotions and want to experience a sense of belonging. Al Capp

5. The Thief--a store owner forgives an old woman for the mistake she makes and allows her to keep her respect and dignity. A stimulating discussion could center around what students would have done under similar circumstances. Max Brand

6. Reflection of Luann--what responsibility do we have to be ourself even though at sometime we may have a secret desire to be like somebody else. In this story we learn of a girl who tried to imitate someone else and the unhappy experience which resulted. Majorie Holmes

7. The Restless Ones--three boys looking for some "action" get themselves into serious trouble with the law. The policeman tells the boys, "A minor can't take responsibility-that's the difference between an adult and you." This should generate a lively discussion among the class members. Leslie Waller

8. Pygmalion--four older brothers work together to make their sister popular. A strong spirit of cooperation within a family is exemplified by this story. Frank Gilbreth Jr. and Ernestine Gilbreth Carey

9. The End of the Rope--a mountain climber teaches a man who feels superior because he is from the city that everyone has strengths and weaknesses. This story brings up the idea that misjudging people can lead to unfavorable results. George Surdez

10. The End of the Trail--an old trapper risks his life to help a group of strangers through the Rockies. He does this without thinking of his own danger and without desire to benefit himself. Jim Kjelgaard

11. The Snob--a young man who is embarrassed to introduce his father to his girl friend discovers that material possessions do not determine a person's worth or character.

12. The Necklace--a foolish woman trying to impress others loses a necklace which is supposedly very valuable. In order to pay for a replacement she and her husband work and struggle for ten years. In the end the woman learns the necklace was merely an imitation. Guy deMaupassant

13. The Apprentice--through a frightening experience, a young girl learns that she has the same responsibility for her dog's welfare that her parents have for her welfare. Provides insight into rebellion against adult guidance.

14. The Dum-Dum--this short story emphasizes the fact that pinning labels on people can be a risky business. Jesse Stuart

B. Large and Small Group Discussion

C. Compositions

D. Lecture Material--Appendix 4

E. Movies

1.

HEMINGWAY. This film chronicles Hemingway's life from boyhood, through his years as a journalist and novelist, until his death. Draws upon one of the largest collections of still photographs of Ernest Hemingway ever assembled.
(54 minutes; Western Michigan Universtiy)

2.

SCHOOL ACTIVITIES AND YOU. The importance of choosing school activities that relate to you is emphasized in this film.
(10 minutes; Michigan State University)

3.

HOWARD. Decisions as tempered by family, friends and society. Emphasis on importance of reviewing all factors before a decision is made.
(30 minutes; Michigan State University)

F. Outside Reading--Appendix 1

G. Quizzes

H. Expectation Sheet

VI. METHODS

Literature requires many methods of exploration; therefore, a variety of techniques were planned to implement the content of the unit. All of the incorporated methods emphasized "the need for the student to arrive at his own ideas on the basis of his own critical thinking and evaluation." (Raths, page 77)

A. Oral and Silent Reading of Selected Short Stories:

Reading would be introduced by a stimulating question or statement, a brief summary or a biographical sketch. In all cases an emphasis would be placed on reading for enjoyment.

Oral reading would be accomplished by volunteers and would emphasize literary techniques and the improvement of oral skills. Silent reading would allow the reader to recognize literary styles and techniques as he reads on his own. Students should be aware of the following for each of the assigned stories:

1. Author's background
2. The elements of the story(plot, character, setting and theme)
3. Literary techniques utilized in the story

Each story would be discussed thoroughly for content and as a literary form. Primarily, however, these discussions would explore the particular phase of responsibility presented in the story.

B. Large and Small Group Discussion would comprise a large amount of class time and thus would demand a number of fresh and imaginative methods. The following were planned for use:

1. Weekly thought sheets will be required of each student. The thought sheets will be personal reflections on anything that concerns the student. These thought sheets may be on any topic, of any length and of any form. They are not to be graded, however, the teacher will make comments which will add to the clarification process. Thought sheets will be read to the class anonymously to stimulate class discussion.

2. Provocative Questions would also be used as a stimulus for discussion. The following exemplify the type of question to be utilized;
   a. What is most important to you--being wealthy or being happy?
   b. What is good about "following the crowd?"
   c. Why are some people cruel to others?
   d. Is it fair for teachers to have favorites?
   e. What is good about rules and laws?
   f. Is cheating really wrong?

3. Popular Song Lyrics would provide a basis for both compositions and class discussions. Students would develop a composition expressing their personal reactions and opinions and then would open these ideas to class discussion.
   a. I've Gotta Be Me by Sammy Davis Jr.
   b. Societies Child by Janice Ian
   c. Other selections to be recommended by the students

C. Compositions
In order to develop written skills, students would be assigned a number of compositions during the course of the unit. These would allow the student to present his personal thought and opinions.

1. Suggested Topics for Composition--Appendix 1

2. Picture Without Caption. The teacher collected a number of pictures without captions. After viewing these, students would supply a caption and then write their views on the topic. Pictures primarily emphasized current social problems: a student cheating on a test, a famished Oriental child, a group of protestors beseiging a campus administrative building. On the other hand, a few of the pictures represented the beauty of nature, friendship, and people enjoying leisure time.

D. Lecture Material was presented by means of overhead transparencies and instructional bulletin boards. Appendix 4

E. Outside Reading. Students were not required to do any outside reading nor were they to be given extra credit for this work. The teacher thereby hoped to gain an indication of those students genuinely interested in reading for enjoyment. A suggested reading list was provided to students (Appendix 2). Students could report on their books in any of the following ways:

1. Discuss the book orally with the teacher
2. Oral report to the class
3. A written report on one of the following questions:
   a. How did the protagonist face conflicts? How would you face a similar conflict?
   b. How dies one character compare to you and why?
4. Submitting a 3 x 5 card with the name of the book, author, and whether or not they would recommend this book to others and why.

F. Quizzes were to be given approximately once every two weeks. These would cover information from the reading assignments and lecture notes.

G. An Autobiographical Interview would be held privately between each student and the teacher. This would be done during class time while other students worked on reading or writing assignments. Questions would differ for each student, but would include the ten value rich areas suggested by Simon; money, friendship, love and sex religion and morals, leisure, politics and social organization, work family, maturity, and character traits.

H. Value Sheet--Appendix 3

I. Proud Whips would be utilized once or twice weekly. Students would be given a topic to which they could respond with something they are proud of or pass if nothing comes to mind.
Examples include:
   a. Something that you have done this week to be kind to someone else
   b. Something you have done in school this semester
   c. A time when you controlled your temper
   d. Something you gave freely to someone else
   e. Something you did last weekend

VII. TIME SCHEDULE.

This unit is intended to cover a ten week period, with fifty-five minute class periods five days a week. Approximately two to three per week were allotted for oral or silent reading, discussion of material, quizzes and/or lecture material. The remaining time per week was to be spent in large or small group discussion , the writing of compositions, and enrichment activities such as recordings, films and individual reading.

It was the intention of the teacher that no one class period be devoted to just one activity. Hopefully, there would be a variety of experiences for the students each day so that students would remain interested and enthusiastic.

VIII. EVALUATION.

Students were to be evaluated by the combination of composition grades, quizzes, class participation and an expectation sheet.

Of the nine objectives stated on the Expectation Sheet, it was the hope of the teacher that at least fifty per cent of the students would demonstrate at least four of the expected behavioral outcomes.

EVALUATION FORM 1

EXPECTATION SHEET

Student _____

Instructions: The observer is to enter the date at which time the student indicated the desired behavior listed. The column marked initial occurrance is for indicating the date of the first time the desired behavior was observed. The column marked sustained occurrance is for indicating the date prior to which the observer has seen the desired behavior occur a number of times. The column marked quality occurrance is for indicating observed poise and unusual grasp and facility with the desired behavior.

BEHAVIOR FACTOR	Initial	Sustained	Quality
1. To identify the short story elements given a test			
2. To recognize literary styles and techniques			
3. Reads for enjoyment			
4. Shows willingness to help others			
5. Shows cooperation when working with classmates			
6. Expresses opinions (written or orally			
7. Listens courteously			
8. Demonstrates respectful attitude to classmates and teacher			
9. Exhibits a sense of responsibility to self and others (completes assignments, volunteers information, is on time to class)			

COMMENTS:

<u>You, The Decision Maker</u> developed by Instructional Systems Corporation for Follett Counseling Information Service.

Answer the following questions honestly-not the way you think you <u>ought</u> to feel, but the way you really do feel.

1. How would you like best to be remembered by other students when you leave school?

   _____ a. Good student
   _____ b. Athletic star
   _____ c. Popular person
   _____ d. Leader
   _____ e. Couldn't be pushed around
   _____ f. Average

2. Do you feel that your school classes ~~are~~ are important to you?

   _____ a. Most are
   _____ b. Some are
   _____ c. Few or none are

3. Do you have opportunities in school to discuss things that are important to you?

   _____ a. Many times
   _____ b. Some of the time
   _____ c. Seldom, if ever

4. Imagine a large computer could answer one of the following questions for you. Which question would you ask?

   _____ a. How can I make a lot of money?
   _____ b. How can I really use my talents and skills?
   _____ c. How can I always have enough to live on?
   _____ d. How can I really help people?
   _____ e. How can I become well-known?

5. Suppose this same computer could also answer one of the following questions. Which one would you ask?

   _____ a. How can I have more fri
   _____ b. How can I be more import
   _____ c. How can I get higher grades?
   _____ d. How can I get more spending money?
   _____ e. How can I understand myself better?

6. How often do you think about your purpose in life, why you are here, and where you are going?

_____ a. Very often
_____ b. Sometimes
_____ c. Little or none of the time

7. If you had your choice, how would you change yourself?

_____ a. Completely
_____ b. In most ways
_____ c. In some ways
_____ d. Not at all

8. How definite are your plans for an occupation or career?

_____ a. Very definite
_____ b. Vague
_____ c. Unknown

9. When you think about the future, how do you see it?

_____ a. Full of unknown pitfalls
_____ b. Vague and confusing
_____ c. Okay, as far as I know
_____ d. Friendly and exciting

Evaluation Form III

Quizzes were to be given approximately once every two weeks. The following is a sample of the type of quiz to be given.

Name _____ SHORT STORY QUIZ # 1
Date _____

1-4. List the four (4) elements of a short story.

5. Define Plot

6. Define point of view.

7. List the two (2) types of conflict.

WRITE THE LETTER OF THE STORY WHICH BEST FITS THE SELECTION DESCRIBED:

A. The Sport's Car Race
B. Dunkirk
C. Eleven Quarterbacks
D. Football Fever
E. The Pharmacists Mate
F. Pygmalion

_____1. Officers and enlisted men work together the direction of an enlisted man.

_____2. To succeed, a team can have only one leader.

_____3. Four boys help their sister become popular.

_____4. An American boy and a Frenchman defeat their competitors.

_____5. An officer takes the responsibility for an enlisted man's decision.

MULTIPLE CHOICE--PICK THE RESPONSE WHICH YOU FEEL BEST COMPLETES THE STATEMENT

_____1. The important part of teamwork is
A. self-recognition
B. winning the game
C. cooperation
D. lots of practice

_____2. In an emergency, people often do great deeds because
A. they are badly frightened
B. they are selfish
C. they forget about danger to themselves
D. they have practiced what to do in every kind of emergency

_____3. Whenever several persons work together to do a job
A. They never accomplish anything
B. Each one does part of the work under the direction of one leader
C. Each one tries to lead the group
D. No one knows what to do

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_____4. It is most important for a good leader to have the ability to
A. Talk louder than others
B. Be stronger than others
C. Understand the people working for him and the job they have to do
D. Spend money and get others to give it

_____5. In The Sport's Car Race the following was an example of teamwork
A. Hap driving the last lap
B. Hap holding the fender away from the tire
C. The flagman signaling the drivers
D. All of the above

ESSAY--Give an example of an experience you have had with teamwork. Discuss whether the results were or were not favorable and why. Make sure you have an introduction, body and conclusion and use complete sentences.

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Evaluation Form IV TO BE SENT TO OTHER FACULTY MEMBERS

I Need some confidential information about some students as an index to the amount of carry-over behavior that exists from class to class. Currently I am involved in a values unit stressing the value of responsibility.

always INTERESTED AND INVOLVED IN CLASSROOM WORK never

always COOPERATES WITH OTHER CLASSROOM MEMBERS never

always EXPRESSES OPINIONS IN DISCUSSIONS never

always CONSIDERATE OF OTHERS FEELINGS never

always DEMONSTRATES A SENSE OF RESPONSIBILITY TO SELF AND OTHERS never

Rater: _____ Date: _____

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Appendix I

SUGGESTED TOPICS FOR COMPOSITION

1. A Challenge I Met
2. A Time I Was Tested
3. A Valuable Lesson
4. A Debt I Owe
5. My Most Unforgettable Person
6. The Troubles of Responsibility
7. How Our Family . . .
8. One Morning I work up, looked in the mirror, and was surprised to find I had turned into a . . .
9. My Biggest Fear Is . . .
10. First Impressions
11. A Painful Experience

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Appendix II

BOOK LIST FOR OUTSIDE READING

1. The Light in the Forest - Conrad Richter
2. Old Man and the Sea - Ernest Hemingway
3. The Little Princesses - Marion Crawford
4. The Family Nobody Wanted - Ellen Doss
5. Death Be Not Proud - John Gunther
6. The Pearl - Steinbeck
7. Christy - Catherine Marshall
8. Ethan Frome - Edith Wharton
9. The Yankee Clipper - Jo Dimaggio
10. The Story of the Trapp Family Singers - [illegible]
11. Up the Down Staircase - Bel Kaufman
12. We Shook the Family Tree - Hildegarde Dolson

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Appendix III

VALUE SHEET

Instructions:

Some persons say that men must stick together and help one another, or they will fall separately, that no man is an island, that each man's fate is intertwined with other men's fates, and one should "Help Those in Need."

Read each of the six situations below and try to identify what you would do in each case. Although not all the information is provided for any of the situations, make the best estimate you can of what you would do if you were faced with such a situation in the future. Try to be as realistic as possible in your choice of actions. When you are finished, try to summarize your position regarding the issues: Minding Your Own Business vs. Helping Those in Need.

Situation A

You are walking down a busy shopping street in the middle of the afternoon. You hear screams across the street and see a man choking a woman in a doorway. Several persons on both sides of the street notice, but nobody moves as the woman continues to scream and as the man tries to drag her indoors by the throat.

Situation B

You are in a group of persons with whom you would like to be friends. Two members of the group begin to tease a nearby girl who has a very strange face. Others in the group join in, although a few are silent.

Situation C

The young married couple that lives next to you has a little boy three years old. During a friendly visit with them you observe that they are energetically teaching that boy to hate a minority group.

Situation D

An unpleasant-looking man approaches you on a corner and asks you for a dime for a cup of coffee.

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Situation E

You hear that the Indians on the reservation in the next state are suffering from severe poverty and that nobody is doing much about it.

Situation F

You read that Negroes in some areas of the South continue to suffer discrimination and that they are sometimes beaten or even murdered and that the white persons in those areas are angry with those trying to interfere with the way things are.

Values and Teaching, pp. 96-97.

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VALUE SHEET

YOUNG VAN SCHUYLER'S GREATEST ROMANCE

1. What is the author's purpose in writing this story?

2. What do you think of Al Capp's classification of young people as "Normies", "Poor Kids", and "Other Kids"?

3. How do Capp and Bootsie feel about the way other people treat them?

4. Do you know any physically disabled people?
   How are they treated by other people?

5. Do you ever consciously or unconsciously make fun of other people?
   Can you explain why?

6. Do people ever make fun of you?

7. Can you think of something to do to make people treat others with thoughtfulness and kindness?

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Appendix IV

LECTURE MATERIAL

(to be presented by overhead transparencies)

1. Plot: crisis, climax, resolution
2. Character: static, dynamic
3. Setting: time, place, manner of living, environment
4. Theme
5. Point of view: 1st person, 3rd person, omniscient
6. Irony
7. Satire
8. Nonfiction: Biography, Autobiography
9. Compositions
   a. Sentence Construction: Topic sentences, sentence fragments
   b. Developing Paragraphs
   c. Introduction - Body - Conclusion
10. Biographical Information on Authors

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Bulletin Board Suggestions

$Ch_2 S_{TPT} + Co_3 + Pl + CL_1 + Th_2$ = Elements of the Short Story

Character
people or animals participating in the story

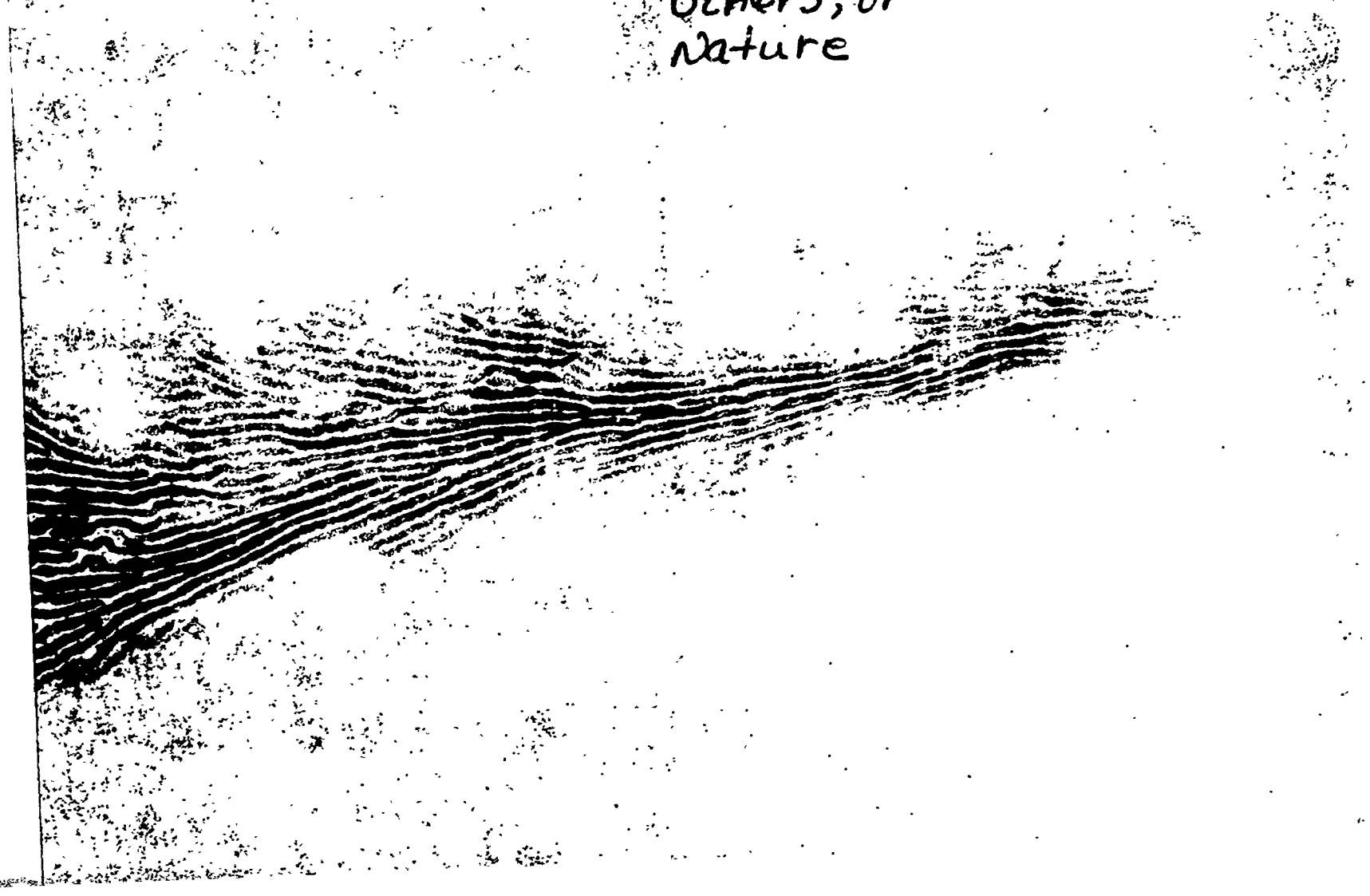
Setting
time, place and mood of story

Conflict
problem which must be solved; usually man against himself, others, or nature

Plot
what happens; events that make up the structure of the story

Climax
high point or turning point in the story

Theme
the message about Life which the author is trying to reveal through telling this story



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The Paragraph

Individuality in thought – Unity in expression

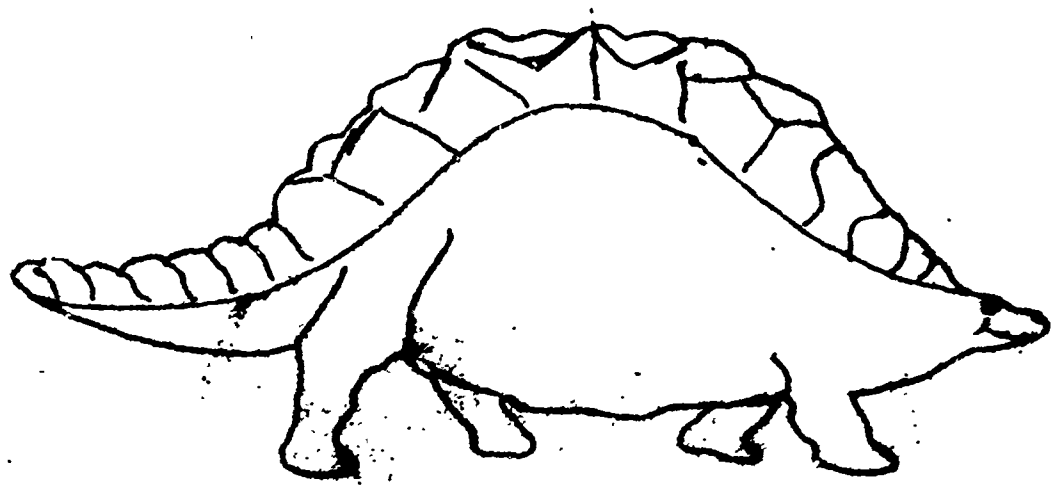
Ways to develop a paragraph:

1. details
2. examples
3. comparisons
4. reasons
5. tell a story

The paragraph must stick to one main topic stated in the topic sentence.

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E.D.R.S.

The thesaurus is not a prehistoric animal.



It is a book of synonyms and antonyms which will help you avoid plain words and color your writing with more picturesque words.

The dinosaur (went) into the forest to search for his thesaurus.

lumbered	sauntered	tottered	shuffled
	tramped	staggered	bopped
	traipsed	pranced	frolicked
	strolled	sashayed	swayed

TABLE

Objectives / CONTENT	1	2	3	4	5	6	7	8	9	10
A.	2	1	5		2	1	2	2	1	2
B	1	1		3	3	8	3	3	5	27
C.				1		10			3	14
D.	3	3					3			9
E.	1	3		1					2	
F.	1	1	5		1	1			1	11
TOTALS	8	9	10	5	8	21	8	5	14	100

A. Oral and Silent Reading.
B. Group Discussion.
C. Composition.
D. Lecture Material.
E. Maps.
F. Outside Reading.

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A CURRICULUM UNIT IN VALUE EDUCATION

Inherent Worth and Dignity of Mankind

by

Richard Johnson
(classroom teacher)

Specific Value :	Open-mindedness
Subject Area:	Social Studies
Grade Level:	Seventh
School:	Northview Junior High
District:	Northview Public Schools
Time:	September 11-November 14, 1967 (nine weeks)
Directed by:	Walter L. Thomas, Project Director
Sponsored by:	Project on Student Values 3860 Plainfield, N.E. Grand Rapids, Michigan 49505

INHERENT WORTH AND DIGNITY OF MANKIND

It is a responsibility of education to emphasize the concept of individual worth and dignity because that concept lies at the heart of the theory of democracy and is essential for the establishment of equitable relationships among individuals from all groups in today's complex world. Prejudice prevents this.

Students in this seventh grade social studies class will spend most of their time on the underdeveloped areas of the world (Asia, Africa, and Latin America) The regional problems and cycles will be emphasized. All the phases of social science will be utilized. A current events and socio-cultural approach will permeate the entire course. Various graphic skills and terminology mastery will be expected.

The specific objectives for value education are as follows: (1) an awareness and understanding of prejudice; (2) the effects of prejudice; (3) the ability and willingness to identify some personal prejudices.

This unit was implemented in a seventh grade social studies class of boys and girls. They come from a suburban community that would be classified upper lower. This is an above average class in ability. There are no non-white students in it.

The material covered is as follows: definitions and basic terminology; examples of positive and helpful prejudice; examples of negative prejudice; historical examples of prejudice; the universality of human needs; society; human nature and common cultural activities; racial characteristics; intellectual differences; causes of prejudice; critical thinking skills; and the effects of prejudice.

The following methods were used to implement the above content; individual research; lectures; game situations; visual and oral reactions to picture stimulus, cartoons, posters, art-type projects, family-home discussion, personal reading matter, survey instruments, open-end stories, problem solving, case study, prepared reading matter, television and Hollywood stereotyping.

The unit began Monday, September 11, 1967, and continued until Tuesday, November 14, 1967. Forty class hours were used. We worked continuously on the project as student interest was fairly high.

Seven pages of statistical information are included. Girls showed less prejudice than boys on both the pre and post-tests. Twenty-four of twenty-nine students showed improvement from the pre to the post-test. There were thirty-five questions which covered fourteen major topics. Negro, Obesity, Food, Jewish, Catholic, Foreigners, Minority, Migrant, Nationality, Racial Myths, Nature of Prejudice, United States, Sex, and Red-heads are the major topics covered by the survey tests. "Soft data" included picture interpretation, games, oral discussion.

On the test as a whole, boys went from 3.01 to 3.33 (.32), the girls went from 3.21 to 3.50 (.29) and the class went from 3.12 to 3.41 (an increase of .29). I feel that a definity awareness was incorporated in the majority of the students. Girls were consistently less prejudice than boys. The students orally, or subjectively on my part, indicated less prejudice than some of the survey instruments seemed to indicate. Definite progress was made. An attitude of critical inquiry and questioning of statements was engrained in many.

A more professionally constructed survey instrument is needed. Also mass reading materials for class access would help. I would like to see a course or unit of this type that would last an entire semester. I would cover society and cultural activities first, and then go into prejudice and critical thinking.

INHERENT WORTH AND DIGNITY OF MANKIND

I have included seven pages of charts based on the results of the pre and post test. This is the so-called "hard data" of the project. The results of the entire class are compared on a before and after basis. Twenty-four students showed some change after being subjected to the unit. Five students showed a negative change.

The seven pages (A-G) of data are fairly self-explanatory. Pages A to C deal with the fourteen major topics covered by the thirty-five question test. The numbers inside the circle at the top of the charts refer to the specific question in the test that deal with that topic. All questions dealing with the Negro, for instance, are lumped together under one heading.

In order to place meaning to the numerical scores, keep in mind the answering system used on the test instrument. Each student could answer (1) Strongly Agree, (2) Agree, (3) Disagree, (4) Strongly Disagree). Answers in the one and two range indicate degrees of prejudice and answers in the three and four range indicate non-prejudice. All of the statements on the test were prejudicial statements.

Page (D) shows the 14 major topics in order of the least amount of prejudice on a pre and post test basis for boys, girls, and the entire class. Page (E) shows the fourteen major topics in terms of the greatest degree of change from pre to post-test for boys, girls, and the entire class.

Page (F) shows individual girls and individual boys on a pre and post test basis. Each girl is given alphabetical letters and each boy is given a double alphabetical letter which stays with them for the rest of the statistical information. Page (G) lists each student by his or her alphabetical letter on both the pre and post-tests.

Evaluation and Interpretation. Much of the interpretation of the "hard data" is self-explanatory, but I will add comments whenever I feel it will be necessary. Girls tended to score higher than boys on both the pre-test and the post-test and in almost every one of the fourteen major topics. The boys scored higher on the pre-test on Minority and Religion. On the post test boys and girls scored exactly the same on Race and Foreigners.

Before application of the unit the class showed heavy prejudice in areas they had no access to information in, such as Food, Nature of Prejudice, and Obesity.

On the post-test the four topics that still remained rather high in prejudice were Racial, Negro, Nationality, and Migrants. This is not to say that there wasn't any improvement, but these categories tended to be at the bottom in a hierarchial ranking. These are the emotionally-loaded topics and thus it is not surprising to see them situated here.

On the test as a whole, boys were from 3.01 to 3.33 (.32), the girls went from 3.21 to 3.50 (.29) and the class went from 3.12 to 3.41 (an increase of (.29).

On the pre-test out of the five highest scores (least prejudiced), four were girls. In fact, the first four were all girls. On the post test, girls scored first, two of them tied for second, a boy third, and a girl scored fourth. Boys tended to congregate at the bottom of the scale on both tests.

Obviously it would be foolhardy and naive to say that definite change has taken place in the lives of these students because there has been a numerical change in the scores of their pre and post-tests. The real proof will be in their daily lives when confronted with these various situations. It was not my purpose to try to ingrain a consistent behavior pattern but to bring about an awareness of prejudice and its effect on both the person holding it and receiving it. With this in mind, I feel that much was accomplished and the unit was very successful. The five students who showed a negative change on the post test probably didn't answer honestly on the pre-test. The post-test is probably a more realistic interpretation of their true feelings. The fact that girls scored consistently higher (less prejudice) might be due to more maturity at this age, and or greater degree of feminine sympathy and feeling.

I feel that almost every student benefited from this experience. If nothing else, they are aware that what they are saying, believing, or doing is a prejudiced act. This is a start in the right direction, an awareness. Student interest was very high in the area of logical thinking and reasoning. Most students began to adopt an attitude of inquiry and healthy suspicion. They were no longer willing to "blindly" accept statements made in advertising and conversation.

On the various perception tests used, I feel that the students were keenly aware of the role that individual perception plays in the interpretation of an event or happening. We viewed twenty different pictures for varying amounts of time ranging from five seconds to thirty seconds. Ten of the pictures had two or more central objects and most students tended to identify one and not the others which strongly pointed out the role of individual perception and the role it plays. The other ten pictures were open-ended types. The students had to decide what was going on and write down anything about the pictures that entered their minds. There were pictures of Negro boys sitting on a tenement steps, a Negro family standing in a field of flowers, a girl leaning against a wall, etc. Some students saw only a family picking flowers in a field. Others saw a Negro man, woman, and children. The students responded very well to all of these and it brought about tremendous clarification and understanding of the complexities and problems of perception. The pictures were shown on an opaque projector and the students wrote their responses on a piece of paper. Then we went back and discussed the various responses while looking at the particular picture.

Oral discussion was excellent throughout the entire project. The students were not hesitant at all to put their feelings and attitudes on a very personal basis. We have made an excellent start but it needs re-enforcement and elaboration. It would be a shame to stop it here. I feel that I could easily spend an entire semester or a year on this type of material.

In some ways the test might not reflect as much improvement or change that I feel was made because many of the questions dealt with adult-like topics such as marriage, etc. which these students are not thinking about yet. If a more professional type test could be constructed which would be aimed at their experience level, I'm sure it would be a little more positive in terms of the amount of prejudice. In other words, I feel that the students are not completely or honestly represented by the test results. Most of the "soft data" indicates less prejudice. Not being a psychometrics expert, possibly the .29 increase shown by the class is a significant one also. The boys in oral discussion did not seem to be more prejudiced than the girls, but the pre and post-test present a different picture.

One area that seemed difficult to pinpoint was the idea of "stereotype". By the end of the unit, after compiling a stereotype notebook through the use of cartoons, most students seemed to grasp the concept of stereotyping. The cartoon notebooks were very good on the whole. Each student was required to put a caption under each cartoon explaining the stereotyped situation or individual depicted.

Most students seemed to feel that they were more "open" or less prejudice than their parents. Again, it is easy to pay lip service to a policy if there is no responsibility involved. I feel that most students were giving their true feelings and attitudes in most cases and were not trying to give so-called "right answers". A great deal of give-and-take, pro and con discussion took place.

Recommendations. First of all, as already indicated, I would like a professionally constructed measuring instrument for pre and post-test usage. Also, I would like to teach a course such as this for a longer period of time, such as a full semester.

I had difficulty in finding materials in our school library that the students could use. I put together a syllabus of mimeographed sheets that were given to the students day-by-day. The information on these sheets was compiled from various high-school testbooks and adult level books. I tried to re-write in simpler terms some of the material, but I feel that it still could be put in a style that would be easier to handle. Our approach was to assign a page or two at a time for individual reading, then discuss it at home with the parents, and then we took it apart piece by piece together in the classroom. I might add, we had excellent parental cooperation. A copy of the syllabus is included along with my write-up.

I would recommend greater use of films and filmstrips if available and economically possible. If testbooks of any type or any kind of group reading material is available, it would be of immense help.

With the research projects, I would try to assign topics rather than allow random choice, as most choices centered around four or five types of people. The requirements for the research project is included along with the syllabus.

Also, in constructing a syllabus, the spacing and style of the material could greatly enhance student acceptance and ease of reading. I crammed too much information on a page and in a too matter of fact style for this age level.

Communication between other teachers is necessary and a sequential or continued re-enforcement is needed between the various academic disciplines.

I would suggest a revised order of introduction of material which would begin with the Universality of Human Needs, Society, Human Nature and Common Cultural Activities. Then go into prejudice and critical thinking.

	Awareness and Understanding of Prejudice	Effects of Prejudice	Identification of Some Personal Prejudices	TOTALS
Pre and Post-Test	1 2/3%	1 2/3%	1 2/3%	5%
Basic Terminology	2 1/2%		2 1/2%	5%
Positive and Helpful Prejudice	2 1/2%		2 1/2%	5%
Negative Prejudice	5%		2 1/2%	7 1/2%
Historical Prejudice	2 1/2%	2 1/2%		5%
Universality of Human Needs	10%			10%
Society	7 1/2%			7 1/2%
Similarity of Cultural Activities	7 1/2%			7 1/2%
Racial Characteristics	7 1/2%		2 1/2%	10%
Intellectual Differences	2 1/2%			2 1/2%
Causes and Origins of Prejudice	10%		2 1/2%	12 1/2%
Critical Thinking Skills	5%		5%	10%
Economic, Social, Political Consequences on People and Society		10%	2 1/2%	12 1/2%
TOTALS	64 1/6%	14 1/6%	21 4/6%	100%

NEGRO	(6) Pre	Post	Change	(8) Pre	Post	Change	(14) Pre	Post	Change	(19) Pre	Post	Change	(28) Pre	Post	Change
BOYS	3.06	3.15	+.09	3.23	3.15	−.08	3.15	3.15	0	3.38	3.38	0	2.85	3.00	+.15
GIRLS	3.50	3.69	+.19	3.50	3.63	+.13	3.44	3.50	+.06	3.56	3.69	+.13	3.19	3.25	+.06
DIFFERENCE +or - (B) Boy (G) Girl	+.44 G	+.54 G		+.27 G	+.48 G		+.29 G	+.35 G		+.18 G	+.31 G		+.34 G	+.25 G	

NEGRO

Group Results of all questions on Negro put together	Pre-Test	Boys	3.14
	Post-Test	Boys	3.16 (+.02)
	Pre-Test	Girls	3.44
	Post-Test	Girls	3.55 (+.11)
	Pre-Test	Class	3.30
	Post-Test	Class	3.38 (+.08)
	Pre-Test	Boys	3.14
	Pre-Test	Girls	3.44 (+.30G)
	Post-Test	Boys	3.16
	Post-Test	Girls	3.55 (+.39G)

	(26) OBESITY			(9) FOOD			(15) JEWISH			(18)			(23)		
	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change
BOYS	2.92	3.38	.46	2.00	2.62	.62	3.06	3.31	.25	3.31	3.46	.15	3.00	3.28	.23
GIRLS	3.13	3.50	.37	2.06	2.63	.57	3.38	3.38	0	3.13	3.75	.62	3.56	3.56	0
DIFFERENCE +or - (B) Boy (G) Girl	+.21 G	+.12 G		+.06 G	+.01 G		+.32 G	+.07 G		+.18 B	+.29 G		+.56 G	+.33 G	

Pre-Test Class 3.03
Post-Test Class 3.45
(+.42)

Pre-Test Class 2.03
Post-Test Class 2.62
(+.59)

Pre-Test Boys 3.13
Post-Test Boys 3.33 (+.20)

Pre-Test Girls 3.35
Post-Test Girls 3.56 (+.21)

Pre-Test Class 3.25
Post-Test Class 3.46 (+.21)

Pre-Test Boys 3.13
Pre-Test Girls 3.35 (+.22 G)

Post-Test Boys 3.33
Post-Test Girls 3.56 (+.23 G)

	CATHOLIC (11)			FOREIGNERS (13)			MINORITY (33)			MIGRANT (27)		
	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change
BOYS	3.46	3.54	.08	3.23	3.69	.46	3.23	3.23	0	2.77	3.23	.46
GIRLS	3.31	3.69	.38	3.63	3.69	.06	3.06	3.69	.63	2.94	3.31	.37
DIFFERENCE + or - (B) Boy (G) Girl	+.15 B	+.15 G		+.40 G	0		+.17 B	+.46 G		+.17 G	+.08 G	

Pre-Test Class 3.38
Post-Test Class 3.62
(+.24)

Pre-Test Class 3.45
Post-Test Class 3.69
(+.24)

Pre-Test Class 3.14
Post-Test Class 3.48
(+.34)

Pre-Test Class 2.86
Post-Test Class 3.28
(+.42)

NATIONALITY

	INDIAN (29)			PUERTO RICAN (20)			SCOTCH (4)			SWEDISH (16)		
	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change
BOYS	3.00	3.31	.31	3.06	3.38	+.32	3.46	3.38	−.08	1.92	2.54	+.62
GIRLS	3.06	3.38	.32	3.13	3.56	+.43	3.25	3.81	+.56	2.06	2.38	+.32
DIFFERENCE +or − (B) Boy (G) Girl	+.06 G	+.07 G		+.07 G	+.18 G		+.21 B	+.43 G		+.14 G	+.16 B	

Pre-Test Class	3.03	Pre-Test Class	3.10	Pre-Test Class	3.24	Pre-Test Class	2.00
Post-Test Class	3.34	Post-Test Class	3.48	Post-Test Class	3.62	Post-Test Class	2.45
(+.31)		(+.38)		(+.38)		(+.45)	

NATIONALITY

	IRISH (3)			BRITISH (2)			RUSSIAN (30)			ITALIAN (5)		
	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change
BOYS	3.06	3.54	+.48	2.92	3.23	+.31	2.77	3.23	+.46	3.54	3.46	.08
GIRLS	3.25	3.75	+.50	3.63	3.88	+.25	3.13	3.19	+.06	3.63	3.75	.12
DIFFERENCE or - (B) Boy (G) Girl	+.19 G	+.21 G		+.71 G	+.65 G		+.36 G	+.04 B		+.09 G	+.29 G	

Pre-Test Class	3.17	Pre-Test Class	3.31	Pre-Test Class	2.97	Pre-Test Class	3.59
Post-Test Class	3.66	Post-Test Class	3.59	Post-Test Class	3.21	Post-Test Class	3.62
(.49)		(.28)		(.24)		(.03)	

	NATIONALITY						RACIAL					
	ITALIAN (34)			CHINESE (31)			(7)			(10)		
	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change
BOYS	3.23	3.31	+.08	3.69	3.06	−.63	2.92	3.00	+.08	3.23	3.77	+.54
GIRLS	3.63	3.31	− .32	3.81	3.81	0	2.94	3.06	+.12	3.25	3.75	+.50
DIFFERENCE +or − (B) Boy (G) Girl	+.40 G	0		+.12 G	+.75 G		+.02 G	+.06 G		+.02 G	+.02 B	

Pre-Test Class 3.45
Post-Test Class 3.31
(−.14)

Pre-Test Class 3.76
Post-Test Class 3.48
(−.28)

Group Results of all questions on nationality put together

Pre-Test Boys 3.07
Post-Test Boys 3.25 (+.18)

Pre-Test Girls 3.26
Post-Test Girls 3.48 (+.22)

Pre-Test Boys 3.07
Pre-Test Girls 3.26 (+.19)

Post-Test Boys 3.25
Post-Test Girls 3.48 (.23)

Pre-Test Class 3.17
Post-Test Class 3.38 (+.21)

	RACIAL						NATURE OF PREJUDICE					
	(21)			(32)			(12)			(17)		
	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change
BOYS	2.92	3.15	+.23	3.23	3.31	+.08	2.46	3.54	+1.08	2.31	3.15	+.84
GIRLS	3.50	3.50	0	3.25	3.56	+.31	2.56	3.25	+.69	2.56	3.69	+1.13
DIFFERENCE ~~for~~ - (B) Boy (G) Girl	+.58 G	+.35 G		+.02 G	+.25 G		+.10 G	+.29 B		+.25 G	+.54 G	

Group Results of all questions on racial put together

Pre-Test Boys	3.07	
Post-Test Boys	3.31	(+.24)
Pre-Test Girls	3.23	
Post-Test Girls	3.31	(+.08)
Pre-Test Class	3.16	
Post-Test Class	3.40	(+.24)
Pre-Test Boys	3.07	
Pre-Test Girls	3.23	(+16) G
Post-Test Boys	3.31	
Post-Test Girls	3.31	(0)

	NATURE OF PREJUDICE						U. S.			SEX			RED-HEAD		
	(22)			(35)			(25)			(24)			(1)		
	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change
BOYS	2.31	3.38	+1.07	2.77	3.85	+1.08	3.00	3.46	+.46	3.54	3.54	0	3.38	3.46	+.08
GIRLS	2.63	3.44	+.81	3.13	3.94	+.81	3.25	3.50	+.25	3.63	3.88	+.25	3.69	3.94	+.25
DIFFERENCE or - (B) Boy (G) Girl	+.32 G	+.06 G		+.36 G	+.09 G		+.25 G	+.04 G		+.09 G	+.34 G		+.31 G	+.48 G	

Group Results of all questions on Nature of Prejudice put together

Pre-Test Boys 2.46
Post-Test Boys 3.48 (+1.02)

Pre-Test Girls 2.72
Post-Test Girls 3.58 (+.86)

Pre-Test Class 2.60
Post-Test Class 3.53 (+.93)

Pre-Test Boys 2.46
Pre-Test Girls 2.72 (+.26G)

Post-Test Boys 3.48
Post-Test Girls 3.58 (+.10G)

U.S. Pre-Test Class 3.14
Post-Test Class 3.48 (+.34)

SEX Pre-Test Class 3.59
Post-Test Class 3.72 (+.13)

RED-HEAD
Pre-Test Class 3.55
Post-Test Class 3.72 (+.17)

TOTAL TEST RESULTS (Mean or Averages)

Boys Pre-Test 3.01
Boys Post-Test 3.33 (+.32)

Girls Pre-Test 3.21
Girls Post-Test 3.50 (+.29)

Boys Pre-Test 3.01
Girls Pre-Test 3.21 (+.20G)

Boys Post-Test 3.33
Girls Post-Test 3.50 (+.17G)

Class Pre-Test 3.12
Class Post-Test 3.41 (+.29)

DEGREE OF PREJUDICE BY TOPICS

Pre-Test

	CLASS		BOYS		GIRLS	
1	(1) Sex	3.59	1. (2) Sex	3.54	1. (1) Red-Head	3.69
2	(1) Red-Head	3.55	2. (2) Religion	3.46	2. (2) Sex	3.63
3	(2) Foreigners	3.45	3. (4) Red-Head	3.38	2. (3) Foreigners	3.63
4	(9) Negro	3.30	4. (9) Minority	3.23	4. (5) Jewish	3.35
5	(3) Religion	3.38	4. (1) Foreigners	3.23	3. (6) Negro	3.44
6	(6) Jewish	3.25	5. (10) Negro	3.14	5. (3) Religion	3.31
7	(9) Nationality	3.17	6. (6) Jewish	3.13	6. (8) Nationality	3.26
8	(8) Racial	3.16	7. (8) Nationality	3.07	7. (7) United States	3.25
9	(5) United States	3.14	7. (7) Racial	3.07	8. (9) Racial	3.23
10	(7) Obesity	3.03	8. (4) United States	3.00	9. (7) Obesity	3.13
11	(10) Migrant	2.86	9. (5) Obesity	2.92	10. (3) Minority	3.06
12	(5) Minority	2.83	10. (9) Migrant	2.77	11. (9) Migrant	2.94
13	(4) Prejudice	2.60	11. (3) Prejudice	2.46	12. (4) Prejudice	2.72
14	(11) Food	2.03	12. (11) Food	2.00	13. (10) Food	2.06
	Class Average TOTAL	3.12	Boys Average TOTAL	2.99	Girls Average TOTAL	3.21

DEGREE OF PREJUDICE BY TOPICS

Post-Test

	CLASS		BOYS		GIRLS	
1.	(1) Sex	3.72	1. (4) Foreigners	3.69	1. (1) Red-Head	3.94
2.	(2) Red-Head	3.72	2. (1) Sex	3.54	2. (2) Sex	3.88
3.	(3) Foreigners	3.69	2. (2) Religion	3.54	3. (5) Religion	3.69
4.	(4) Religion	3.62	3. (11) Prejudice	3.48	3. (2) Foreigners	3.69
5.	(13) Prejudice	3.53	4. (8) United States	3.46	3. (10) Minority	3.69
6.	(12) Minority	3.48	4. (3) Red-Head	3.46	4. (10) Prejudice	3.58
7.	(9) United States	3.48	5. (9) Obesity	3.38	5. (4) Jewish	3.56
8.	(6) Jewish	3.46	6. (6) Jewish	3.33	6. (3) Negro	3.55
9.	(10) Obesity	3.45	7. (7) Racial	3 31	7. (7) United States	3.50
10.	(8) Racial	3.40	8. (7) Nationality	3.25	7. (9) Obesity	3.50
11.	(5) Negro	3.38	9 (4) Minority	3.23	8. (6) Nationality	3.46
12.	(7) Nationality	3.38	9. (10) Migrant	3.23	9. (11) Migrant	3.31
13.	(11) Migrant	3.28	10. (5) Negro	3.16	9. (8) Racial	3.31
14.	(14) Food	2.62	11. (12) Food	2.62	10. (13) Food	2.63
	Class Average TOTAL	3.41	Boys Average TOTAL	3.33	Girls Average TOTAL	3.50

GREATEST DEGREE OF CHANGE
(PRE-TEST TO POST-TEST)

CLASS		BOYS		GIRLS	
1. Prejudice	.93	1. Prejudice	.80	1. Prejudice	1.02
2. Food	.59	2. Minority	.63	2. Food	.62
3. Migrant	.42	3. Food	.57	3. Migrant	.46
3. Obesity	.42	4. Foreigners	.46	3. United States	.46
4. United States	.34	5. Religion	.38	3. Obesity	.46
4. Minority	.34	6. Migrant	.37	4. Racial	.24
5. Racial	.24	6. Obesity	.37	5. Jewish	.20
5. Religion	.24	7. United States	.25	6. Nationality	.18
5. Foreigners	.24	7. Sex	.25	7. Red-Head	.08
6. Nationality	.21	7. Red-Head	.25	7. Religion	.08
6. Jewish	.21	8. Nationality	.22	8. Foreigners	.06
7. Red-Head	.17	9. Jewish	.21	9. Negro	.02
8. Sex	.13	10. Negro	.11	10. Minority	.00
9. Negro	.08	11. Racial	.08	10. Sex	.00

AREAS OF GREATEST DIFFERENCE
Between Boys-Girls

PRE-TEST		POST-TEST	
1. Foreigners	.40 Girls	1. Red-Head	.48 Girls
2. Red-Head	.31 Girls	2. Minority	.46 Girls
3. Negro	.30 Girls	3. Negro	.39 Girls
4. Prejudice	.26 Girls	4. Sex	.34 Girls
5. United States	.25 Girls	5. Nationality	.23 Girls
6. Jewish	.22 Girls	5. Newish	.23 Girls
7. Obesity	.21 Girls	6. Religion	.15 Girls
8. Nationality	.19 Girls	7 Obesity	.12 Girls
9. Minority	.17 Boys	8 Prejudice	.10 Girls
9. Migrant	.17 Girls	9. Migrant	.18 Girls
10. Racial	.16 Girls	10. United States	.04 Girls
11 Religion	.15 Boys	11 Food	.01 Girls
12 Sex	.09 Girls	12. Racial	.00-----
13. Food	.06 Girls	12. Foreigners	.00 ---

INDIVIDUAL GIRLS - Pre-Test

Rank	Girls	Pre-Test Score	Post-Test	Post-Test Rank
1.	A	3.66	(3.83)	(2)
2	B	3 65	(3.25)	(12)
3.	C	3 57	(3 83)	(2)
4	D	3.54	(3.89)	(1)
5.	E	3.31	(3.80)	(3)
6.	F	3.26	(3.51)	(7)
7.	G	3.23	(3.40)	(9)
8.	H	3.20	(3.28)	(11)
9.	I	3.17	(3.20)	(13)
10.	J	3.06	(3.60)	(5)
10.	K	3.06	(3.00)	(14)
11.	L	3.00	(3.29)	(10)
12.	M	2.97	(3.57)	(6)
13.	N	2.91	(3.45)	(8)
14.	O	2.80	(3.69)	(4)
14.	P	2.80	(3.51)	(7)
		Median	3.18	
		Mean	3.21	
		Modes	3.06, 2.80	

INDIVIDUAL GIRLS - Post-Test

Rank	Girls	Post-Test Score	Pre-Test	Pre-Test Rank
1.	D	3.89	(3.54)	(4)
2.	A	3 83	(3 66)	(1)
2.	C	3 83	(3 57)	(3)
3	E	3.80	(3.31)	(5)
4.	O	3.69	(2.80)	(14)
5.	J	3.60	(3.06)	(10)
6.	M	3.57	(2.97)	(12)
7.	F	3.51	(3.26)	(6)
7.	P	3.51	(2.80)	(14)
8.	N	3.45	(2.91)	(13)
9.	G	3.40	(3.23)	(7)
10.	L	3.29	(3.00)	(11)
11.	H	3.28	(3.20)	(8)
12.	B	3.25	(3.65)	(2)
13.	I	3.20	(3.17)	(9)
14.	K	3.00	(3.06)	(10)
		Median	3.51	
		Mean	3.50	
		Modes	3.83, 3.51	

Difference Individual Girls Pre-Post Test

O	.89
D	.71
M	.60
N	.54
J	.54
E	.49
D	.35
L	.29
C	.26
F	.25
A	.17
G	.17
H	.08
I	.03
K	-.06
B	-.40

INDIVIDUAL BOYS - Pre-Test

Rank	Boys	Pre-Test Score	Post-Test	Post-Test Rank
1.	AA	3.49	(3.03)	(8)
2.	BB	3.40	(3.48	(4)
3.	CC	3. 26	(3.74)	(2)
4.	DD	3.17	(3.45)	(5)
5.	EE	3.14	(3.82)	(1)
6.	FF	3.11	(3.31)	(6)
7	GG	3 03	(3.48)	(4)
8.	HH	3.00	(2.94)	(9)
9.	II	2.94	(3.57)	(3)
10.	JJ	2.80	(2.94)	(9)
11.	KK	2.71	(3.57)	(3)
12.	LL	2.69	(2.57)	(10)
13.	MM	2.03	(3.06)	(7)

Median 3.03
Mean 3.01
Mode

INDIVIDUAL BOYS - Post-Test

Rank	Boys	Post-Test Score	Pre-Test	Pre-Test Rank
1.	EE	3.82	(3.14)	(5)
2.	CC	3.74	(3.26)	(3)
3.	II	3.57	(2.94)	(9)
3.	KK	3 57	(2.71)	(11)
4.	BB	3.48	(3.40)	(2)
4.	GG	3.48	(3.03)	(7)
5.	DD	3.45	(3 17)	(4)
6.	FF	3.31	(3 11)	(6)
7.	MM	3.06	(2.03)	(13)
8.	AA	3.03	(3.49)	(1)
9.	HH	2.94	(3.00)	(8)
9.	JJ	2.94	(2.80)	(10)
10.	LL	2.57	(2.69)	(12)

Median 3.45
Mean 3.33
Modes 3.51, 3.48, 2.94

Difference Individual Boys

Pre Post Test	
MM	1.03
KK	.86
EE	.68
II	.63
CC	.48
GG	.45
DD	.28
FF	.20
JJ	.14
BB	.08
HH	-.06
LL	-.12
AA	-.46

ENTIRE CLASS - Pre-Test

Rank	Student	Pre-Test Score	Post-Test	Post-Test Rank
1.	A	3.66	(3.83)	(2)
2.	B	3.65	(3.25)	(16)
3.	C	3.57	(3.83)	(2)
4.	D	3.54	(3.89)	(1)
5.	AA	3.49	(3.03)	(19)
6.	BB	3.40	(3.48)	(10)
7.	E	3.31	(3.80)	(4)
8.	CC	3.26	(3.74)	(5)
8.	F	3.26	(3.51)	(9)
9.	G	3.23	(3.40)	(12)
10.	HH	3.20	(3.28)	(15)
11.	DD	3.17	(3.45)	(11)
11.	I	3.17	(3.20)	(17)
12.	EE	3.14	(3.82)	(3)
13.	FF	3.11	(3.31)	(13)
14.	J	3.06	(3.60)	(7)
14.	K	3.06	(3.00)	(20)
15.	GG	3.03	(3.48)	(10)
16.	L	3.00	(3.29)	(14)
16.	HH	3.00	(2.94)	(21)
17.	M	2.97	(3.57)	(8)
18.	II	2.94	(3.57)	(8)
19.	N	2.91	(3.45)	(11)
20.	O	2.80	(3.69)	(6)
20.	P	2.80	(3.51)	(9)
20.	JJ	2.80	(2.94)	(21)
21.	KK	2.71	(3.57)	(8)
22.	LL	2.69	(2.57)	(22)
23.	MM	2.03	(3.06)	(18)

Median 3.11, Mean 3.12, Mode 2.80

ENTIRE CLASS - Post-Test

Rank	Student	Post-Test Score	Pre-Test	Pre-Test Rank
1.	D	3.89	(3.54)	(4)
2.	A	3.83	(3.66)	(1)
2.	C	3.83	(3.57)	(3)
3.	EE	3.82	(3.14)	(12)
4.	E	3.80	(3.31)	(7)
5.	CC	3.74	(3.26)	(8)
6.	O	3.69	(2.80)	(20)
7.	J	3.60	(3.06)	(14)
8.	M	3.57	(2.97)	(17)
8.	II	3.57	(2.94)	(18)
8.	KK	3.57	(2.71)	(21)
9.	F	3.51	(3.26)	(8)
9.	P	3.51	(2.80)	(20)
10.	BB	3.48	(3.40)	(6)
10.	GG	3.48	(3.03)	(15)
11.	DD	3.45	(3.17)	(11)
11.	N	3.45	(2.91)	(19)
12.	G	3.40	(3.23)	(9)
13.	FF	3.31	(3.11)	(13)
14.	L	3.29	(3.00)	(16)
15.	H	3.28	(3.20)	(10)
16.	B	3 25	(3.65)	(2)
17.	I	3.20	(3.17)	(11)
18.	MM	3.06	(2.03)	(23)
19.	AA	3.03	(3.49)	(5)
20.	K	3.00	(3.06)	(14)
21.	HH	2.94	(3.00)	(16)
21.	JJ	2.94	(2.80)	(20)
22.	LL	2.57	(2.69)	(22)

Median 3.48, Mean 3.41, Mode 3.57

DIFFERENCE INDIVIDUAL CLASS

Pre-Post Test	
MM	1.03
O	.89
KK	.86
P	.71
EE	.68
II	.63
M	.60
N	.54
J	.54
E	.49
CC	.48
GG	.45
D	.35
L	.29
DD	.28
C	.26
F	.25
FF	.20
G	.17
A	.17
JJ	.14
H	.08
BB	.08
I	.03
HH	-.06
KK	-.06
LL	-.12
B	-.40
AA	-.46

OPEN-MINDEDNESS*

(Stereotyping and its Application to the Negro)

Specific Values: Human Worth and Dignity

Subject Area: Social Studies

Grade Level: Seventh

Time: Ten Weeks

Project on Student Values
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OPEN-MINDEDNESS

(Stereotyping and Its Application to the Negro)

Abstract

I. Philosophical Statement. It is a responsibility of education to emphasize the concept of individual worth and dignity because that concept lies at the heart of the theory of democracy and is essential for the establishment of equitable relationships among individuals from all groups in today's complex world.

II. General Objectives. Students in this seventh grade social studies class will concentrate on a cultural and common problems approach of Europe, Asia, Africa, and Australia. They should come to see the regional problems and cycles that operate in the world today.

III. Specific Objectives. The specific objectives of this unit are:

A. an awareness and understanding of the stereotype concept and the various methods of spreading propaganda
B. an awareness of stereotype as it has been applied to the Negro and the resulting evils and injustices
C. a willingness to probe and examine some personal stereotypes regarding Negroes.

IV. Context. Seventh grade.

V. Content. The material covered involved basic definitions and terminology, positive and negative propaganda, stereotypes in force today, propaganda techniques, concept of rationalization, stereotypes applied to Negroes, effects of prejudice and stereotyping, and the contributions and achievements of Negroes.

VI. Methods. Methods used were panel discussions, filmstrips, individual research, lectures, contrived emotional experiences, visual reaction to picture stimulus, cartoons, posters, family-home discussions, open-end stories, various value analysis techniques, diaries, writing experiences, problem-solving, notebooks, reading matter.

VII. Time Schedule. Ten Week.

OPEN-MINDEDNESS

(Stereotyping and Its Application to the Negro)

Philosophical Statement

Respect for human personality is one of the cornerstones of democratic philosophy. This basic respect for others ignores the minor differences of race, religion, and economic and social backgrounds which have sometimes separated Americans. We are beginning to realize that one of the most important contributions which American education must make to our democratic way of life is the development of a regard for the worth of the INDIVIDUAL.

This is a very complex task as desirable intergroup attitudes are not easily built. Intolerance has deep roots in man's personality structure, history, and scarcity economic systems. Ignorance of each other's ways, acquired stereotypes-prejudices, biases, mistrust between different peoples. Everyone is not equal, but everyone should have an equality of opportunity. A person's capacities should be developed completely and unequivocably regardless of any other conditions. Every individual should be considered on his own merits. His being superior or inferior intellectually, socially, or physically should not be based on any group membership but rather on his own endowments, efforts, and behavior.

An opinion or judgment formed without taking time and care to judge fairly and usually an unfavorable opinion based more on personal feelings than on facts is a simple statement of prejudice. The hard core of prejudice is the discrepancy between facts and fancies. The "facts" alleged are seldom facts in truth. Explanations of prejudice are afterthoughts. Psychologically, we define prejudice as a stereotype which does not coincide with the facts. Usually the stereotype is unrelated to the individual's actual experiences.

This unit is a study of the phenomenon called "Stereotyping" and specifically how it relates to the Negro in this country. For the printer a stereotype is a casting of metal with a certain design on the face and capable of reproducing that design every time that it is inked and impressed. A person with a fixed image of a race, group, person, object, or situation likewise reproduces that image every time he is "inked up." The stereotype is not easily changed by contact and association with new facts. Selective perception and selective memory keep a prejudiced person disregarding facts which would change his stereotype, and holding on to those facts which only deepen, intensify, and sharpen it.

The stereotype, or standard mental picture, may have an element of truth concealed in it somewhere, but it may also be quite out of date, greatly exaggerated or completely misleading. . The unfavorable stereotype of a minority may also lead some members of the minority to behave as they are expected to behave. But even when it is nearest the truth, it is never one-hundred percent, the stereotype is always a matter of averages and frequency of occurence. It NEVER applies to every member of the group.

Prejudice then is based on a stereotype or stock mental picture that is applied indiscriminately and not tested against the reality of individual cases. Stereotypes save us from observing, analyzing, and thinking for ourselves. They serve to maintain the status quo, (situations, conditions, or relationships as they presently are). An in-group or power group wants to barricade its established ways of life against infiltration from out-groups. Stereotypes are derived from limited experience. Instead of first-hand knowledge, the general culture in which we have grown up has provided us with ready-made capsule interpretations of people's motives and behavior which most of us have been naive enough to swallow without questioning it. We prefer slogans----"ten easy lessons" to reasoned analysis.

Dependence upon stereotypes prevents the development of the habit of constantly re-examining our generalizations about people, situations, and objects. Sometimes the stereotype grew out of a trait or situation that prevailed in the past but which is now undergoing change. The distortion may reflect what one group wants to believe about the other in order to justify its traditional place in society.

Pictures in the head which have these emotional connotations usually get their real grip on us during childhood training. From infancy we are taught our "appropriate" social roles, as well as the manners, conduct, and dress that are suitable for people like us. "People who wear black leather jackets are hoodlums and undesirable." "Don't act like a wild Indian." Statements like these either consciously or unconsciously establish fixed pictures in the heads of people. They tend to imply that it is undesirable to be an Indian, or that black leather in the form of a jacket, no matter how becoming or appealing it looks is also undesirable. Prejudices are created or strengthened by stereotyped ideas. Thus stereotyping is in a way the raw material for the finished products of prejudice and discrimination. Prejudice is an attitude of mind, and discrimination is action, doing something based on the attitude held.

"Every man has a right to his own opinion, but no man has right to be wrong on his facts." ----Bernard Baruch

"Minds are like parachutes---they function only when OPEN." ----Josh Billings

"If we take people as they are, we make them worse. If we treat them as if they were what they ought to be, we help them to become what they are capable of becoming." ----Goethe

OPINIONS are not of equal value. Their worth depends on the qualifications of the persons holding them.

"If you call a man a bug, it means that you propose to treat him as a bug. Whereas if you call him a man, it means that you propose to treat him as a man. My profession is to study men. Which means that I must always call men by their name; always think of them as men; yes, and always treat them as men. Because if you don't treat men as men, they don't behave as men." ----Aldous Huxley, Eyeless in Gaza

The indicting of the Negro race by attributing to all members of it the frailties and vices which have been observed in a particular Negro---his ignorance, shiftlessness, slovenliness, or delinquency---or the evaluating of a particular Negro by applying to him qualities good or bad which are assumed to be universally true of all members of his race---cheerfulness, laziness, rhythum---is called the stereotyping of the Negro.

We are all acquainted with the numerous ways in which the stereotyping of the Negro has saturated American notions about the race and all members of it. Almost without exception the Negro was cast in menial and servile roles in motion pictures and television dramas, in advertisements, and in literature. It was the common belief among many white people that all Negroes were sexually immoral; carry concealed weapons; can sing and dance; prefer a diet of pork chops and watermelon; are lazy; love big words, flashy cars, and colorful clothes; are childish and dependent, and superstitious. Such stereotypes have been perpetuated in the white man's literature, humor, entertainment, advertisements, etc., and these cliches persist despite the numerous exceptions known to every white man.

The stereotyping of the Negro has taken three forms. First, it has been an open and direct debasement of the Negro to a subhuman level, an aggressive, offensive weapon by which prejudice is expressed and segregation and discrimination are justified. If the white man could rationalize his bigotry, maintain his racial advantage in economic and political power, and establish his racial pride by fastening tags of calumny to the Negro and making them stick, he was and is strongly tempted to do so. Belief that the Negro is inherently inferior to the white man in moral and mental capacities, that he is naturally criminal, that he is physically equipped to do menial labor and nothing more, that he is indigenously lazy, and that he cannot appreciate the finer things of the white man's culture---including the value of money---such belief is essential to the white man as he has exhibited his racial pride and prejudice and as he has wielded his unjust and exploitative advantage over the Negro.

Secondly, the stereotyping of the Negro may take the form of faint praise. Here the white man attributes to all Negroes characteristics which are lovable, but not necessarily respectable. The essential dignity and nobility of the Negro are concealed, in other words, by applying to the Negro characteristics which seem to praise but actually damn him. The cliches make him a being worthy of the white man's warm, kindly indulgence and affection but not worthy of the white man's admiration and respect. Here the Negro is not respected as an equal human being and a child of God but is loved and indulged as one might love and indulge a pet or a mentally incompetent child.

The third and more recent form in which the Negro is stereotyped is much more subtle but is equally harmful. Here the stereotyping is produced by those who are genuinely interested in the Negro and in the securing of his rights but who have romahticized him. They close their eyes tightly against racial differences which do exist and form, in disregard of the plain facts, a glamourized picture of the Negro. To them every Negro woman is a Marian Anderson or Dorothy Dainbridge and every Negro man is a Ralph Bunche or Sidney Poitier, if not actually at least potentially. But, of course, nothing is achieved by portraying Negroes and their conditions

as better than they actually are, however, much can be hoped for in estimating the Negro's possibilities in a society which did not hamper and restrict his full development. There is no merit in ignoring the factual inequalities of the Negro in his relationship to white man's achievements in health, education, and the arts. Misrepresentation of these facts and of their sources is, indeed, often adduced as grounds for discrimination and segregation; but it is tragic for sensible people to ignore and even avoid all mention of the facts because those facts have been distorted or for fear that they, too, may by their mention of the deficiencies of Negroes be misunderstood. It is not discrimination to say that "The Negro suffers most from the diseases of poverty and ignorance, from tuberculosis, syphilis, pneumonia, rickets, and pellagra, etc." It is not discrimination to say that the Negro's level of literacy is beneath that of the white community, that his infractions of the law are out of proportion to his population, if we make such statements in the recognition of statistically documented facts and do so to help rather than to hurt the Negro. The erroneous interpretations of such facts, interpretations which attribute to the facts sinister explanations in terms of a subhuman and submoral nature for the Negro, are, of course, a blatant and irresponsible racism. We cannot solve the problems until we see the seriousness of them and until we see the Negro as he really is. The Negro and the white man both have cause to be ashamed of the facts---the white man more, the Negro less. If we are to see the Negro as the Negro is, then in all our appraisals of him we must make allowance for the same latitude of indolence, indifference, avarice, hatred, prodigality that we find in the white man.

It sometimes appears difficult for the white man to understand why the educated and sensitive Negro resents stereotyping in all of these forms even more than he does discrimination and segregation. Is the Negro hypersensitive? Is this a measure of the depth of his insecurity? Or is something even more perilous to him involved here?

Psychologists suggest that the keen-minded, alert Negro senses in the stereotyping patterns the symbol of the white man's ultimate assault upon the personality of the Negro. In the stereotyping of the Negro there is epitomized the final invasion of the last sanctuary of the human soul -- a man's right to be. It is good to have; but there is something more precious in life than having. It is good to belong; but there is something more fundamental to life than belonging. Beneath the right to have, lies the right to belong; beneath the right to belong lies the Right to BE. The highest and deepest cry of the soul of man is not "Let me have!" nor "Let me belong!" but "Let me be!" Stereotyping is the symbolic denial of the right to be.

If we say that all Negroes are as bad as any Negro and that no Negro is ever any better than all Negroes, we have in effect said that there is no such thing as "a" Negro. Stereotyping denies the Negro as a unique, individual, and irreplaceable person. It is the denial of individuality; it is the refutation of the sacredness of personality. By degrading the race to the level of the lowest individual and by degrading the highest individual to the level of the race we rob the Negro of his genius, his genuineness, and his originality. By the use of stereotyping we thoroughly depersonalize

him, we make all Negroes alike, reasonable facsimiles one of the other, undistinguished by individual marks. Cite some exceptionally able and successful Negro to the rabid racist and he will reply, "He's still a Nigger," as though the fact of race were a disgrace, leveling and equalizing all Negroes.

Stereotyping symbolizes the destruction of the Negro as a person under the impact of discrimination and segregation. It epitomizes the denial of the Negro's right to be. The alert, sensitive Negro is wise, then, in directing his primary resentment not against those who hurl sticks and stones but against him who steals his good name. We must not brush this thought aside as though it were a sentimentalizing of the racial problem, insisting that we must consider more practical issues: jobs, schools, votes, etc. For here, indeed, we begin to touch the problem of racial oppression at its most vital center, and we have skimmed the surface of it unless we look at the oppressions which the racial struggle inflicts not only upon the Negro's possessions, his right to have; not only upon the Negro's associations, his right to belong; but also upon the fibers of his soul, his RIGHT to BE.

"The word of the white man, the thought of the white man, the deed of the white man, the pressures of the white man's world----these take a man who is born a Negro and make him into a Nigger."

----------Richard Wright

The Negro as a scapegoat and as exploitable material has a high degree of visibility. But the real Negro---the Negro as a man, a citizen, a spiritual being, a divine possibility, a person, a "Thou"---has for most persons a high degree of invisibility. We look at him and we see labor or market, tool or stepping stone, color or a flattering contrast to self; but we don't see HIM. It is a strong expression, but it is no exaggeration to say that many white people in stereotyping the Negro are committing a psychological annihilation of the Negro; they are trying to bury the intolerable fact of the Negro.

Stereotyping curses "him that gives and him that takes." Nothing has been so much a cultural drag upon the white man as has been his low opinion of the Negro. The most illiterate, backward white man, being able to look at the most advanced Negro with contemptuous thought, "He's a Nigger," has been consoled and encouraged in his indolence and reconciled to his low estate. "Free, white, and twenty-one" has been a proud slogan but it has also been the bane of cultural and material progress in the South. In his opinion of the white man the Negro has had the stimulants of challenge; in his opinion of the Negro the white man has had the depressants of consolation.

All stereotyping of the Negro---that which is merely nominal and that which involves discrimination and segregation---falls before the simple fact that each Negro is a singular, inimitable, and irreplaceable product of the creative will and love of God. All Negroes have the essential dignity of man; each Negro is an individual instance of that dignity. Because of the essential uniqueness of every man you cannot look at one Negro and assume that you know all Negroes. You cannot learn all

that there is to know about all Negroes save one and assume that this knowledge will somehow completely classify the remaining Negro. You cannot gather enough statistics for a safe prediction as to what a particular Negro will like or dislike, do or not do, have or not have, become or not become. All statistical data about anything other than the physical characteristics of man merely prove that one chart must be followed by another. The individual defies definition by data drawn from the masses; behind him is no precedent, about him no duplicate, before him no replacement. To know him you must "know" "him."

"It is a privilege of man to love even those who do him wrong. One can reach this level by reflecting that all men are of one family with oneself; that their shortcomings are due to ignorance and against their will; that in a short time both of you will be dead."

----------Marcus Aurelius

"Of every hue and caste am I, of every rank and religion."

----------Walt Whitman

General Objectives

This unit was taught in a seventh grade social studies class which utilizes a cultural approach to the study of Europe, Asia, Africa, and Australasia. In order to understand, to empathize, and to make rational judgments, students must acquire basic and accurate information about other peoples, nations, and cultures as well as about ourselves and about the international community as a whole. A basic attitude permeates the entire course and that is the fact that all men are faced with the same problems and that the only true difference is the method of solution or attempt to solve. Social science skills and concepts are explored in the areas of geography, history, sociology, anthropology, political science, psychology, and economics. A basic consideration is to have students view the world from a regional point of view. That is, to understand the common problems, climates, attitudes, etc. that various geographical, religious, socio-economic groups share in common or that various areas going through the same phases of agricultural-industrial or political development share in common. Another objective is to give the pupils a solid spatial relationship of the worlds in terms of physical location and groupings and problematic symptoms, conditions, and situations. A strong emphasis on current events will permeate the entire program. In fact, the current world situation will daily provide the format of the probing into the conditions and complexities of the shrinking world we live in.

We do not study Latin America, North America, or the United States as such in this class, but will constantly make comparisons and references to our own patterns of life, good and bad deeds, successes and failures. A determined effort is made to probe the rationale of cultures and political consciences which appear different than ours or are diametrically opposed to ours. We like students to think of areas as underdeveloped not ignorant or backward. We attack much of

the material from the common problems approach. Man, no matter where he lives has the same basic feelings and problems. Nature is and has been more favorable in some areas than others. The idea that America is not always right or that Americans are a so-called "chosen minority" to be used as a yardstick of what is good or bad, right or wrong, runs through the entire course.

It is hoped that students will begin to develop attitudes which include a positive orientation toward change. Whether we like it or not, we are in for a number of adjustments, revisions, and unique experiences. A second desirable outcome is one of empathy on the part of students. We are going to have closer, more intimate contact with our neighbors all over the world; and it is important that we learn to accept others, try to perceive some of their interests, problems and aspirations as they do. Closely related to this is a willingness to accept and encourage human differences. Our space age requires a variety of talents and sensitivities. We must never lose sight of the plasticity of man, his limitless possibilities to create. It would be hoped that education or learning would be looked upon as an adventure, a romance, a process rather than just an exposure to names, dates, and places. Also, a purposeful approach to life in all of its ramifications is emphasized. Students must have some guiding purposes, some dedications, value systems which add a moral and spiritual dimension to their lives. They must learn to share their credos, their search for some form of inner strength, their hopes for a better tomorrow.

Our form of government is based on the assumption that each human being has definite worth; that each is endowed with "certain inalienable rights, ... life, liberty and the pursuit of happiness." Furthermore, we have promised these rights to all our citizens, not to a favored few. The aim is to make democracy work better for all people. The denial of the basic rights to one citizen jeopardizes the rights of all. True understanding will help build respect for, and confidence in, all people, everywhere.

Prejudices or mental attitudes based on race, religions, and nationality deny certain individuals and groups equal opportunity to make the most of their ability. When ability is channeled into the wrong directions or its development is thwarted, we are all the losers. STEREOTYPES are the fuel for prejudices. Understanding and cooperation can only come with the elimination of ignorance and prejudice. A frontal attack is needed on the beast called "prejudice" which feeds on the substance called "stereotype" which is a distorter of truth and reason. Wars start in the minds of men and it is these same minds that must be led to make sound, sane, reasonable judgments and decisions based on facts and objective truths, not to be influenced by the devices of propaganda, hasty generalizations, half-truths, etc.

It was the purpose of this unit to improve the students' ability to think clearly, objectively, and independently. Let reason rather than emotion direct thought and action.

Specific Objectives

The specific objectives of this unit are as follows: (1) an awareness and understanding of the stereotype concept and the various propaganda techniques it is implemented by; (2) an awareness of stereotype as it has been utilized against the Negro and the evils and problems that have resulted from such use; (3) a willingness to probe and examine some personal stereotypes regarding Negroes.

Propagandists use a variety of methods in their attempts to gain control over people's minds. By being aware of the techniques, the student will be better able to judge the arguments and to think clearly about them. No matter what methods of persuasion they use, remember that propagandists are always trying to make up your mind for you. Propaganda is not a dirty word, it is simply an attempt to influence someone's thinking. Do your own thinking after considering the facts and possibilities. You may come up with the same decision or feeling that the propagandist tried to get you to accept. But there would be one major difference. You made the decision, not the propagandist.

No one wants to be taken in by some propagandist's half-truths. Neither does anyone want to be a skeptic who rejects all new ideas. Our aim should be to learn to handle propaganda intelligently, to distinguish fact from opinion, good propaganda from bad, truth from distortion. It may be helpful to realize that there is nothing automatic about the spread of truth. In fact, a lie will often travel faster than the truth and stick in more minds.

We must remember that an opinion should be nothing more than a temporary judgment which is adopted because not all the facts are known. We must, therefore, expect many of our opinions to change as time goes by. If someone holds a fixed opinion even when new facts conflict with it, he is being unreasonable. Sometimes an opinion which a person may have held at one time and later dropped is brought up and used as an argument against him. We can imagine one politician's argument against another; "Look, in 1932, you said that taxes were too low, now you say they are too high. Why do you contradict yourself like that? How can we trust you if you change your mind?" Opposite opinions may be perfectly justifiable at different times. The known facts in 1932 are not the same as the known facts in 1968. Circumstances are very different. Therefore, it is not necessarily a good, logical argument against a person or idea to show a conflict between the past and the present. Of course a great deal depends upon the actual circumstances. Each contradiction should be examined in the light of the time and place in which it occurs. Also, different people can have opposing opinions because they interpret the facts differently. Reasonable people with open minds are aware that opinions are based upon incomplete facts and also depend upon different interests, attitudes, and perceptions. We should be willing to consider opinions that differ from our own and be receptive to new facts that may be brought out. Then, if the facts prove something, we should be ready to change our opinions to bring them in line with reality.

An overall objective is the improvement of our thinking on all issues, people, and situations, not just those related to Negroes. At every moment our beliefs affect

our observation. Facts have no value in themselves. Their value resides in the meaning men give them. If we believe in ghosts, we see ghosts. We tend to ignore other facts or ideas that disagree with our beliefs. Bias or prejudice affects what we perceive. Very few individuals can give a full and correct report on an incident that arouses strong feeling. When our emotions are aroused we tend to ignore many of the facts. Afterward, when we try to describe what happened, we make up a story that seems reasonable. Stereotypes, predetermined or already fixed in our mind lend themselves easily here. Yet we probably feel sure that our story is true. Bias affects memory. All of us tend to remember things that reinforces what we want to believe. Memory is selective. We are most likely to remember whatever fits in with our established ideas. Our thinking is often wishful. We tend to believe things we want to believe. This tendency makes some people too optimistic. They believe their team will win because they want it to, or that they will win the prize or election they seek because they want it. Wishful thinking also makes some people pessimistic. They want to believe that no one can be trusted, or that their group never gets a break, or that they are sure to fail any hard task they attempt. Thus, they find fulfillment in failure and without any effort.

The students should be exposed to the distortions, the half-truths, and the resulting evils and situations in our country today in relation to the Negro. The application of stereotypes is grist for the mill in the racial confrontation that threatens to destroy our nation. The student, it would be hoped by the end of the unit, would be willing to look at some personally held misconceptions and stock-pictures and subject them to critical thinking skills as would have been studied earlier. Not all students will be ready for this experience, but if you are fortunate enough to have one or two students who have confidence and the right type of personality to subject themselves to this type of group introspection it will serve the purpose for the entire class as all the other students will undergo a painless, vicarious housecleaning process.

The basic objective of this entire unit was to incorporate on the part of the student a firm belief in judging others on their individual merits and abilities, without stereotyping because of race, religion, nationality, or socioeconomic status. The following skills and understandings are basic to that end. (1) Realizing that among members of all racial and cultural groups there are to be found similar needs, desires, feelings, and problems. (2) Accepting the fact that adjustments of behavior and attitudes are often necessary in order to win acceptance by others and promote harmonius living. (3) Being aware that all people are interdependent in fulfilling their needs and solving their problems. (4) Learning to recognize that there is a wide range of physical and mental abilities and talents existing among every racial and ethnic group. (5) Recognizing that differences in attitudes and behavior are determined largely by one's cultural environment, and that they are, therefore, changeable through new kinds of encounters and reactions. (6) Gathering facts from a variety of sources, comparing and weighing evidence, challenging the idea of stereotyping and prejudices, testing superstitions versus reality, recognizing and analyzing propaganda, communicating across group lines, and accepting responsibility for self and others. (7) Learning the art of disagreeing

without being disagreeable, and thinking rationally and objectively about ideas and people. (8) Avoiding premature conclusions, overgeneralizations, and stereotyping of people and ideas. (9) Practicing the art of problem-solving by defining problems; gathering and evaluating data objectively; weighing alternative solutions; selecting the best possible solutions and testing them; evaluating and modifying procedures if necessary. (10) Maintaining open-mindedness toward ideas, events, and persons of one's own and differing culture groups.

The student may not feel differently towards an idea, group, or person, but he would be aware that his attitude and feelings are not based on truth and reason. The dissonance that this would generate in the individual's psychic make-up will cause him to re-evaluate his position and outlook. His equilibrium will be upset by the awareness that his position or outlook is not based on solid footing (fact) and will cause him to seek out a new position, one that we would hope is not based upon distortion, half-truth, and stereotypes.

A valuable bi-product of this particular unit is the exposure to true Negro culture, history, and accomplishment that has been hitherto "Lost, Stolen, or Strayed."

Context

This unit was taught in a seventh grade social studies class made up of 13 girls and 9 boys. These students live in a "bedroom community" that would be classified as upper lower. It is a suburban community with most people working in the Grand Rapids area. The academic ability of the class would be high average, but has a wide range of abilities and reading skills. These students travel together as a class for the entire day. The building is considered a middle school, but because of crowded housing, the ninth grade is also temporarily located here along with three fifth grade sections. Normally it would be 6-7-8. The environment of the classroom is as follows; well-lighted, large, outside windows, four-years old, individual desks. A great number of these students are bussed to school. Over 95% of the students eat their lunch at school. This school district does not have any Negroes living within its boundaries. Most students have not had the benefit of intercultural experiences with non-white groups. The athletic programs and contest are all conducted between similar suburban schools.

Content

Because of the nature of the material to be studied and the lack of availability of any standardized materials, I created a small pamphlet for each student. It was titled "Prejudice -- A Study of its Origins, Characteristics, and Effects." Thus much of the material we covered is found there and will not be mentioned here except in passing.

1. Establishment of basic definitions and terminology (prejudice, bias, discrimination, propaganda, segregation, stereotype, half-truth, etc.).

2. Examples of positive and negative propaganda (Political, advertisements, public relations, etc.)

3. Identification of stereotypes in our society today on any idea, group, or person other than Negroes. (Occupations, athletics, physical appearance, age, etc.)

4. Study and examination of common propaganda techniques (Name-calling, plain folks, glittering generalities, Band-wagon, and Cardstacking, etc.)

5. Study of the concept of rationalization, when we attempt to give an air of reasonableness to behavior that is unreasonable

6. Discussion about Logic and learning to recognize faulty arguments. Stuart Chase's "Guides to Straight Thinking" provided the material for this section on critical thinking.
(Fallacy of over-generalization; Fallacy of "Give them an inch and they'll take a mile"; Fallacy of getting personal; Fallacy of "you're another"---dodging the issue by launching a counterattack; Fallacy of scrambling the cause and effect; Fallacy of appeal to authority; False analogy; Fictitious case; Appeal to the masses; Arguing in a circle; Fallacy of the self-evident truth; Black-or-white, all-or-none fallacy; Fallacy of guilt by association.)

7. Identification of stereotypes or labels applied to Negroes in our society today.

8. Discussion and study of the effects of prejudice as it relates specifically to the Negro with stereotyping providing a "rationale" for white attitude and behavior. (Human bitterness, hatred, and frustration; economic--waste of unused resources, law enforcement; political; social--ghettos, welfare, etc.

It is not only the victim of prejudice and indirectly the stereotype who suffers but also the person holding the stereotyped images. The holder reverts to the state of the child or to that of the primitive savage. His circle is limited. He loses all the richness that comes from a variety of contacts and experiences. Instead of feeling at one with his fellow man he is unreasonably suspicious of them. Prejudice threatens the full development of the personality of the person holding it. It might perhaps be said that in a sense the human being repeats the progress of the human race through the ages as he matures mentally and emotionally, ever widening his circles of interest, beginning with himself, then the family, on to larger groups such as the community, the state. the nation, with ultimate sympathy for all humanity. The circle of the prejudiced person is not completed and so marks a backward step in his development.

9. Study of the contributions and achievements of Negroes in every field of endeavor both past and present as a factual method to erase many misconceptions, half-truths and in many cases a deliberate or definite absence of material that lead to the formation and perpetuation of stereotypes as regards the Negro.

Methods

The methods used to engage the student in interaction with the above content will be as follows: panel discussions; films, filmstrips, individual research and reading, lectures, visual and oral reaction to picture stimulus, cartoons and posters, personal reading matter, small and large group discussion, television programs, family-home discussions, various survey instruments, unfinished stories, problem-solving situations, Newspapers and magazines, prepared reading matter such as the pamphlet aforementioned, various value analysis techniques as explained in "Values and Teaching" by Louis Raths, Merrill Harmin, and Sidney Simon, and also as modified by the Project on Student Values in relation to the teaching of the Inherent Worth and Dignity of Man. I would refer you to either the Project's papers or the book, Values and Teaching for a complete description of a myriad of introspective and survey techniques and for non-directive clarifying responses with students.

The following were some of the specific projects, questions and techniques utilized:

1. Cartoon Notebook showing stereotypes collected by each student (funny papers, magazines, comic books) Had to print their own caption or identify the stereotype

2. Stereotype Diary -- for a six week period every time they watched television, they noted the program and looked for occupational, religious, nationality stereotypes. (a few students looked for the extreme opposite, where the victim of a historical stereotype was portrayed in a completely new role)

3. The students had to act as directors or producers and describe the characteristics they wanted for certain roles (professor, grandmother, artist, athlete, etc.) This was first done individually on a written basis and then later on an oral discussion basis.

4. Various students surveyed the use of racial labels and stereotypes in newspaper stories and also looked for stereotyping of nationality and race in television and movie drama with respect to speech, names, physical characteristics, and socio-economic backgrounds.

5. Various writing assignments such as "People I Like (Dislike)" Students wrote descriptions of a trait which they thought was peculiar to a race, religion, or nationality, or socio-economic group. Various papers were assigned to a committee to research and then write an evaluation of its accuracy. Also oral discussion.

6. Various contrived situations were conducted in order to give the students empathy of the consequences of stereotype and prejudice. Special privileges were given or taken away on the basis of a person's nationality clothing, name, etc. (things like leaving the room, going to library, sitting next to a friend, getting a drink, having longer to complete tasks, etc. "The other Guy's shoes" technique. It can be done on the basis of sex, eye or hair color.

7. I used the "Devil's Advocate" approach in the latter stages of the unit with several provocative statements such as "There are too many Negroes in professional athletics" and "I'm glad there aren't any Negroes in our school"

8. Perception techniques -- pictures were flashed on a screen of various open-ended situations and objects and students were asked to record on paper what they saw and of other pictures what they thought was happening or going to happen. We had a variety of pictures and situations, not all of them dealt with Negroes. Students were then able to view the picture while they discussed what they had seen or expected to happen. Students were amazed that such a variety of opinions and ideas and conceptions could be brought to bear on a "seemingly" simple picture.

9. When rapport has been established with your students, various Value analysis techniques can be established such as continuums and value alternatives. These can be used for survey instruments and also as a therapeutic introspective instrument. It forces the student to really decide on an issue that he would rather not talk about or think about.

10. Solving of problems and situations that are based on faulty arguments, etc. See pamphlet.

Other methods used and ideas and suggestions could encompass many of the following. Devise a series of experiments using members of the class as subjects. Test groups on their ability (a) to report an exciting incident accurately, (b) to remember material that supports or contradicts a prejudice or the subjects, or (c) to detect faulty reasoning.

Ask students to draw a picture of, or to jot down words and phrases descriptive of one of the following; juvenile delinquent, truck driver, rioter, stepmother, etc. To what extent are their responses alike? Do they seem to have in mind a stereotype or a real person.

Watch for examples of rationalization, including your own. Record several interesting examples and analyze the unreasonable behavior in each case.

Collect examples of logical fallacies from books about thinking, encyclopedia articles on logic, and your own observation. Check the "letters to the editor" section of newspapers and magazines and find examples of the thirteen types of fallacy listed by Stuart Chase.

The following are good discussion questions and thoughts.

1. How does environment affect perception?
2. Differentiate between belief and fact. Where do we get our beliefs? Why do we often confuse belief and fact?
3. How does prejudice affect one's memory? One's rating of strangers?
4. How do we form stereotypes? How do they help a public speaker? How may they hamper our thinking?
5. Wishful thinking can make one unduly optimistic or pessimistic. Explain.
6. Explain what is meant by rationalizing. Why do we do it? Is there any harm in it?
7. Explain what is meant by logic. Why are we more likely to think straight on practical matters with which we are familiar than on questions we know little about?
8. Give examples of various types of faulty arguments. Have students work up skits or situations exemplifying the various types of propaganda and faulty agrument.
9. When should we appeal to authority in discussing an issue? What type of appeal to authority should be avoided? Give examples.
10. Is there a science of statistics? What care should be used in citing statistics? Is it true that one can use statistics to prove anything he wants to prove? (have better students defend an extreme position or view by using statistics taken out of context, etc.)
11. Have students identify or explain the following terms: (perceive; fact; prejudice; reinforce; stereotype; wishful thinking; mesmerize; rationalization; logic; premise; fallacy; analogy; syllogism)
12. The following statements are examples of one or more of the thirteen fallacies. How would you classify?
    a. Those who are not for us are against us.
    b. We must drive the money changers out of the temple and elect a new administration.
    c. Internationalism and Communism are Siamese twins.
    d. Loyal Americans go to the polls at every election.
    e. The unusual number of hurricans in recent years is due to test explosions of nuclear weapons.

f. Unless we stop it now, public housing will grow into an Octopus which absorbs the whole housing authority.
g. It always rains on weekends.
h. Nothing can be both bad and good
i. The business cycle is caused by sunspots. (A theory suggested by a noted economist in 1875)
j. He must be guilty of at least some of the charges against him because where there's smoke there must be fire.
k. If parents were punished for the unlawful acts of their children, juvenile delinquency would stop.

13. To which propaganda device do you feel you are most susceptible? Your parents and friends? Why? What can you do to avoid susceptibility to this device?
14. What slang expressions have you heard used in your community which bring to mind a stereotypic image? Have they helped create or perpetuate an inaccurate picture of individuals or groups?
15. What efforts have been made to control misleading propaganda? What other ways can we protect ourselves against harmful propaganda.
16. Have students suggest statements about people, groups they consider to be facts. Discuss which portion is fact and which is opinion.

There were many short writing experiences employed after various filmstrips that dealt specifically with Negroes who had overcome tremendous handicaps and become leaders in their respective fields. An example would be The Warren Schloat series "They have Overcome." Claude Brown, Dr. James Comer, Dr. Dorothy Brown, and Gordon Parks narrate their own life stories. Upon viewing filmstrips such as these students would write about their feelings right at that moment (very non-directive) or a more structured experience would be built around themes such as "Why were these people successful where others failed?" "To what extent did their color (race) hinder their lives?" "Do you know any white people who have overcome similar handicaps in their lives---If yes, describe, if no, how do you account for this?" There are numerous situations that develop on the spur of the moment or as a result of a particular statement, etc.

Students each read at least one biography or autobiography of a Negro who was not in the athletic or entertainment field. If a second book was read it could be in the athletic or entertainment fields, if so desired. Writing experiences followed. Mary McLeod Bethune, Jim Beckwourth, George Washington Carver, Ralph Bunche, Frederick Douglas, Paul Dunbar, Amos Fortune, Robert Smalls, Harriet Tubman, Booker T. Washington, Phillis Wheatley, Crispus Attucks, Martin Luther King, Jr., Sojourner Truth, Benjamin Banneker, Jean Baptiste Pointe de Sable and many stars of the sports and entertainment world were read about by the students in this class.

At the beginning of the third week, students were given a week to compile a list of famous Negroes in any field except sports and entertainment. They were to watch newspapers, ask parents and adults, library books, etc. They had to list the person's full name and his field of endeavor.

The last week of the unit each student wrote a paragraph on the topic of "Why I'm glad I'm white." The purpose was not to make black negative but to bring to the surface inner feelings of security and comfort based on the whimsy of color difference and to force students to admit or bring to a stark realization the inequities and prejudice that exists today.

Many of the books, techniques, audi-visual materials, etc. dealing with the Negro are found listed in the Resource Materials put out by the Project on Student Values. I would also refer the reader to my own bibliography which can be found at the end of this unit.

One interesting activity utilized was a group of students who's job it was to watch old movies on television. Usually they were made before World War II or during the War. These are the early afternoon and fill-in types. Their job was to record how Negroes were portrayed and their reactions.

Each student was asked to investigate his own nationality in conjunction with parents and relatives and draw up a list of stereotypes that were or still are used in relation to his own nationality.

Time Schedule

The grid on the next page gives a breakdown of the time and emphasis phases. The unit was introduced the week of September 16, 1968 with a pre-test survey instrument and unit was concluded November 22, 1968 with the post-test survey. During this ten week period we spent approximately six weeks specifically on this unit. Some weeks we would spend three or four days in a row. Interest and participation was high and had it not been for other commitments and normal school interruptions we could have very satisfactorily covered this material every day. Approximately 30 class hours were spent on this unit. An underterminable amount of time was spent by all students in terms of research, reading, writing, surveying television, newspapers, etc.

GRID

	Stereotype Concept Awareness-Understanding	Stereotype as applied to Negro. Use of and Consequences	Willingness to Examine personal Stereotypes about Negro	TOTALS
Pre-Test	1/2%	1/2%	1/2%	1 1/2%
Basic Terminology	3 1/3%			3 1/3%
Positive-Negative Propaganda	6 2/3%			6 2/3%
Stereotype Identification other than Negro	10%			10%
Common Propaganda Techniques	10%	3 1/3%	3 1/3%	16 2/3%
Rationalization	1 1/3%	1%	1%	3 1/3%
Faulty Arguments (Stuart Chase)	10%	6 2/3%	3 1/3%	20%
Stereotypes and labels as applied to Negroes		3 1/3%	3 1/3%	6 2/3%
Contributions and achievements of Negroes		13 1/3%	3 2/3%	17%
Effects of Stereotyping on Negroes		13 1/3%		13 1/3%
Post-Test	1/2%	1/2%	1/2%	1 1/2%
TOTALS	42 1/3%	42%	15 2/3%	100%

1/3% = 6 minutes

Please answer every question honestly. THIS is not a test. There are no right or wrong answers. Put the number of the response that best describes your choice. Please be honest. Consider only your own attitude, feelings, opinions and ideas, not those of your parents, friends, etc. in answering these questions. Your answers are strictly confidential and personal and will never be seen by another student, etc. Put your answers on the answer sheet. You MUST answer every question.

(1) Agree Strongly (2) Agree (3) Disagree (4) Disagree Strongly

1. Negroes do not have the same basic learning abilities as white people.

2. I would not like to sit next to a Negro in a movie.

3. A Negro should not be allowed to serve on a jury that is trying a case between two white people.

4. Most Negroes walk with a shuffle and a shifty gait.

5. I would not like to have a Negro as a teacher.

6. People of different skin color should not be allowed to marry each other.

7. Negroes should be satisfied to live together in one area.

8. I would be upset if a Negro moved on our street.

9. Negroes are usually lazy and don't want to work.

10. Negroes should get some rights and privileges and be satisfied with that.

11. I would not like to go to a Negro dentist or doctor.

12. Negro teachers should only be allowed to teach in schools which have Negro students.

13. Most Negroes believe in witchcraft and black magic.

14. The insides of most Negro homes are very messy and dirty.

15. I would not like it if Negroes attended the church I was attending.

16. Most Negroes want to take away the "white man's" property and possessions.

17. A blood transfusion between a Negro and a white person would not be safe.

18. I would not like to work for a Negro or have a Negro as a leader.

19. Most Negroes do not have jobs because they would rather collect welfare.

20. Negroes are born with less intelligence than whites.

21. I would not like to be on a team or involved in a club or activity with Negroes.

22. There have never been any highly developed or advanced Negro civilizations or cultures in the world.

23. Most Negroes are only capable of performing simple, manual (physical) type jobs.

24. I would be upset if a Negro moved next door to us.

25. Most Negroes are in favor of looting and rioting.

26. A Negro should not be allowed to be President of the United States.

27. I would like to move if a Negro moved next door to our present home.

28. Most Negroes would rather spend their money on fancy cars and flashy clothes than on their homes and families.

29. Most Negroes do not take care of their houses and apartments.

30. Most Negroes carry knives and razor blades with them.

31. There are too many Negroes on professional baseball, football, and basketball teams.

32. I would not like to have a Negro store clerk wait on me.

33. Most Negroes are superstitious and believe in ghosts.

34. A Negro policeman should not have the authority to make arrests in an all-white neighborhood.

35. Negroes have contributed very little to our culture and society in terms of art, science, literature, etc.

Have you answered each question honestly? If you feel strongly "for" or "against" a statement, make sure your answer shows this. These questions are not meant to offend anyone.

	Sit next to in Movie (2)			Have a teacher (5)			Moved on our street (8)			Go to dentist-doctor (11)			Attended our church (15)			Work for or have as a leader (18)		
	Boys	Girls	Class	Boys	Girls	Class	B	G	C	B	G	C	B	G	C	B	G	C
Pre	3.22	3.08	3.13	3.22	3.23	3.23	3.67	3.31	3.45	3.11	2.54	2.77	3.67	3.54	3.59	3.56	2.85	3.13
Post	3.11	2.92	3.00	3.56	3.39	3.45	3.33	3.31	3.32	2.89	2.54	2.68	3.67	3.54	3.59	3.44	3.15	3.27
Change	-.11	-.16	-.13	+.34	+.16	+.22	-.34	0	-.13	-.22	0	-.09	0	0	0	-.12	+.30	+.14

	Be on my team or activity (21)			I'd be upset-moved next door to us (24)			I'd like to move-move next door to us (27)			Store clerk wait on me (32)			Total ("I Would")		
	Boys	Girls	Class	B	G	C	B	G	C	B	G	C	B	G	C
Pre	3.56	3.23	3.36	3.44	2.92	3.13	3.33	3.08	3.18	3.67	3.62	3.64	3.44	3.14	3.22
Post	3.56	3.77	3.68	3.11	3.08	3.09	3.33	3.23	3.27	3.56	3.77	3.68	3.36	3.27	3.25
Change	0	+.54	+.32	-.33	+.16	-.04	0	+.15	+.09	-.11	+.15	+.04	-.08	+.13	+.03

These "I Would" questions force the student to make a personal commitment. It is more of an action question. It is not his belief directly but what he or she would feel. It is directly first person and doesn't allow the student the comfort of group security in parroting a stereotyped position.

-B-

"Opinions and Belief Questions"

	Jury duty with white case (3)			Shuffle-shifty walk (4)			No inter-marriage (6)			Be satisfied to live in one area (7)			Lazy-don't want work (9)		
	Boys	Girls	Class	Boys	Girls	Class	Boys	Girls	Class	Boys	Girls	Class	Boys	Girls	Class
Pre	3.56	3.31	3.41	3.33	3.46	3.41	2.89	2.85	2.86	2.89	2.69	2.77	3.44	3.15	3.27
Post	3.11	3.23	3.18	3.44	3.39	3.41	2.44	2.85	2.68	3.22	2.77	2.95	3.44	3.31	3.36
Change	-.45	-.08	-.23	+.11	-.07	0	-.45	0	-.18	+.33	+.08	+.18	0	+.16	+.09

	Get some rights-be satisfied (10)			Negro teachers only in Negro schools (12)			Believe in black magic-witchcraft (13)			Homes are messy dirty (14)			Want "white man's" property (16)		
	Boys	Girls	Class	Boys	Girls	Class	Boys	Girls	Class	Boys	Girls	Class	Boys	Girls	Class
Pre	2.33	2.92	2.68	3.11	2.77	2.91	3.56	3.54	3.54	3.44	2.69	3.00	3.00	3.08	3.05
Post	3.00	2.85	2.91	3.33	3.23	3.27	3.89	3.62	3.73	3.56	3.54	3.54	3.44	2.92	3.13
Change	+.67	-.07	+.23	+.22	+.46	+.36	+.33	+.08	+.19	+.12	+.85	+.54	+.44	-.16	+.08

	Rather get welfare than work (19)			Capable only of simple, manual tasks (23)			Favor looting rioting (25)			Shouldn't be President (26)			Flasy cars-clothes instead of homes-families (28)		
	Boys	Girls	Class	Boys	Girls	Class	Boys	Girls	Class	Boys	Girls	Class	Boys	Girls	Class
Pre	3.44	3.00	3.18	3.44	3.62	3.54	3.44	3.00	3.18	2.89	2.85	2.86	3.56	2.77	3.09
Post	3.22	2.92	3.45	3.56	3.54	3.54	3.67	3.39	3.50	3.44	3.08	3.23	3.56	3.31	3.41
Change	-.22	-.08	-.27	+.12	-.08	0	+.23	+.39	+.32	+.55	+.23	+.37	0	+.56	+.32

"Opinions and Beliefs Questions"

	Let houses-apt's run down (29)			Carry knives (30)			Too many pro athletes (31)			Superstitious (33)			Negro police arrest whites? (34)			Total (Belief-Opinion)		
	Boys	Girls	Class	Boys	Girls	Class	Boys	Girls	Class	Boys	Girls	Class	Boys	Girls	Class	Boys	Girls	Class
Pre	3.22	2.54	2.82	3.56	2.92	3.18	3.44	3.62	3.54	3.44	3.39	3.41	3.67	3.54	3.59	3.28	3.08	3.17
Post	3.33	3.23	3.27	3.56	3.31	3.41	3.78	3.62	3.68	3.56	3.77	3.68	3.56	3.54	3.54	3.41	3.27	3.33
Change	+.11	+.69	+.45	0	+.39	+.23	+.34	0	+.14	+.12	+.38	+.27	-.11	0	-.05	+.13	+.19	+.16

"Factual Questions"

	Don't have basic learning abilities (1)			Blood transfusion unsafe bet. races (17)			Born with less intelligence (20)			No highly developed civilized (22)			Very few contributions to our culture in science, arts (35)			Total (Factual)		
	Boys	Girls	Class	Boys	Girls	Class	Boys	Girls	Class	Boys	Girls	Class	Boys	Girls	Class	Boys	Girls	Class
Pre	3.44	3.08	3.23	3.11	3.00	3.05	3.44	3.77	3.64	2.89	3.15	3.05	3.44	2.85	3.09	3.27	3.17	3.21
Post	3.56	3.39	3.45	3.11	3.08	3.09	3.78	3.69	3.73	3.00	3.39	3.23	3.33	3.69	3.54	3.36	3.45	3.41
Change	+.12	+.31	+.22	0	+.08	+.04	+.34	-.08	+.09	+.11	+.24	+.18	-.11	+.84	+.45	+.09	+.28	+.20

GIRLS

INDIVIDUAL GIRLS PRE-TEST					INDIVIDUAL GIRLS POST-TEST					PRE-POST TEST DEGREE OF CHANGE, INDIVIDUAL GIRLS		
Rank	Girls	Pre-Test	(Post-Test)	(Post-Test Rank)	Rank	Girls	Post-Test	(Pre-Test)	(Pre-Test Rank)	Girls	Amt. of Change	Amt. Above or Below Post-Test Mean for Girls
1	A	2.37	(3.12)	(5)	1	F	2.57	(3.09)	(6)	G	.91	+.71
2	B	2.60	(2.71)	(2)	2	B	2.71	(2.60)	(2)	A	.75	-.17
3	C	2.80	(2.97)	(4)	3	D	2.83	(2.94)	(4)	L	.29	+.51
4	D	2.94	(2.83)	(3)	4	C	2.97	(2.80)	(3)	J	.23	+.31
5	E	3.06	(3.23)	(6)	5	H	3.12	(3.26)	(7)	K	.20	+.31
6	F	3.09	(2.57)	(1)	5	A	3.12	(2.37)	(1)	C	.17	+.32
6	G	3.09	(4.00)	(11)	6	E	3.23	(3.06)	(5)	E	.17	-.16
7	H	3.26	(3.12)	(5)	7	I	3.42	(3.37)	(8)	B	.11	-.58
8	I	3.37	(3.42)	(7)	8	J	3.60	(3.37)	(8)	M	.09	+.34
8	J	3.37	(3.60)	(8)	8	K	3.60	(3.40)	(9)	I	.05	+.13
9	K	3.40	(3.60)	(8)	9	M	3.63	(3.54)	(11)	D	-.11	-.46
10	L	3.51	(3.80)	(10)	10	L	3.80	(3.51)	(10)	H	-.24	-.17
11	M	3.54	(3.63)	(9)	11	G	4.00	(3.09)	(6)	F	-.52	-.72

Mean - 3.11
Median - 3.17
Modes - 3.09, 3.37

Mean - 3.29
Median - 3.23
Modes - 3.12, 3.60

BOYS

INDIVIDUAL BOYS PRE-TEST

Rank	Boys	Pre-Test	(Post-Test)	(Post-Test Rank)
1	AA	2.83	(2.91)	(2)
2	BB	2.94	(3.49)	(6)
3	CC	3.11	(3.06)	(3)
4	DD	3.23	(2.74)	(1)
5	EE	3.31	(3.42)	(4)
6	FF	3.34	(3.46)	(5)
7	GG	3.69	(3.67)	(7)
8	HH	3.83	(3.89)	(9)
9	II	3.91	(3.80)	(8)

Mean - 3.37
Median - 3.31
Modes -

INDIVIDUAL BOYS POST-TEST

Rank	Boys	Post-Test	(Pre-Test)	(Pre-Test Rank)
1	DD	2.74	(3.23)	(4)
2	AA	2.91	(2.83)	(1)
3	CC	3.06	(3.11)	(3)
4	EE	3.42	(3.31)	(5)
5	FF	3.46	(3.34)	(6)
6	BB	3.49	(2.94)	(2)
7	GG	3.67	(3.69)	(7)
8	II	3.80	(3.91)	(9)
9	HH	3.89	(3.83)	(8)

Mean - 3.37
Median - 3.46
Modes -

PRE-POST TEST DEGREE OF CHANGE, INDIVIDUAL BOYS

Boys	Amt. of Change	Amt. Above or Below Post-Test Mean for Boys
BB	.55	+.12
FF	.12	+.09
EE	.11	+.05
AA	.08	-.46
HH	.06	+.52
GG	-.02	+.30
CC	-.05	-.31
II	-.11	+.43
DD	-.49	-.63

CLASS

INDIVIDUAL CLASS PRE-TEST

Rank	Class	Pre-Test	(Post-Test)	(Post-Test Rank)
1	A	2.37	(3.12)	(8)
2	B	2.60	(2.71)	(2)
3	C	2.80	(2.97)	(6)
4	AA	2.83	(2.91)	(5)
5	D	2.94	(2.83)	(4)
5	BB	2.94	(3.49)	(12)
6	E	3.06	(3.23)	(9)
7	F	3.09	(2.57)	(1)
7	G	3.09	(4.00)	(18)
8	CC	3.11	(3.06)	(7)
9	DD	3.23	(2.74)	(3)
10	H	3.26	(3.12)	(8)
11	EE	3.31	(3.42)	(10)
12	FF	3.34	(3.46)	(11)
13	I	3.37	(3.42)	(10)
13	J	3.37	(3.60)	(13)
14	K	3.40	(3.60)	(13)
15	L	3.51	(3.80)	(16)
16	M	3.54	(3.63)	(14)
17	GG	3.69	(3.67)	(15)
18	HH	3.83	(3.89)	(17)
19	II	3.91	(3.80)	(16)

Mean - 3.21
Median - 3.24
Modes - 2.94, 3.09, 3.37

INDIVIDUAL CLASS POST-TEST

Rank	Class	Post-Test	(Pre-Test)	(Pre-Test Rank)
1	F	2.57	(3.09)	(7)
2	B	2.71	(2.60)	(2)
3	DD	2.74	(3.23)	(9)
4	D	2.83	(2.94)	(5)
5	AA	2.91	(2.83)	(4)
6	C	2.97	(2.80)	(3)
7	CC	3.06	(3.11)	(8)
8	H	3.12	(3.26)	(10)
8	A	3.12	(2.37)	(1)
9	E	3.23	(3.06)	(6)
10	I	3.42	(3.37)	(13)
10	EE	3.42	(3.31)	(11)
11	FF	3.46	(3.34)	(12)
12	BB	3.49	(2.94)	(5)
13	J	3.60	(3.37)	(13)
13	K	3.60	(3.40)	(14)
14	M	3.63	(3.54)	(16)
15	GG	3.67	(3.69)	(17)
16	L	3.80	(3.54)	(15)
16	II	3.80	(3.91)	(19)
17	HH	3.89	(3.83)	(18)
18	G	4.00	(3.09)	(7)

Mean - 3.33
Median - 3.42
Modes - 3.12, 3.42, 3.60, 3.80

INDIVIDUAL CLASS PRE-POST TEST DEGREE OF CHANGE

Class	Amt. of Change	Amt. Above or Below Post-Test Mean for Class
G	.91	+.67
A	.75	-.21
BB	.55	+.16
L	.29	+.47
J	.23	+.27
K	.20	+.27
C	.17	-.36
E	.17	-.10
FF	.12	+.13
B	.11	-.62
EE	.11	+.09
M	.09	+.30
AA	.08	-.42
HH	.06	+.56
I	.05	+.09
GG	-.02	+.34
CC	-.05	-.27
D	-.11	-.50
II	-.24	+.47
H	-.49	-.21
DD	-.52	-.59
F		-.76

Evaluation (Hard Data)

I have included six pages of charts based on the results of the pre and post test as found on pages 20-21. The results of the entire class are compared on a before and after basis. This is the "hard data" of the unit. Fifteen students showed a positive change after being subjected to the unit. Seven students made a negative change.

The positive or negative changes mentioned above are meaningless when isolated, as they are based on an arbitrary starting place (pre-test score), which may or may not have been an honest reflection of the student in question. It is only when this type of "hard data" is supplemented and contrasted with the day-to-day subjective experience that a fairly accurate assessment of change can be made.

The six pages (A-F) of data are fairly self-explanatory. Pages A to C deal with the results of each of the thirty-five questions for boys, girls, and the class as a whole. There were questions that were "I would." The intent here was to force the student to search his mind for an action answer. He couldn't necessarily fall back on a comfortable group answer. He had to search himself then and there. "What do I really think?" There were twenty questions that dealt with beliefs, stereotypes, etc. Here the intent was to see to what extent the student would be willing to go along with an unjust statement or a historical stereotype or a current stereotype. There were five questions that dealt with information that is generally accepted as fact and would not directly fall into the category of opinion. A student might not have been aware of the existence of some of this factual information on the pre-test and guessing would play a big part here, but on the post test after exposure these five questions should be positively received.

In order to place meaning to the numerical scores, keep in mind the answering system used on the test instrument. Each student had to answer (1) Strongly Agree, (2) Agree, (3) Disagree, (4) Strongly Disagree. Answers in the one and two range indicate degrees of prejudice and acceptance of stereotypic thinking and as we move to three and four we move towards a rejection of prejudiced attitudes and stereotypic thinking. It is not a question usually, of moving students from a completely negative position to a completely positive one, but rather the minute but gradual movements between 3.00 - 4.00. Any movement in this range should be considered as gratifying as the ultimate commitment and behavior pattern of a 4.00 person would be few and far between.

Page (D-23) shows individual girls on a pre and post test basis. Page (E-24) shows individual boys on a pre and post test basis. Page (F-25) shows the entire class on a pre and post test basis. On each of the above pages the students are given an alphabetical letter and it stays with them for the rest of the statistical information. Girls have a single letter and boys a double one. Each of these three pages also shows the amount of change made by each student either positively or negatively and also it shows how far above or below each student is of the class mean and the boys of the individual boys' mean and the girls of the individual girls' mean.

Most of the interpretation of the "hard data" is self-explanatory, but I will add comments whenever I feel it will be illuminating or offer a rationale for unusual circumstances.

The nine boys scored higher on the pre-test than the girls (3.37 to 3.11). An interesting point is the fact that the boys as a group scored the same on the post test as the pre-test. (3.37). The girls moved up to 3.29 on the post-test but still were behind the boys. I feel two things entered into this. Student DD went from a 3.23 pre-test to a 2.74 post-test. He is a very poor reader, about a third grade level (this was found out after pre-test had been given and we were several weeks into the unit). Also based on subjective data obtained, I feel that the boys as a group were not as consciously or unconsciously honest as they should have been on the pre-test. The girls appeared to show more validity and reliability in terms of the survey instrument. On the pre-test girls accounted for 8 of the lowest 11 ratings (towards a stereotype and prejudice). On the post-test girls accounted for 8 of the lowest 12 ratings. Most students changed places in their rankings between the two tests in relation with their fellow students. Of the students who made a positive change, girls accounted for 10 of the 15 who did. Of the students who made a negative change, girls accounted for 3 of the 7. No student stayed exactly the same for the entire survey but, many individual questions had exactly the same group result. It is interesting to note that in most cases the medians are higher than the means.

It is interesting to note that on the "I Would" questions the boys as a group scored higher on the post test (3.41) than on the belief-opinion or factual questions. This is a very positive result because it is the closest thing to a behavioral outcome that we could measure in the classroom. Both boys and girls showed a positive change on the factual questions, thus after exposure they were somewhat receptive, but not completely. Girls as a group showed the highest score on the post-test in relation to the factual questions (3.45). Questions no. 6, 7, 10, and 11 on the post test were all under 3.00. It is interesting to note their content and their degrees of change. Number 11 dealt with going to a Negro dentist or doctor and showed a negative change of .09 from the pre-test. Number 10 stated that Negroes should get some rights and privileges and be satisfied with this. There was a positive change from 2.68 to 2.91. Question 7 stated that Negroes should be content to live in one area. It also made a positive change from 2.77 to 2.95. Question 6 is the most controversial aspect of the racial problems and that is one of intermarriage. The question stated that it shouldn't be allowed. A negative change was found. It went from 2.86 to 2.68. The students probably missed the fine point of this question which was "should it be allowed" and not whether it was desirable or not. This individual question ended up with the lowest post-test score as would be expected.

Questions 8, 24, and 27 dealt with the student's reaction and behavioral outlook toward Negroes moving in their neighborhoods. As would be expected there was less resistance to moving on the block than moving next door. The girls made positive change on all three of these questions.

Again, remember that it is my opinion that the boys as a group on the pre-test did not truly reflect their feelings. Six students recorded post tests of less than 3.00. Four of these were girls and two boys. Of the scores over 3.50, five were girls and three were boys. One girl recorded a 4.00 and showed a change .91. This particular girl is a member of a religious minority that has been highly stereotyped and prejudiced against and thus I feel her survey is fairly reliable.

Evaluation (Soft Data)

It would be naive to believe that definite, long-range change has taken place in the lives of these students because there has been a numerical change in the pre and post-test scores. The real proof will be in their daily lives when they are confronted with prejudical and stereotypic situations. It was not the purpose of this unit to try to ingrain a consistent behavior pattern. The objectives were to help students distinguish fact from opinion, to be aware of stereotypes in all their ramifications and especially as they have been applied to the Negro and the resulting damage therein. The final objective was a student willingness to examine some personally held stereotypes in regards to Negroes and subject them to the critical thinking skills that this unit was based upon. The students who showed a negative change from pre to post-test probably did not answer the pre-test in all honesty and the unit helped them clarify their position and thus the post-test would actually serve as a truer reflection, disregarding the pre-test as a point of reference.

I feel that every student enjoyed this experience and that every one of them gained an awareness, understanding, and enlightenment of the effects of stereotyping and the resulting prejudice and also the Negro history that they were totally unaware of. There was an air of definite compassion and empathy on the part of most students for the plight of the Negro people as regards the use of stereotyping. The students are at this point very perceptive to the propaganda techniques used. I have to watch myself, as students are quick to challenge statements such as "everyone is," "all---do." Even though the unit is over many students are still bringing to the class' attention examples of faulty argument and rationalization as seen on television and in the newspaper. This year's Presidential election afforded an excellent opportunity to discuss and view most of the types of propaganda situations that we are subjected to. Almost every student has been and presently is exhibiting an attitude of inquiry and healthy suspicion and a total rejection of behaviors and characteristics as representative of a particular group.

Oral discussion was excellent throughout the entire project. The students were not hesitant at all to put their feelings and attitudes on a very personal basis. Most students felt they were less a victim of stereotypes than their parents and other adults. Most students indicated a deep concern for the fact that they had such a limited knowledge of the achievements and contributions of Negroes. One girl said she felt cheated because all her prior acquaintance with American history had portrayed Negroes as slaves, poor people, or problem makers (crime-welfare-riots). A boy responded to her comment "If you feel cheated, how do you think a Negro must feel?" The entire class is anxious for more information about Negroes and their cultural and historical contributions.

Towards the end of the unit there were very few students who were willing to defend a traditional stereotype regarding the Negro. During the first few weeks most students ardently defended many myths. I think this points out one tragic aspect of the human animal. Facts are not enough. "You can lead a horse to water but you can't make him drink." Students became aware of the flaws in various characterizations and realized that they were indefensible, but they were not completely eliminated from the various individuals mental set. In other words, I feel that several students realized the falseness of stereotyping of Negroes in terms of making a public affirmation of their feelings but the image is still lurking inside the private decision-making individual. A real eye-opener was the writing assignment "Why I'm glad I'm white." Every student in one way or another found solace and comfort because there were more white people in this country; didn't have to live in poverty; could live or work wherever their ability would allow them; people didn't hate them, etc. This was sort of a reverse way of bringing students to honestly admit the situation as it exists today. Upon viewing the filmstrip series, "They Have Overcome," the class felt deep shame and empathy for the people they have never heard of who overcame tremendous obstacles to make something of their lives. Many students had tears in their eyes, discussed their experience at home and later on in school in other classes. Most students had a difficult time compiling a list of notable Negroes in other fields than sports and entertainment. Their parents weren't much help either. The class became aware of the Negro feeling toward the "white man's" chronicling of events and contributions. Exploring the myths and stereotypes associated with the nationality of each student was an experience enjoyed by all and readily brought in sharp perspective the fallacy of the reliability of group membership and behavior, as each student knew more people who belonged to the group but didn't fit the stereotype than did fit. This provides the key to the whole problem. "KNOW PEOPLE." This is the only true way to defeat prejudice and the beast, "stereotype." We can all be subjected to facts, but most of us alter the facts to fit our beliefs. Unfortunately, the students in this school still don't really "know" any Negroes. They know a little more "about" Negroes.

I do feel that the students in this class will generally exhibit an aura of logic or clear thinking in many areas such as commercials, advertisements, speeches, etc. If there was continuity and re-enforcement, I believe that the students would apply these same skills to the highly emotional and deeply-engrained attitudes of and toward the Negro.

Recommendations

I would have liked a more accurate measuring instrument. This is the most difficult part of the unit construction as far as I am concerned. After we were several weeks into the unit, I could see many faults, think of better questions, etc., but it is too late as one should have the same questions both pre and post.

Another real problem is availability of materials for student use. I constructed the pamphlet as mentioned earlier. Some of the material in the pamphlet was not stressed, such as the psychological causes of prejudice. The material was compiled from several high school texts and was to be read in conjunction with their parents

and discussed. Our library had very little to offer in terms of critical thinking skills and Negro history. We had quite a difficult time getting a book (biographical or auto-biographical) for each student to read. Many students went to the Grand Rapids Public Library and used the Project on Student Values resource suggestions. The financial resources of our school are such that group purchase of appropriate resource materials dealing with Negroes was out of the question. Again the rental of films and filmstrips was somewhat hampered by financial limitations.

In the future I would recommend the use of several "hard data" type survey instruments to be used on a pre and post-test basis. A battery of tests or measuring instruments could provide for greater reliability and would allow for more cross comparison. Again, I personally feel that the subjective appraisal is more valid than the arbitrary, one-shot survey instrument used. The pamphlet should be done over and watered-down to a lower reading and comprehension level. Also the spacing of the information in the pamphlet could be done much better and with more eye appeal.

If I had just covered the "stereotype concept" and critical skills as they apply to other situations than the racial one, I could have shown tremendous statistical change and improvement. But that would have been a false and padded situation for the real value is applying understandings and skills to "life" not academic models or things that don't touch our lives personally. I wish it were possible to teach sort of a "problems and issue" course on the seventh and eighth grade level much as is done in the twelfth grade level in many schools. I think it might be too late to change attitudes and opinions by the twelfth grade even though all the facts and evidence would warrant change. I definitely wouldn't replace the senior high course but would add something similar in the lower levels. We study English, science, math, etc. every year with a little more sophistication and intensity. What is more important than Man's relationship to Man? The present social studies courses are not the answer, as we all know the amount of historical and geographical information that has to be covered to meet curriculum requirements. This unit should not be six weeks or six years, BUT should permeate the entire school experience. Mastery of academic disciplines mean nothing unless man is capable of living together.

"Why can't somebody give us a list of things that everybody thinks and nobody says, and another list of things that everybody says and nobody thinks?"

------Oliver Wendell Holmes

"Common sense is a deposit of prejudices laid down in the mind prior to the age of eighteen."

------Albert Einstein

"A Classroom differs from a quiz show. On the quiz show you answer questions; in the classroom you ask questions for which there are no answers. Nobody knows the answers to the real problems of our time."

------Merrill Bush

"Great men are they who see that spiritual is stronger than any material force; that thoughts rule the world."

------Ralph Waldo Emerson

"A person's judgments of others tell more about himself than the others."

------Dr. Robert I. Watson

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We do not have a textbook in our curriculum that deals with or treats any of the ideas and concepts presented in this unit and the pamphlet on "Prejudice." The following books were utilized by the teacher and students also. The majority of them were used by the teacher in terms of preparing reading material, projects, class discussion, etc. The books dealing with Negro history were used by the students also.

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AN ATTEMPT TO DEVELOP RESPECT FOR OTHERS BY USING THE CHARACTERS AND CONCEPTS IN CHARLES DICKENS' GREAT EXPECTATIONS*

Specific Value:	**Respect for Others**
Subject Area:	**English**
Grade Level:	**Ninth**
Time:	**Six Weeks**

Project on Student Values
3860 Plainfield Blvd., N. E.
Grand Rapids, Michigan 49505

***Materials prepared by Ruth Kemp**

ATTEMPT TO DEVELOP RESPECT FOR OTHERS BY USING THE CHARACTERS AND CONCEPTS IN CHARLES DICKENS' GREAT EXPECTATIONS

ABSTRACT

I. Philosophical Statement. Literature is a reflection of life, and as such is a reflection of values. Great Expectations is a reflection of not only the values of Victorian England - but of all ages and areas of the world. Its universal concepts can be directly expressed in terms of value discovery and examination.

II. General Objectives. This unit is designed to search for respect throught the English disciplines of:

A. Reading
B. Writing
C. Speaking
D. Listening

The student will compile information concerning:

A. Elements of the novel
B. England during the Victorian era
C. Life and writing style of Charles Dickens

III. Specific Objectives. Students should examine and develop respect for others by first analyzing fictional characters, then relating the concepts to himself and others.

IV. Context. Ninth grade average ability English classes

V. Content. Adventures in Reading - Classic edition (or any copy of Great Expectations)
Films
Library

VI. Methods. Reading aloud in class, various value clarifying methods, (Raths, Harmin, Simon), class discussion, written themes.

VII. Time Schedule. Six Weeks

ATTEMPT TO DEVELOP RESPECT FOR OTHERS BY USING THE CHARACTERS AND CONCEPTS IN CHARLES DICKENS' GREAT EXPECTATIONS

I. Statement of Philosophy. Literature is a reflection of life. It would be impossible to examine literature in the English classroom without discovering values. If one defines a value as a standard by which we make decisions among alternatives of behavior (aesthetic, social and moral), the standards can be discovered in literature and related to the lives of the students. The student will, by studying Great Expectations, be exposed to situations which he hopefully can relate to himself and his relationships with others.

II. Statement of General Objectives. By using the four English disciplines - reading, writing, speaking, and listening - the student should be exposed to these overall objectives:

A. Discovering the intricate turnings and surprises of a suspenseful and masterfully constructed plot.
B. Discovering the unique and universal qualities of Dicken's characters.
C. Gain a sense of the social and historical background of the novel - England in Dicken's time.
D. Explore the novel's central meanings and unifying themes.
E. See in Pip's life and expectations a mirror of experiences student might have himself.

The attempt to develop respect for others will be concentrated upon in the midst of many other value situations presented by Dickens. Many will be offered in this guide, but emphasis is placed on the investigation of respect concerning the characters in Great Expectations, hoping that this investigation will carry over into the lives of each student.

III. Statement of Specific Objectives for Value Education.

A. To allow for others to have opinions differing from his own.
B. To listen patiently when other people are talking.
C. To not become openly upset when someone disputes something he feels is right.
D. To express pride in his work.
E. To voice his own ideas even though such may disagree with the class.
F. To commit himself publically to value alternatives he has selected.
G. To listen to others with thoughtfulness and consideration.
H. To listen when others speak.
I. To participate in value analysis experiences.
J. To recognize value problems and issues in his reading material by noting such in value sheets.
K. To keep still when the situation or occasion calls for silence.
L. To identify respect, or lack of it, in fictional characters.
M. To identify respect, or lack of it, in himself.

IV. Statement of Context. Ninth grade level.

V. Statement of Content.

A. Reading (in various ways - see methods) the novel Great Expectations.
B. Viewing two study films directly connected to plot and discovery of themes and concepts.
C. Viewing one film outlining the life and times of Charles Dickens.
D. Class discussion, and written assignments.
E. Use of library as resource center for written assignments.

VI. Methods.

A. Background material presented by film, lecture and ditto material.

B. Oral reading - used to lead into discussions which can be used as "meat" for individual and group clarifying responses.

C. Individual reading assignments - to prevent the novel from "dragging" in presentation. Students would be expected to keep up with outside reading assignments so that the majority of class time can be spent on other methods.

D. The value sheet - used to have student examine his own values and state his opinion by certain directed questions.

E. Quotations - one from Kant which is the guiding thought for the entire unit; and many from Dickens to help discover character traits, thus discover these and other traits in ourselves.

F. Thought sheets - directed only to the point that they should concern the concepts opened by the reading of Great Expectations.

VII. Time Schedule.

A. Reading. Three weeks is ample time to complete all reading assignments. It is advised to assign an entire stage at one time. (In the text, the novel is divided into three stages of Pip's expectations: the first, up to the time he leaves for London; the second, up to the stormy night of Magwitch's return; and the third, the final act and resolution, including both Dicken's original and revised endings.) Assigning a whole stage at a time helps give the feeling of reading a whole rather than pieces. After the initial reading, then given check-tests if you feel this is necessary.

B. Study films. - plot, themes and concepts. Each of the two films needs one entire class period in which to be completely shown. Notes should be assigned, and at least one day following the film should be devoted to discussion, perhaps ending the discussion with an assigned value sheet. Total time: one week.

C. Study film. - life and time of Charles Dickens. One day is needed to complete the showing, and one class period is ample for discussion. The facts and concepts presented in the film should be re-emphasized throughout the unit.

D. Class discussion and written work. It would seem unwise, in a unit designed to discover values in a novel, to stifle well-meaning discussion. The value sheets, quotations, and thought sheets can be used throughout the unit to guide students to the discovery of respect for other in Great Expectations. The desired result is that they will carry this discovery into their own experiences, weigh the evidence discovered, and perhaps investigate behavioral changes because of their findings.

E. Use of library. Depending upon the rate of your class, this use could be as much as one day a week spanning the entire unit, or limited to only those days during which you are presenting background material.

GOAL SHEET

Behavioral Factors	Initial	Sustained	Quality
1. To allow different opinions.	____	____	____
2. To listen patiently to others.	____	____	____
3. To compromise on major differences.	____	____	____
4. To express pride in his work.	____	____	____
5. To communicate his own ideas to others even though there is disagreement.	____	____	____
6. To communicate himself publically.	____	____	____
7. To listen to others with thoughtfulness and consideration.	____	____	____
8. To participate in value analysis experiences.	____	____	____
9. To recognize value problems.	____	____	____
10. To identify respect or lack of it in fictional characters.	____	____	____
11. To identify respect or lack of it in himself.	____	____	____

VALUE DIRECTIVE FOR THIS UNIT

The study movies give great insight into the values presented by Dickens. The most important quotation is to one person vague, and another very clear. It is the goal of this unit to present, explain, and incorporate the meaning of Kant's Categorical Imperative to the students through the study of Great Expectations. At all times this quotation should be involved in each of the specific goals, and included in the methods used to reach those goals. Obviously, when something with the scope of a novel is studied in the classroom, it is difficult to isolate just one value to concentrate upon. Many others will be present, if for no other reason than the fact that Great Expectations is an example of life, not just in Victorian England, but everywhere. Keeping this scope in mind, one value will try to be presented with more emphasis than any other: Respect for others.

From Kant: "Act in such a way that you treat humanity never as a means only, but always equally as an end."

GRID

METHODS / Objectives	A	B	C	D	E	F	G	H	I	J	K	L	M	TOTALS
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
A		50					20	50			50			
B	60	50	70	50	50	50	40	50	30	10	50	10		
C									10	10		30	10	
D	15		10	20	30	30	20		40	30		40	50	
E	15		10	10	20	20	20		10			10	10	
F	10		10	10					10			10	30	

EVALUATION DATA

Background information: read Teaching the Novel: Great Expectations by Paul Pickrel (found in Teacher's manual) (or from Essays on the Teaching of English, edited by Edward Gordon, written by Paul Pickrel.)

Reading checks:

Stage I.

1. What does Pip's convict ask Pip to bring him? (food and a file)
2. How is Mrs. Joe related to Pip? (She is his sister.)
3. What is "Tickler"? (a cane Mrs. Joe uses for disciplining Pip)
4. What is Joe Gargery's occupation? (blacksmith)
5. What are the Hulks? (prison ships)
6. Where does the opening scene of the story take place? (in a graveyard)
7. What parts of a boy does the convict's "young man" like to "get at"? (his heart and his liver)
8. Who comes to the door just as Mrs. Joe is inviting the guests to taste her pork pie? (soldiers)
9. When the two convicts are found, what are they doing? (fighting with each other)
10. Who takes the blame for stealing the food from Mrs. Joe? (Pip's convict)
11. What does Mr. Wopsle's great-aunt run in the evening? (a school)
12. Who helps Pip learn to read and write? (Biddy)
13. What is the only word Joe can read or write? ("Jo")
14. Who first takes Pip to Miss Havisham's? (Mr. Pumblechook)
15. What does Miss Havisham ask Pip to come there to do? (play)
16. What is the meaning of the word "satis" in Satis House? (enough)
17. At what time have all the clocks in Miss Havisham's house stopped? (twenty minutes to nine)
18. What game does Pip play with Estella? ("beggar my neighbor")
19. After Pip tells tall tales about Miss Havisham's, what does Joe give Pip a lecture on? (honesty)
20. What does the mysterious stranger at the inn stir his drink with? (a file)
21. Why does Miss Havisham give Joe money? (to take Joe as his apprentice)
22. What is the name of Joe's journeyman at the forge? (Orlick)
23. Who causes a fight between him and Joe? (Mrs. Joe)
24. What happens at home while Pip is in the village? (Mrs. Joe is struck down from behind.)
25. Where does Pip find that Estella has gone? (abroad, to be educated as a lady.)
26. Because Estella has called Pip a common boy, what does he want to become? (a gentleman)
27. Who informs Pip that he has "great expectations"? (Mr. Jaggers)
28. Why does Pip visit Trabb, the tailor? (to get a suit of clothes)
29. On whom does Pip gain revenge during this visit? (Trabb's boy)
30. At the end of Stage I, where does Pip go? (London)

Stage II.

1. What is the name of Mr. Jagger's clerk? (Wemmick)
2. What is the name of the "pale young gentleman"? (Herbert Pocket)
3. Who is the one relative who does not cater to Miss Havisham? (Matthew Pocket)
4. What name does Herbert give Pip? (Handel)
5. What relation is Estella to Miss Havisham? (adopted; none)
6. What is the first lesson Herbert gives Pip? (manners-how to eat)
7. To whom besides Miss Havisham did her father leave his money? (her half-brother, Arthur)
8. What does Wemmick call his home? (the Castle)
9. What does Wemmick call his father? (the aged Parent)
10. Whom does Mr. Jaggers call the "spider"? (Bentley Drummle)
11. Who writes Pip that Joe is coming to town? (Biddy)
12. What keeps falling off the matlepiece during Joe's visit? (his hat)
13. Who tells Pip that Estella is home and would be glad to see him? (Joe)
14. Where does Pip see the mysterious stranger again? (on the stagecoach)
15. When Pip returns to the village, where does he find Orlick? (at Miss Havisham's)
16. How has Estella changed when Pip sees her again at Miss Havisham's? (She is even more beautiful.)
17. When Pip is in the village staying at the Blue Boar, who mimics and makes fun of him? (Trabb's boy)
18. How do Miss Havisham's relatives feel toward Pip? (They hate and envy him.)
19. What place does Mr. Jaggers know the secrets of? (Newgate Prison)
20. What does the letter from Trabb and Company request Pip to do? (attend Joe's funeral)
21. What does Mr. Trabb ask everyone at the funeral to take out all at once? (their handkerchiefs)
22. When she leaves the forge, what does Biddy plan to do? (teach school)
23. What does Pip say he will do for Joe in the future? (come to see him often)
24. What is the name of Wemmick's lady friend? (Miss Skiffins)
25. What favor does Pip do for Herbert? (helps set him up in business)
26. What does the aged Parent love to read aloud each night? (the news)
27. Whom does Pip accompany to Satis House? (Estella)
28. When he cannot sleep at night, whom does he see in the passage like a ghost? (Miss Havisham)
29. What is the weather like on the night Pip's mysterious visitor comes? (cold, wet, stormy)
30. Who is Pip's benfactor? (his convict from the marshes)

Stage III.

1. What is the real name of Pip's convict? (Abel Magwitch)
2. What name is he traveling under? (Provis)
3. What is he risking in returning to England? (death)
4. Where does Magwitch tell Pip and Herbert much of his life has been spent? (in jails)

5. Whom did Arthur have frightening visions of before he died? (Miss Havisham)
6. What was the name of Miss Havisham's lover? (Compeyson)
7. Whom did Pip see at the Blue Boar when he returned to the village? (Drummle)
8. What do Herbert and Pip begin to do each day after they hide Magwitch at Mrs. Whimple's? (row on the river)
9. Who does Pip think is Estella's mother? (Molly)
10. How did Mr. Jaggers first meet Molly? (He defended her for murder)
11. Who agrees to give Pip nine hundred pounds to help Herbert? (Miss Havisham)
12. What three words does Miss Havisham ask Pip to write under her name? ("I forgive her.")
13. And what runs off when Pip pulls the great cloth from the table? (spiders and beetles)
14. After hearing more about Magwitch from Herbert, whose father does Pip believe he is? (Estella's)
15. Who does Pip learn has been claiming credit for having helped him most? (Pumbelchook)
16. Who sent Pip the unsigned letter? (Orlick)
17. Who leads the rescue party that saves Pip at the sluice house? (Trabb's boy)
18. Who informs on Provis, preventing his escape? (Compeyson)
19. Who seizes Magwitch's pocketbook and all his money? (the government)
20. What happens to Wemmick on his walk? (He gets married)
21. What does Pip tell Magwitch just before he dies? (that he loves Magwitch's daughter, Estella)
22. Who comes to care for Pip when he is sick? (Joe)
23. When Pip returns to the village, what does he find out about Satis House? (It is about to be sold.)
24. Why does Pip return to the village? (to ask Biddy to marry him)
25. What does he find has happened that upsets his plans? (Biddy has just married Joe)
26. Where does Pip go then? (abroad; away from England)
27. What job does he take there? (clerk in Herbert's firm)
28. How many years pass before Pip returns to the forge? (eleven)
29. What does he find sitting by the fireplace when he returns? (a little boy named Pip)
30. Where do Pip and Estella meet in Dicken's final ending? (in the garden of Satis House)

QUESTIONS FOR VALUE SHEETS

1. What is Pip's life like at the forge?
2. Which characters make life difficult for him?
3. Which characters help him and show him kindness?
4. How is his life changed by his experiences at Satis House?
5. What is the difference between the way Miss Havisham treats Pip and the way Joe treats him?
6. How many different ways are there of defining Pip's "great expectations"?
7. Does Pip think of his expectations as the same throughout the novel?
8. What do others think of his expectations?

9. Do some people resent them? Who and Why?
10. Is Pip the only one in the novel who has great expectations?
11. What of Magwitch and Miss Havisham?
12. How are they disappointed in their hopes to acheive through someone else's life what they could not achieve in their own?
13. How do Pip's attitudes and experiences reflect the Victorian preoccupation with an appearance of gentility?

(These questions should be supplemented with more from the text, and in each series presented on a value sheet, they should lead the student to commit in writing a statement of his own values:)

1. What is Pip's life like at the forge?
2. Which characters make life difficult for him?
3. What is your life like at home and at school?
4. What people make life difficult for you? Why?

Quotations.

1. From Kant:

   Act in such a way that you treat humanity never as a means only, but always equally as an end.

2. From Dickens

A. (Pip to Estella) "Out of my thoughts! You are part of my existence, part of myself. You have been in every line I have ever read, since I first came here, the rough common boy whose poor heart you wounded even then. Estella, to the last hour of my life, you cannot choose but remain part of my character, part of the little good in me, part of the evil. But I associate you only with the good, for you must have done me far more good than harm. O, God bless you, God forgive You!"

B. (Pip's feeling about Magwitch) For now my repugnance to him had all melted away, and in the hunted, wounded, shackled creature who held my hand in his, I only saw a man who had meant to be my benefactor, and who had felt affectionately, gratefully, and generously toward me with great constancy through a series of years. I only saw in him a much better man than I had been to Joe.

C. (Pip's thoughts of Joe) By these approaches we arrive at unrestricted conservation. I was slow to gain strength, but I did slowly and surely become less weak, and Joe stayed with me, and I fancied I was little Pip again.

For the tenderness of Joe was so beautifully proportioned to my need that I was like a child in his hands. He would sit and talk to me in the old confidence, and with the old simplicity, and in the old unassertive protecting way, so that I would half believe that all my life since the days of the old kitchen was one of the mental troubles of the fever that was gone.

Guiding questions concerning these quotations: Apply respect for others to each of these thoughts. Is it possible? What conclusions do you reach? Can you associate this with something in your own life? Were there alternative choices? Did you HAVE to make a choice? Have you hurt someone because you failed to respect him?

Thought Sheets

A thought sheet (directed toward the study of Great Expectations) can be assigned each week. The student will turn in a single sheet upon which he has written some thought of importance to HIM in relation to the concepts being discussed and discovered. This thought is written after a careful reflection and indicates something of the quality of living or thinking presented in Great Expectations or found reflected in his own life. They are treated as deep concerns, expressed privately by each student. From time to time throughout the unit, select several thoughts to begin, reinforce, or terminate discussion in a particular area, being careful to respect the privacy of the individual by not revealing his name. (He may willingly do so, but the action should be his.)

Essay Questions

1. Trace the pattern of optimism in Great Expectations.
2. Explain pious morality in terms of the characters.
3. Explain how Dickens reflected his (the Victorian) age.
4. Explain the "double life" theme, using Wemmick as one of your examples.
5. Give examples of prosperity and poverty to show that the Victorian age was one of contrasts.
6. Prove from the story that Dickens attacked his age.
7. Explain the prison theme, both of the mind and of the body.
8. Explain of Miss Havisham and Magwitch violated Kant's dictum.
9. Trace Pip's search for respectability from boyhood to the end of the novel.
10. Explain the difference between a gentleman and a gentle man.
11. Trace Joe's unfaltering character from beginning to end.
12. Explain Miss Havisham's definition of love. Why did she feel this way?
13. Trace Pip's relationship to Biddy. Could he have been satisfied to marry her after his London experience?
14. Trace Pip's relationship to Magwitch. Explain the change that comes over Pip.
15. Explain Estella's relationship to Miss Havisham. How did it change, and why?
16. Explain the values that governed the lives of: Pip, Miss Havisham, Joe, and Biddy.
17. Explain the influence that money had upon: Jaggers, Joe, and Pip.
18. Explain how Dickens "touched the hearts" of his readers (or how he failed to touch yours).

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RACIAL INEQUALITY CLARIFIED IN STUDY OF STATISTICAL DIFFERENCES*

Specific Value: Understanding

Subject Area: Mathematics

Grade Level: Seventh

Time: Twelve Weeks

Project on Student Values
3860 Plainfield, Ave., N.E.
Grand Rapids, Michigan 49505

*Materials prepared by Judy Levy

RACIAL INEQUALITY CLARIFIED IN STUDY OF STATISTICAL DIFFERENCES

Abstract

I. Philosophical Statement. Mathematics can quantitatively describe and compare differences in the lives of the American Negroes and Whites.

II. Statement of General Objectives. To develop the students mathematical skills and concepts in the areas of statistics, ratios, proportions, and per cents. Supplemental material practicing the mathematical skills and concepts will deal with statistical comarisons of Negro and white opportunities. Students will be encouraged to think about the role they would take in a given situation involving colored people.

III. Statement of Specific Objectives for Value Education. Oral responses from the student would explain his racial positions. Students understanding would be extended through a factual examination of the differences that exist.

IV. Statement of Context. The unit is written for the all white rural community of Maple Valley High School for an average to high average seventh grade class from 30 to 35 students meeting one hour per day.

V. Methods. The main value methods are use of supplementary problem sheets and class discussion, student designed bulletin board, student reports, and other usual classroom methods.

VI. Time Schedule. The unit would cover twelve weeks in the second semester.

VII. Recommendations. That racial inequalities be a theme for the seventh grade English and social studies departments at the same time.

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RACIAL INEQUALITY CLARIFIED IN STUDY OF STATISTICAL DIFFERENCES

Philosophical Statement

The United States has suffered many racial crises between the American Negroes and whites. Although all of America is very much aware of the violent conflicts in metropolitan areas, there are sections of suburban and rural America that know only of this violence in the news. These sections have no Negro population, and there only encounters with colored people may be limited to shopping trips and traveling experiences. Sympathetic appreciation for the American Negroes struggles can not be felt by these American whites without an examination and comparison of the differences in their lives and those of the Negroes. Understanding racial inequalities, realizing that unfair inequalities do exist, can open minds to thoughts of improving opportunities for all. It is important to recognize that the Negroes are not violent for violence sake, because they are "niggers," or other prejudicial rationalizations such as they are innately inferior. But they are violent because they are suffering injustices, and this has become the most effective means of gaining attention.

Mathematics can quanitatively describe and make comparisons. It can also teach clear thinking and a sense of proportion, relating the relative importance of problems to everyday life. A statistical understanding of differences is a cognitive start on the awareness level of forming a value. This is the place where rural white America must begin in respecting the American Negro, his position, and desired position.

Statement of General Objectives

1. Develop an understanding of the following fundamental mathematical concepts and the skills to use them:

   a. There are many different ways to collect, organize, present, and interpret data. Graphs, ratios, and per cents are organized presentations of data which are used to support ideas.

   b. A ratio is a relationship between ordered pairs of numbers. There are many ways to state the relationship.

   c. Multiples of the ordered pairs are equivalent to the original pair.

   d. A ratio is in simplest form when the ordered pair has the smallest possible whole numbers.

   e. A ratio may be written in fraction form and operated upon as a fraction. The division sign, the line in the fraction, and the double dots in the ratio all mean the same thing, divide.

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f. A ratio involves pairs of numbers in which both are in the same unit of measure. A rate involves terms in different units of measure. Per means divide.

g. A proportion is a mathematical sentence that says two ratios are equivalent. As with all mathematical sentences, it may be true or false.

h. The outside, first and last, terms of the proportion are called the extremes. The inside, second and third or middle, terms of the proportion are called the means of the proportion. In a true proportion, the product of the extremes equals the product of the means.

i. Per cent means part of one hundred, the per cent symbol is a one and two zeros. A per cent can be thought of as a ratio with a second term of 100, as a fraction with a denominator of 100, or as a decimal fraction in hundredths place.

j. Percentage equals rate times base.

2. Assign supplementary problems sheets that provide practice for the mathematical skills. The information in the problems will deal with statistical differences in American whites and Negroes lives.

3. Encourage students to think about different everyday situations and what kind of role they would take if a Negro was involved with them.

Statement of Specific Objectives for Value Education

Because the community that this unit is written for is very conservative only oral responses could be expected in terms of observable student behavior in mathematics class. Perhaps the unit could be done in conjunction with the English and social studies teachers to gather written observations.

1. Given a hypothetical everyday situation involving Negroes and whites the student would explain and defend his own actions.

2. The student will acquire an awareness for the statistical differences in the lives of the American Negro and their own lives, and in the light of these differences the student attempts to understand inequalities.

Statement of Context

The unit is written for an average to high average seventh grade class, 30 to 35 students, as a 12 week unit. It would be taught after units on sets, whole numbers, fractions, and decimals, probably in the second semester.

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[illegible] High School, [illegible], is located between Nashville and Hermitage, Tennessee, both suburban communities. It is 20 miles from the city, [illegible] and spring, all metropolitan areas obvious housing situations and racial problems. However, there is no Negro population in the school district.

The students come from poor to average middle class environments. A teacher would have to proceed with great caution in the area of racial values in this community.

Statement of Content

The mathematical concepts and skills material is to be taken from the textbook: Modern Mathematics through Discovery, Book I by Rosskopf, Morton, Moredock and Gilbert, published by Silver Burdette Company, the 1964 edition. The data for the supplementary sheets are taken from various sources as noted on each.

The Methods

As the text is very structured and used discovery techniques, it is followed very closely. Students volunteer to read problems, and discussion usually follows each. Lecture-type presentations are kept to a minimum and brief as the student attention span is limited. Homework is assigned most every day and the last 20 to 15 minutes of the class period is devoted to supervised study. Board work, short problem drills, and extra credit assignments are popular with seventh graders. Attractive bulletin boards can spark thoughtful conversation. The following two value strategies suggested by Dr. Sydney Simon would work well with this unit.

1. Voting strategies: Ask ten questions that raise issues. The students vote by raising their hands, no discussion is allowed. The teacher must play it straight forwardly offering neither praise nor disapproval.

2. Proud whip: The student must complete a sentence that starts "I am proud of _____." This could be modified to a role playing position; in a given situation, "I would _____."

Material from current newspapers, magazines, and T.V. will be plentiful. Students are sure to bring in many of these for discussion. The bulletin board suggested in this unit could be continuously changing as items are brought to class.

The handout sheets are the main method for this unit. They are supplementary problem sheets that would be dittoed or mimeographed and passed out to every student in the class. The problems deal with statistical comparisons of Negroes and whites as well as providing practice for the mathematical skills they are learning. It is hoped that the extreme differences in some comparisons will stimulate class discussions. The reports made by students is the culmination of the unit. Hopefully he will choose to work on some Negro and white comparisons.

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OUTLINE OF CONTENT:

I Chapter 9 -- 2 weeks, Each capitol letter approximates one day.

A. Data, Organizing Data by Rank

B. Organizing Data by Frequency

C. Mode, Arithmetic Mean

D. Median, Range

E. Intervals

F. Pictographs, Handout Sheet #1

G. Bar Graphs, Handout Sheet #2

H. Line Graphs, Handout Sheet #3

I. Interpreting Data and Review, Handout Sheet #4

J. Quiz over Chapter, Work on Bulletin Board- will continue into Monday

II Chapter 5 -- 5 weeks

A. Comparing Sets

B. Comparing Numbers

C. Pairs of Multiples

D. Ratios

E. Quotients and Ratios

F. Handout Sheet #5

G. Simplest Form

H. Review and Quiz

I. Ratios of Measures and Rates

J. Handout Sheet #6

K. Proportions

L. Solving Proportions

M. Handout Sheet #7

N. Review and Quiz

O. Scale drawings

Q. Maps

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R. Floor plans and Fractions

S. Densities of Materials and Populations

T. Handout Sheet #8

U. Test Review Assignment

V. Review

W. Test over Chapter

X., Y., Z. Extra time allowance for any time changes in above schedule such as school assemblies, snow days, repeats on unanticipated troubles in certain problem areas.

III Chapter 6 -- 5 weeks

A. Per Cent as a Ratio

B. Understanding Per Cent

C. Per Cents and Ratios

D. Per Cents and Fractions

E. Fraction, Per Cent, Decimal Table

F. Learn Table, Quiz over Table

G. Assign Reports, Quiz over Table

H. Per Cent of a Number, Library

I. Identify Rate, Base, and Percentage, Library

J. Problem Solving with Rate, Base, and Percentage, Library

K. More Problem Solving, Accept Report Ideas, Library

L. Per Cent of Increase, Library

M. Per Cent of Decrease

N. Mixed Decrease and Increase

O. Review and Quiz

P. Using the Distributive Principle with Per Cents

Q. Discount

R. Reports Due, Annual Interest

S. Interest Formula

T. State and Federal Tax

U. Review, Quiz

V. Test Review Assignment

W. Review

X. Test

Y., Z. Oral presentations and discussions of reports and extra time allowance (see above).

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Time Schedule

Two weeks have been planned for Chapter 3 on data, five weeks each for Chapter 4 on ratios and Chapter 6 on decimals. Tests are given at the ends of chapters 5 and 6 and quizzes inbetween. Written value tests have not been planned. Oral responses in such a value area will be hard to justify to the community.

Grid

H.S.: Handout Sheet

Objectives / Content	Math Concepts and Skills	Oral Discussion Class Participation	Understanding Statistical Differences	Total
Data	6	4	6 H.S.#1-4	16
Ratios	4	2	1½ H.S.#5	7½
Ratio in simplest form	4	1	1½ H.S.#6	6½
Proportions	4	1		5
Solving for missing part of proportion	4	1	1½ H.S.#7	6½
Rates	4	1	1½ H.S.#8	6½
Per cent as a Ratio	6	2		12
Per cent as a fraction	6	2	Report 12	12
Per cent as a decimal	6	2		12
Percentage equals rate times base	6	2		8
Per cent of increase and decrease	6	2		8
Totals	56%	20%	24%	100%

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GOAL SHEET
(Student terms of a grade for 2 sixweeks work.)

1st Sixweeks

	Max. Points
Class Participation- discussions and behavior (everyone starts with 30pts; subtractive 1 pt for nonparticipation and other offenses)	30
Handout Sheets- 5pts/sheet (each sheet graded on a curve) A-5pts B-4 C-3 D-2 E-1-0	40
Quizzes- 5 pts/quiz (each quiz graded on a curve) pt scale as above	15
Homework- 1 pt/assignment (1 pt if completed regardless of number right or wrong, no one is penalized for trying and failing at the homework level)	20
Test- Chapter 9 and 5 (graded on curve)	60
	165

165-145 A
144-125 B
124-100 C
99-80 D
79-- E

2nd Sixweeks

Class Participation	30
Reports- (graded by scale on directions) 40-32 A 31-24 B 23-16 C 15-8 D 0-7 E	40
Quizzes- 5 pts/quiz as above	20
Homework- 1 pt/assignment	20
Test- Chapter 6 same scale as reports	40
	170

170-150 A
149-130 B
129-100 C
99-80 D
79-- E

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Handout Sheet #1 Name _____

You have learned that a pictograph is a method of presenting data that uses a small picture or symbol to represent a certain number of items of data.

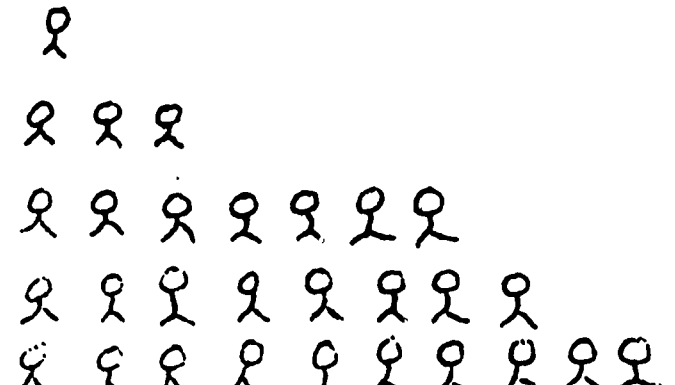
Below is a list of states and their Negro and white populations as of 1960.*

State	Negro Pop.	White Pop.
Ohio	786,097	8,909,698
Indiana	269,275	4,388,544
Illinois	1,037,470	9,010,252
Michigan	717,581	7,085,865
Wisconsin	74,546	3,858,903

2. Round each Negro population to the nearest hundred thousand, rank them, and make a pictograph of these populations (let each symbol represent 100,000).

State	Pop. Rounded (Negro)
Ohio	800,000
Indiana	300,000
Illinois	1,000,000
Michigan	700,000
Wisconsin	100,000

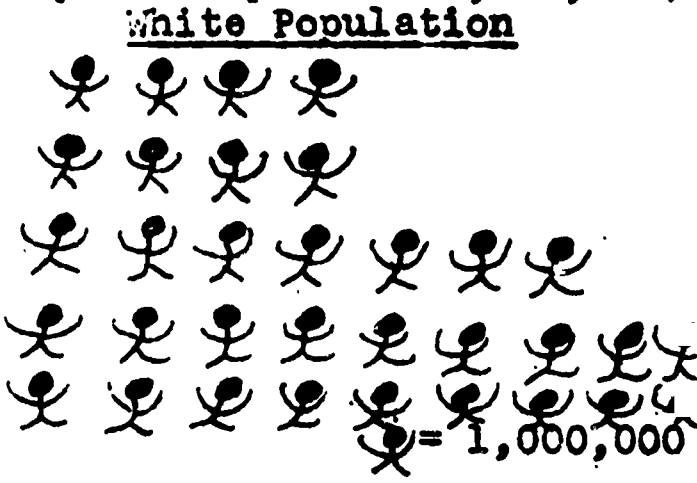
Negro Population



3. Round each white population to the nearest million, rank them, and make a pictograph of these populations (let each symbol represent 1,000,000)

State	Pop. Rounded (White)
Ohio	9,000,000
Indiana	4,000,000
Illinois	9,000,000
Michigan	7,000,000
Wisconsin	4,000,000

White Population



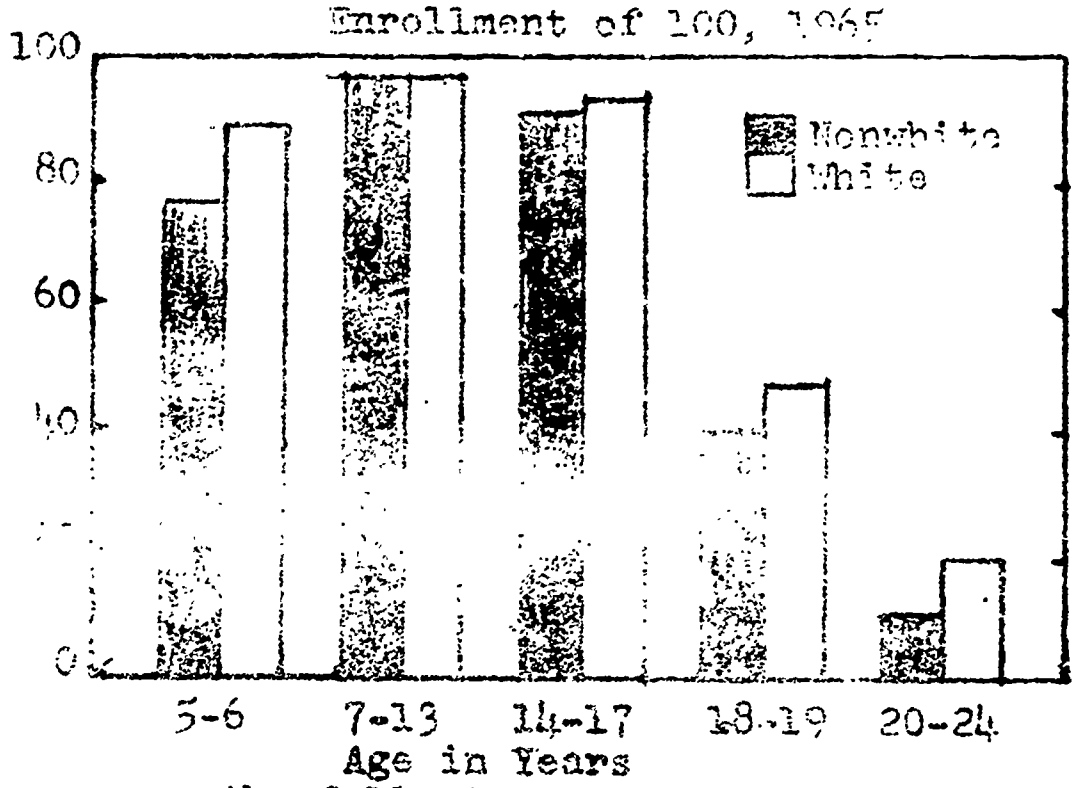
4. Each symbol used in problem 3 is 10 times the symbol used in problem 2.
5. Comparing the two pictographs for Wisconsin, the Negroes have 1 symbol the whites have 4 symbols which times 10 = 40. The white population is about 40/1 or 40 times the Negro population in Wisconsin. We could also say that the Negro population is about 1/40th of the white population in Wisconsin.
6. For Indiana, the Negroes have 3 symbols, the whites have 4 symbols times 10 = 40. The white population is about 40/3 or 13 1/3 times the Negro population in Indiana.
7. The white population is about 11½ times the Negro population in Ohio.
8. The white population is about 9 times the Negro population in Illinois.
9. The white population is about 10 times the Negro population in Michigan.
10. If you were a Negro, assume that numbers of population determined the most desirable place to live, which one of the five states would you most desire to live in? Illinois Should desirability be based on population?

*U.S. Book of Facts Statistics and Information for 1969, No. 28, page 27.

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[illegible] between work and general [illegible] present [illegible] family, particularly [illegible] means to [illegible], and education in its [illegible] the "upstone [illegible] income."*

The [illegible] graph below compares enrollments of nonwhites and whites [illegible] schools for 1965. The students are placed according to age [illegible] horizontal scale. The vertical scale is numbered from 0 to 100 students. The bars represent an average of the number of students out of 100 that would be in school.



Use the graph to answer the following:

- The highest enrollment of both nonwhite and white is in the 7-13 age group.
- The lowest enrollment of both nonwhites and white is in the 20-24 age group.
- The largest drop in enrollment occurs between 14-17 age and 18-19 age. List two reasons that might account for this: a. dropout of H.S. can't afford college or trade school b. graduation from H.S. not college material, army-- various answers
- a. In the 20-24 age group approximately 2 times as many whites as nonwhites attended school.
  b. What kind of school might the 20-24 age attend? college, trade school-- various answers
- For the same year 1965, make a graph showing the kinds of jobs out of 100 male workers that nonwhite and whites held. Scale the vertical from 0 to 100. Label a portion of the horizontal graph for each of the following jobs:

Jobs	Nonwhite Male	White Male
White-collar Workers	18	36
Blue-collar Workers	56	45
Service Workers	16	11
Farm Workers	10	8

(Use two different bars for each job, nonwhite and white)

- Make a graph similar to the graph for 5.

Jobs	Nonwhite Female	White Female
White-collar Workers	25	60
Blue-collar Workers	15	17
Service Workers	54	20
Farm Workers	6	3

- a. The white-collar workers for both the white males and females is at least 2 times the white-collar workers for the nonwhite males and females
  b. What is usually the major difference in white-collar and blue-collar jobs? educational achievement

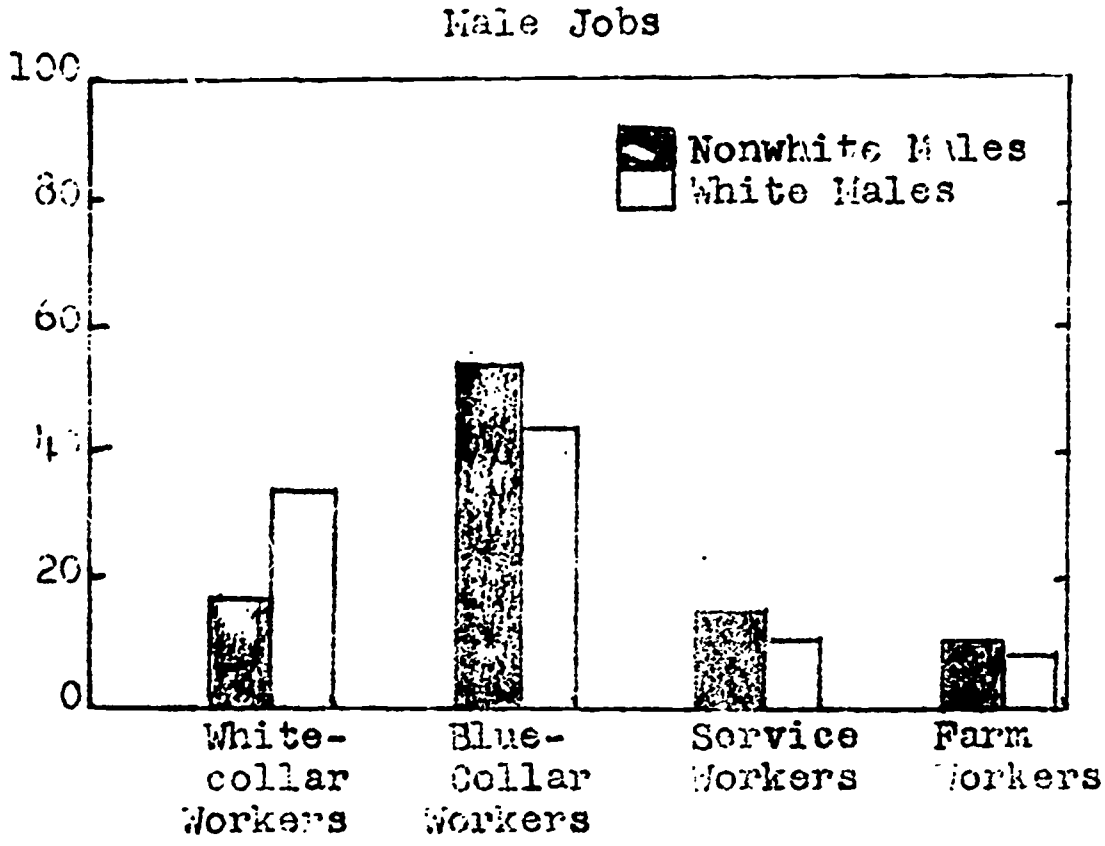
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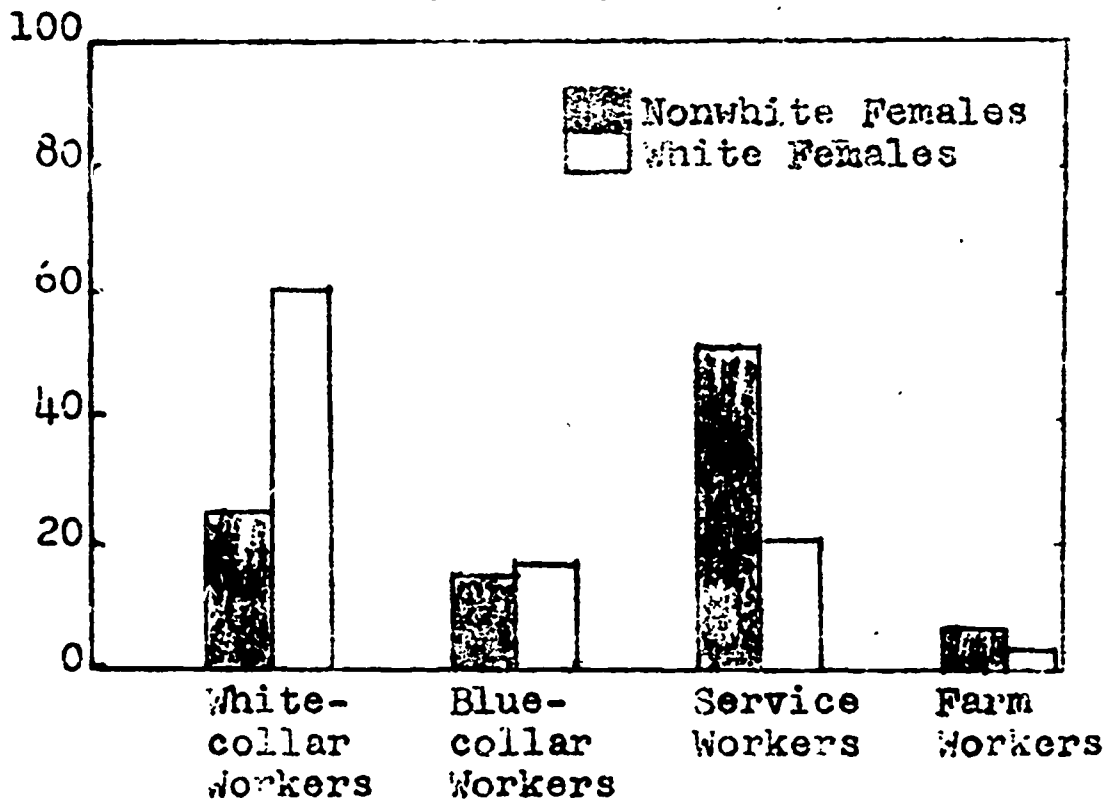
* The Negro Almanac, 1967; charts 22, 33, 34, pages 291, 297.

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8. What Nonwhite job has more than twice as many workers as the white position? [illegible]

"In the job market, however, it is significant that nonwhite graduates do less well than white graduates in getting and holding jobs. They earn less than white youths who have left school before graduation, and more of them begin in the lowest-status jobs."*





*The Negro Almanac, 1967, page 290.

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Handout Sheet #3 Name _____

1. A broken-line graph or simply a line graph can be especially useful in showing how data changes. It is sometimes convenient to represent several changes on the same line graph. List some ways that might be used to distinguish lines on the line graph (tell one line from another). different colored lines, vary thickness of lines, dotted and broken lines, hollow and solid lines, label the lines--various answers

2. The table below gives two sets of data, white and nonwhite, in four regions of the U.S. from 1960 to 1964. Make four line graphs, one for each region. Each graph will have two lines, white and nonwhite. The salary scales, vertical, should start at $2000 and extend to $8000.

Median Family Income by Color and Region 1960-1964 *

	North Central	South	West	Northeast
1960				
Nonwhite	(1)	2117	(1)	(1)
White	(1)	4905	(1)	(1)
1961				
Nonwhite	(1)	2112	(1)	(1)
White	(1)	4945	(1)	(1)
1962				
Nonwhite	4339	2455	4973	4424
White	6384	5213	6858	6740
1963				
Nonwhite	4926	2520	5417	4615
White	6712	5565	7153	7082
1964				
Nonwhite	5063	2898	5774	4943
White	7000	5889	7408	7418

(1) Information not available (leave blanks in your line)

3. In a set of ranked data, the number that has the same number of scores above and below is called the median. Define a median salary: The salary that has the same number of salaries above and below -- the middle most salary.

4. In which region of the country was the white median salary highest in 1962? West in 1963? West in 1964? Northwest

5. In which region of the country was the nonwhite median salary highest in 1962? West in 1963? West in 1964? West

6. In which region is the median salary the lowest for both nonwhites and whites? South

7. Extra Credit: Make one graph showing all the information on the table.

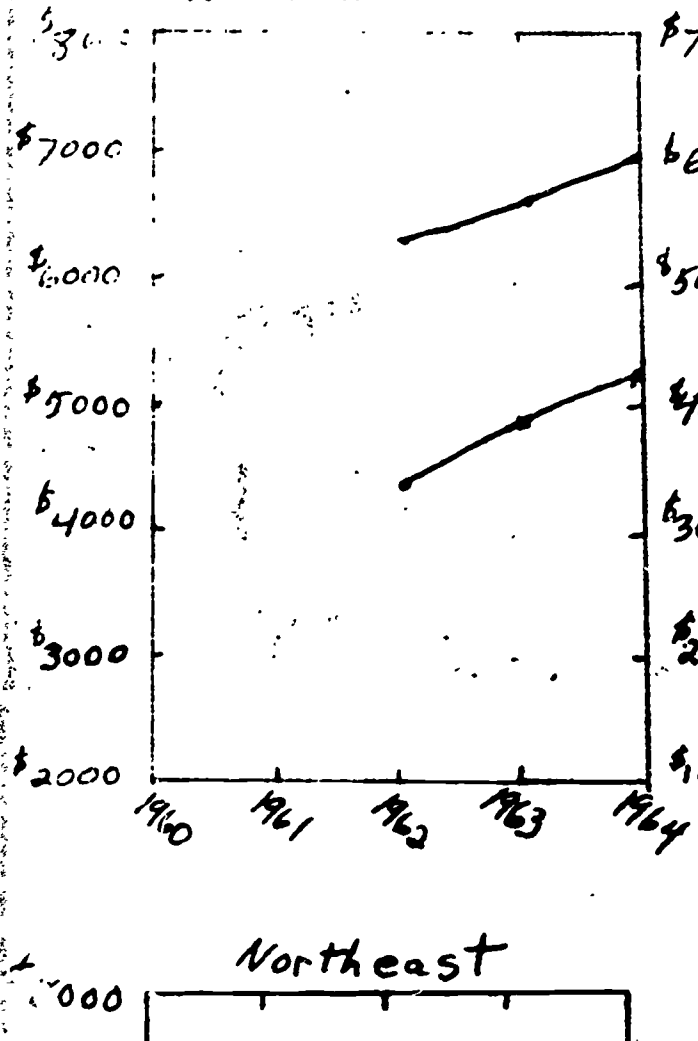
The Negro Almanac, 1967; table 135, page 381.

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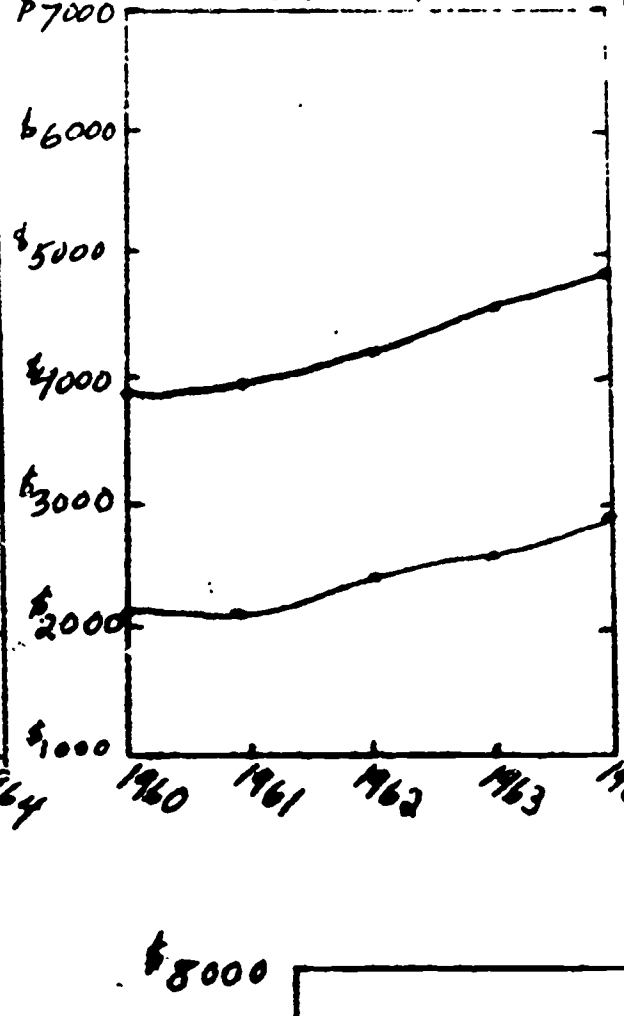
Handout Sheet #3 Answers:

— White — Nonwhite

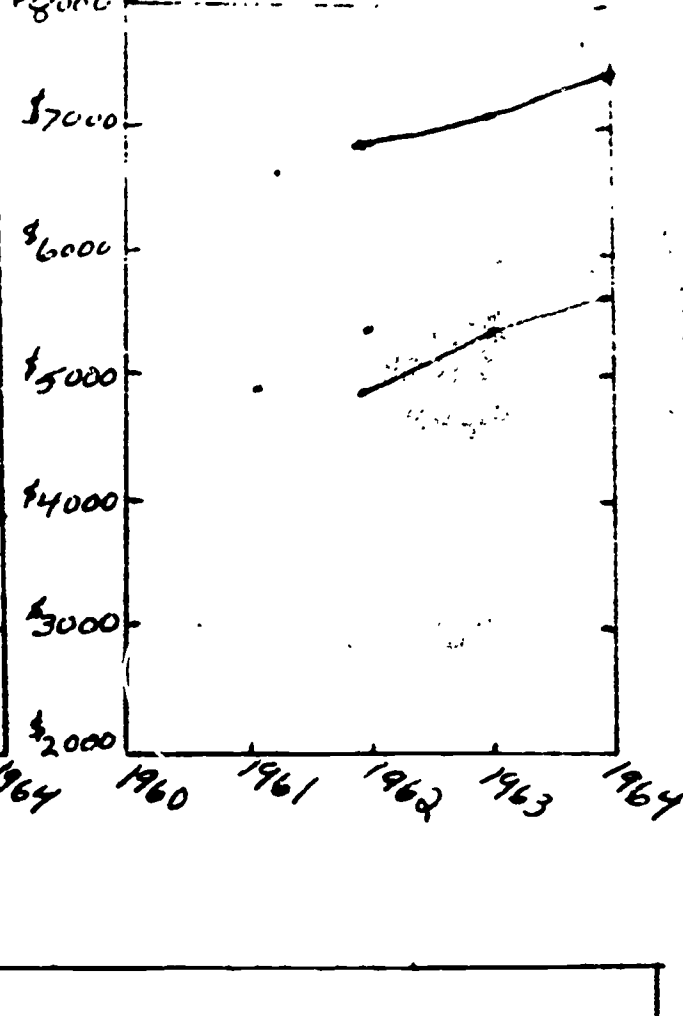
North Central



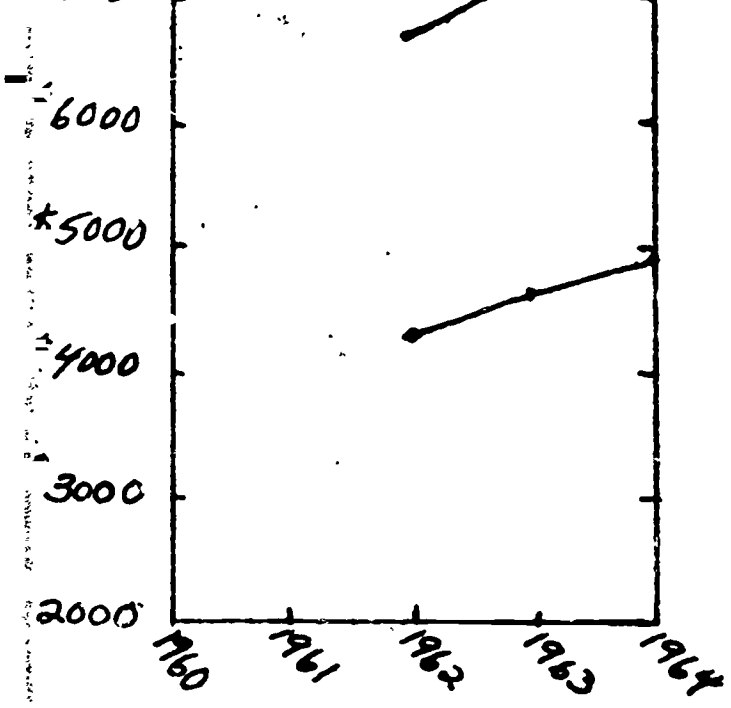
South

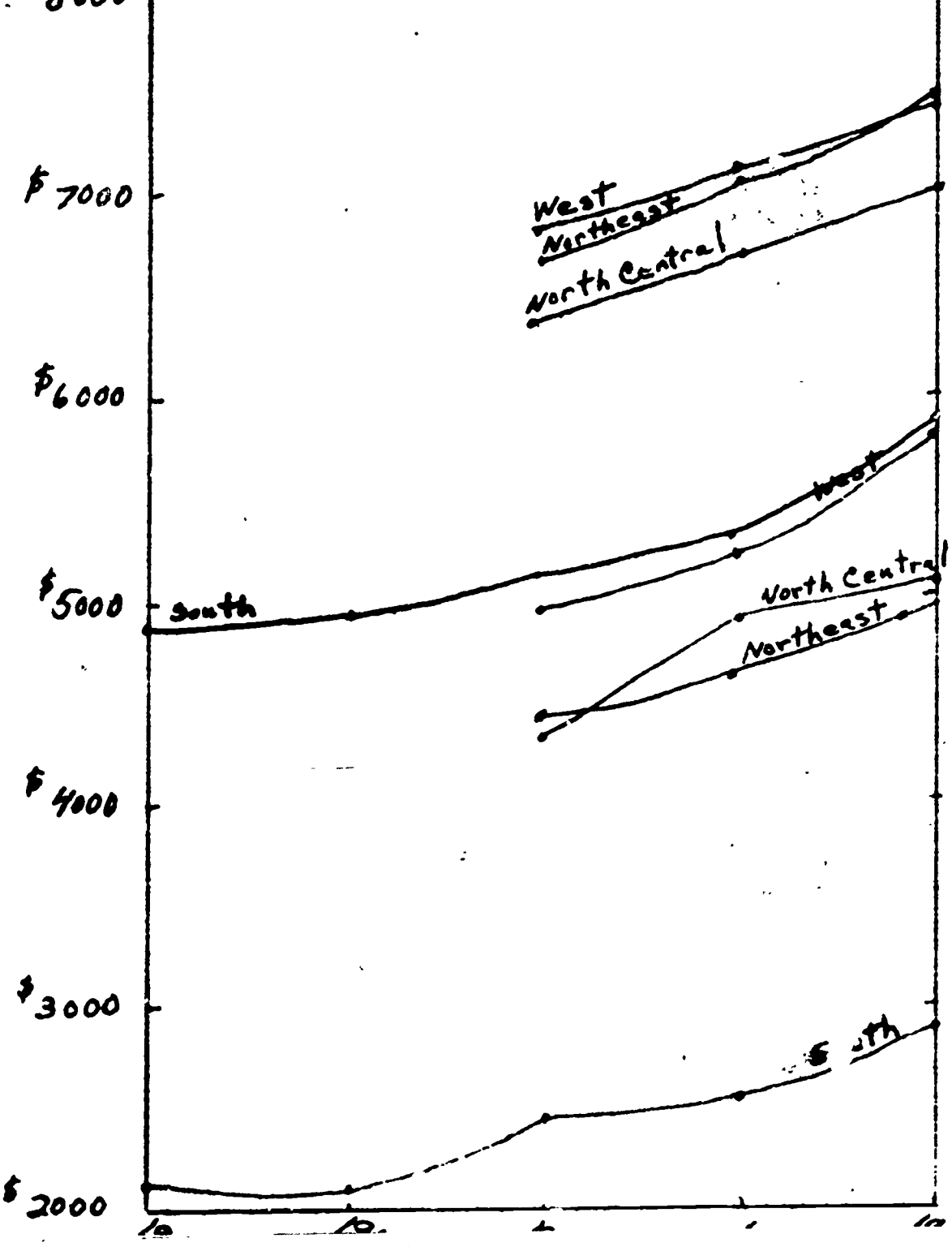


West



Northeast

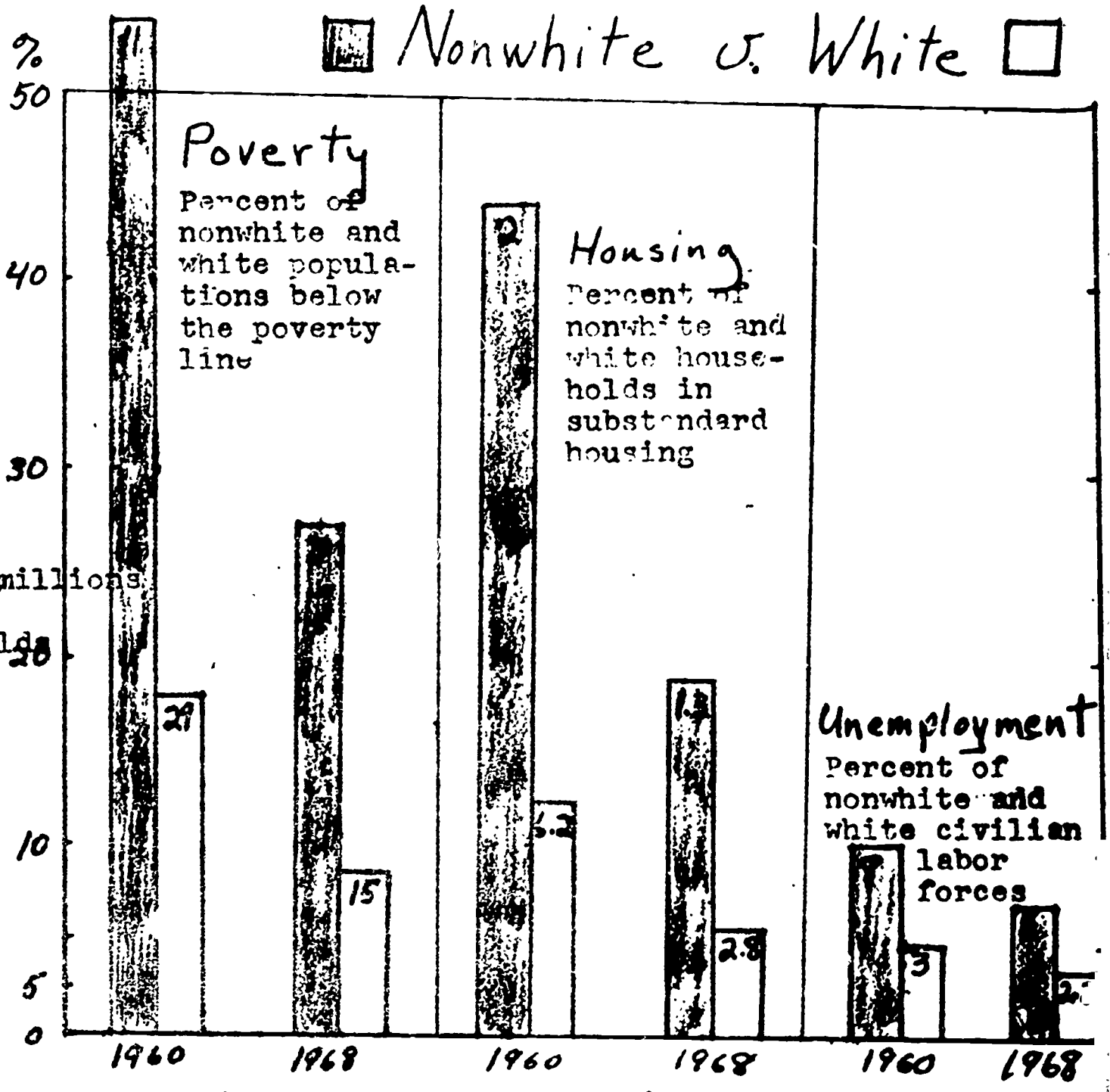




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Handout Sheet #1 Name _____

The graphs that have been studied so far have worked with two scales or two measures. Below is a graph that measures several quantities.



Figures in bars are millions of people or households

1. The vertical graph is measuring per cent of population.
2. The horizontal graph is measuring years or time.
3. The first group of four bars measures poverty.
4. The second group of four bars measure housing.
5. The third four bars measure unemployment.
6. The numbers in the bars are millions of people or households.
7. The poverty line is an imagined line chosen by statisticians based on studies comparing how millions of people live in the U.S. Above the poverty line life is more comfortable, below the poverty line it is more of a struggle to survive. Did the per cent of nonwhites and white populations below the poverty line decrease or increase from 1960 to 1968? decrease Is this desirable? yes Why? (varied answers) Generally (I hope) want to improve man's existence.
8. Substandard housing might include houses lacking floors, toilets, indoor running water, and inadequate heating systems. Discuss why these would be important or not important qualities in a house. (varied answers) importnat--health, save time, etc. not important--warm climate What kind of change took place from 1960 to 1968 in housing? (varied answers) decrease in numbers of substandard housing, improvement in housing

*Time, Jan. 24, 1969, page 23.

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Handout Sheet #4 Con't Name _____

9. What happened to unemployment from 1960 to 1968? it decreased Did unemployment change as much as the poverty and housing? no Did unemployment have as much of a change to make as poverty and housing? no

10. Unemployment is quite low compared to poverty and housing. How can substandard housing and poverty stricken people be with such low unemployment? (varied answers) low salaries, poor money management, large families, etc.

Discussion on Handout Sheet #4: Read"Black and White Balance Sheet," explairing different parts as the language is a little advanced. Write quote of Mrs. Shirley Chisholm's on board. Ask for areas where there would be equal opportunity--list. Try to list some famous Negroes in each area. The list will be quite short. Request that they find some examples, bring in clippings, might offer extra credit as this is a great motivator. Arrange a bulletin board with student help with clippings and pictures. It coud be related to Mathematics by finding statistics to graph for each area, comparing the nonwhites and whites or any other aspects.

Handout sheet #4 is to be used after text page 320. Objectives: further interpretation of data, introduction of a more complicated graph; compares poverty, housing, and unemployment of nonwhites and whites, raise student interest to active participation in unit selection.

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BLACK AND WHITE BALANCE SHEET

No part of the American situation today is so full of contradictions as that which concerns the Negro. In terms of statistics and cold facts, the gains of the eight Democratic years have been spectacular. Negro median family income has risen 31% in constant dollars, the unemployment rate is down 32%, the number of Negro college graduates has doubled, and Negro home ownership is substantially higher. Slightly more than a quarter (27%) of all Negroes are below the poverty line, compared with 55% in 1959. A far greater percentage of Negroes are finishing high school and going on to college. Today a Negro college graduate often has a better chance of landing a good job than his white classmate.

Ten years ago the Black man could not set foot in most hotels, U.S. restaurants or hotels—except as a servant. Now almost the last vestige of segregation has been wiped away. Besides Senator Brooke, 4 Negro votes in the Senate, 3 Negroes on the Supreme Court until this week, 1 in the Cabinet, 1 in the President's Cabinet. Black mayors govern Cleveland and Gary, Ind., while in the South nearly 400 Negroes hold all kinds of elective office. Black faces are now commonplace on TV commercials and magazine ads, and the nation's professional executives are highly as competitive as sports. In the city far more Blacks in good [illegible] Americans. By almost [illegible] the U.S. seems to be headed [illegible]

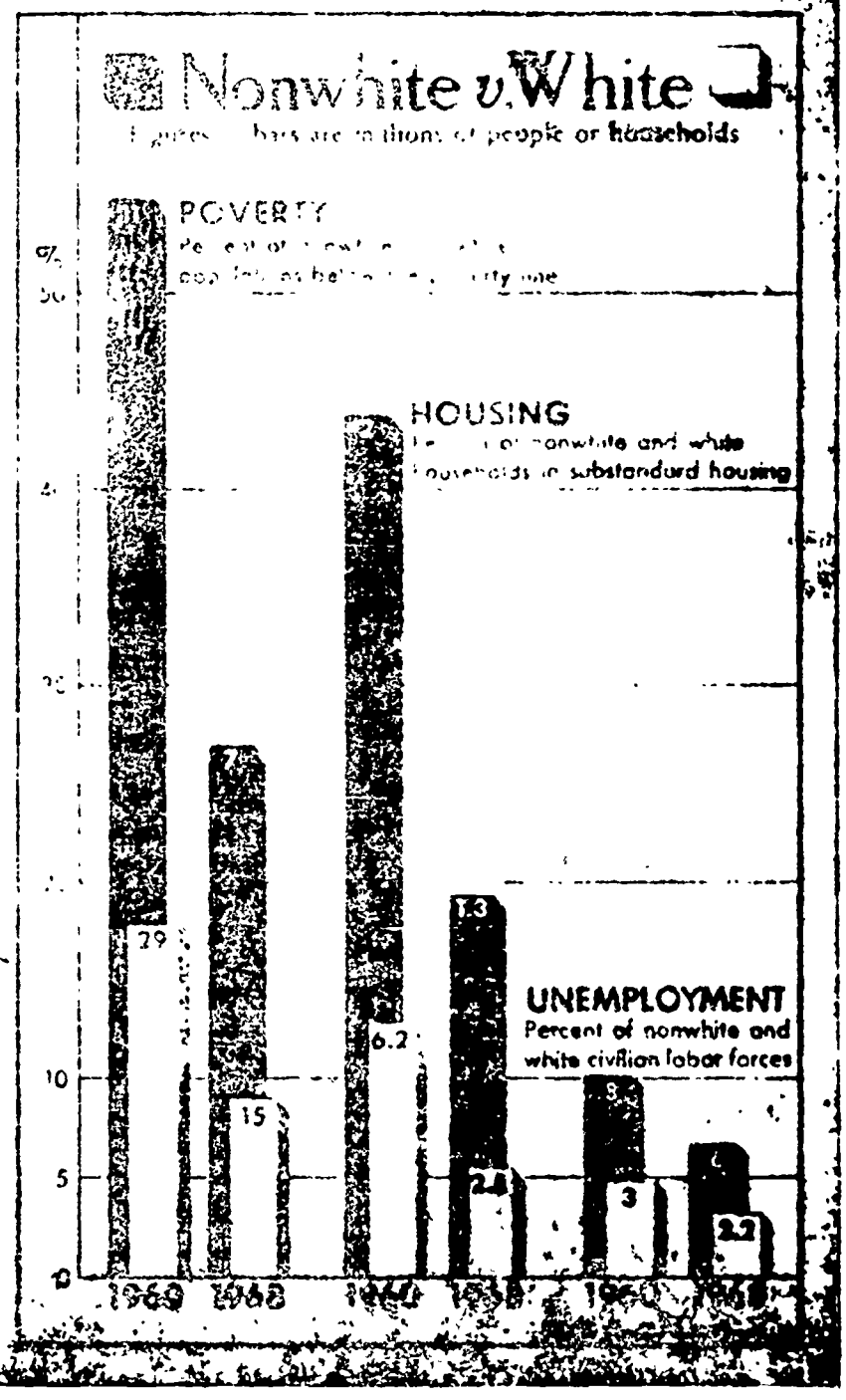
The classes of Toms. Yet black-white relations are not improving. In comparison with today, 1960 looks like the era of good feeling. Since 1963 each year has seen Black riots in the ghettos—although there is a feeling in retrospect, that the worst phase of the riots is over: 1968, for instance, was quieter than 1967. Since the time when Blacks and whites marched together on Washington in 1963, the dream of integration has seemed increasingly irrelevant. Black students in many campuses [illegible] their own segregated dormitories, the rhetoric of black nationalism has grown increasingly virulent, and a [illegible] New York school controversy and the continuing battle at San Francisco State College demonstrate. Moderates are often made to feel embarrassed or afraid to be seen with whites. Dr. Jerome Wilbert, a white physician who has brought Arthur Ashe, Negro and white tennis players together in discussion groups, says that "we're afraid of being tagged as one of the classes of Uncle Tomism—the Tom, the Uncle Tom or the Super Uncle Tom." A Stokely Carmichael or a Rap Brown can talk of honkies—just as white bigots talk of niggers—and an Eldridge Cleaver can shout that "We shall have our manhood. We shall have it or the earth will be leveled by our attempts to get it."

The anger is not difficult to explain. The dream of equality has been deferred too long, and Americans both white and black are moving in the late '60s for the omissions of the past. But there is another side to the glowing figures of black advancement. Negroes are still three times as likely as whites to die in childbirth and infancy, they are three times as likely to be in prison, they are twice as likely to be unemployed. While Negroes are gaining more in terms of income than whites, they are not likely to catch up at the present rate for decades. Everything else being equal, an ordinary Negro worker is less likely to find good employment than a white.

A new dialogue. What do Negroes want? According to a survey for the Kerner Commission, most Negroes reject the blandishments of black separatists. A FORTUNE survey determined last year, in fact, that about three-quarters thought conditions were better than they had been in the early and mid '60s. Even more had hope for the future. They want the same things whites want: decent housing, [illegible] decent education and the respect that is [illegible] human being. In their hopes and fears, the black Americans are not different at all from the white American. It seems particularly tragic that the idealism that brought whites and blacks together in the early '60s has evaporated. For what it was, as the militants now see, it also fed the illusion that the notion that whites could help blacks was a meaning, but destructive paternalism. That idea, militants now dead, and a new kind of dialogue is developing in which whites help, but do not command the black response.

The [illegible] President's toughest problem. Aside from [illegible] economic measures that may improve the lot of [illegible] could begin by using the Government's powers of [illegible] deliberately segregated schools [illegible]. He could bring highly qualified Negroes [illegible] the ranks of his Administration. And he could [illegible] and feed put the prestige of the presidency [illegible] Negro's cause.

There is no need [illegible] Government reports or the weight of [illegible] presidential commission. Mrs. Shirley Chisholm, the Brooklyn Representative who this week became the first black woman to sit in Congress, sums up the Negro's case very succinctly: "The black people [illegible] interested in a lot of conferences [illegible] studies and graphs and study [illegible] We've studied and graphed and surveyed [illegible] action now. We want to give white America a chance to show that there is such a thing as [illegible] opportunity, regardless of race, creed or color."



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Handout sheet #5 Name _____

1. It was reported in Beaufort County, South Carolina that out of 177 children examined 60 were infested with intestinal worms.
   (a) Round these numbers to the nearest 10. 180 60
   (b) What is the ratio of children infested to the total number of children examined (reduce). 180:180 = 1:3
   (c) What is the ratio of the total number examined to the number infested. 3:1
   (d) Looking at your answers to b and c as fractions, how are they related? they are reciprocals
2. It is reported that many of these same children get only 800 calories a day. At least twice as many calories are needed for growing active children.
   (a) How many calories should the children have (at Least)? 1600
   (b) What is the ratio of the number of calories received to the amount needed? 800:1600 = 1:2
3. The federal food programs were established in the public schools to provide "the only real meal many poor children ever got during the day."[1] Fill in the blanks in the table below.

State[2]	Students taking hot lunches (1000)	Rounded to nearest 10	Rounded to nearest 100	Enrollment of school (1000)	Rounded to nearest 10	Rounded to nearest 100
Ala.	441	440	400	906	910	900
Ky.	482	480	500	774	770	800
Calif.	857	860	900	4793	4790	4800
Mich.	586	590	600	2382	2380	2400
N.C.	767	770	700	1205	1210	1200
Mass.	482	480	500	1369	1370	1400

State	Ratio of Students taking hot lunches to number enrolled Rounded to nearest 10 numbers		Rounded to nearest 100 numbers	
Ala.	$\frac{440}{910} = \frac{44}{91}$ = 44:91	44:91	$\frac{400}{900} = \frac{4}{9}$ = 4:9	4:9
Ky.		8:13		5:8
Calif.	Students have to show their work as above.	86:479		9:48
Mich.		59:238		1:4
N.C.		7:11		7:12
Mass.		48:137		5:14

   (a) Which ratio column is the easiest to understand? the last one
   (b) Which state has the least number of children involved in a federal lunch program? Calif.
   (c) What would have to be done to tell which state has the greatest number of children involved? find a common base or common denominator
   (d) Consider just Ala., Ky., and N.C., express the ratios as fractions, find a common denomator, and express each fraction with a new denominator.

   Which state has the greatest number of children involved? Ky.
   Discuss: Why Mich. and Mass. were not considered.
4. In 1968-69 school- lunch programs were stopped in 6 out of 15 S.C. school districts where money was withheld becuase the schools had not desegregated. What is this ratio, 6 to 15, reduced? 2:5
5. In one town, all schools were given extra federal funds except one all-black high school. In this school 300 students out of 1000 received lunches. Ten lunches were free. 300:1000 = 3:10 10:1000 = 1:100 10:300 1:30

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[1] Time, February 28, 1969, page 25.

[2] U.S. Book of Facts Statistics and Information, chart 122, page 86.

Handout sheet #5 is to be used after text page 153. Objectives: practice in forming and reducing ratios; presentation of a type of vicious circle: starvation, establishment of school lunch program, desegregation of schools, withdrawing school lunch program, return to all black schools promised return of free lunches.

A hungry committee has been established by the Senate to "explore and expose the plight of the poor, sick, and undernourished."[1] There will be additional information available in this area to stimulate discussion.

Handout Sheet #6 Name _____

"The Job Corps is designed to provide remedial education and job training for unemployed school "dropouts" from the ages of 16 through 21. About ½ of its more than 25,000 trainees are Negroes. Many are illiterates; four out of five have never seen a doctor; 17 of 20 have never been to a dentist. So far the 100 centers spotted around the country have spent nearly half a billion dollars in their rehabilitation. Some 1,500 Job Corps "graduates" have found jobs, and a stockpile of some 10,000 additional jobs has also been built up."[1]

1. About how many trainees are Negro? 12,500
2. At the rate of four out of five having never seen a doctor, how many have not seen a doctor out of 10 trainees? 8 out of 15? 12 out of 20? 16 out of 100? 80 Make a chart showing these number pairs. out of 12,500? out of 25000?

Number not having ever seen a doctor	4	8	12	80	10,000	20,000
Total number of trainees	5	10	20	100	12,500	25,000

3. Make a chart showing the number that have not gone to a dentist out of 20, 40, 60, 100, 12,500, 25,000.

Number not having ever seen a dentist	17	34	85	51	10,625	21,250
Total number of trainees	20	40	100	60	12,500	25,000

4. Represent half a billion dollars with numberals. 500,000,000
5. The enrollments for Job Corps:[2]

years	enrollments
1965	10,211
1966	30,000
1967	45,000

a. Make a broken line graph showing the increased enrollment.

Varied Graphs

b. What is the ratio of those enrolled from 1966 to 1965 (round enrollments to nearest thousand)? 3:1 from 1967 to 1966? 3:2 from 1967 to 1965? 9:2

"Like the Job Corps, the Neighborhood Youth Corps concerns itself with finding needy teen-agers--particularly those on the verge of "dropping out" of school--jobs in librairies, public parks and other similar institutions. The rationale for this program is that it will become a preventive one to supplement the "curative" mission of the Job Corps. By the summer of 1960, the Neighborhood Youth Corps had employed over 600,000 boys and girls at a cost of 391 million dollars."[1]

	years	Out-of-school programs	In-school programs	Summer programs[2]
Neighborhood Youth Corps-- Enrollment or Jobs	1965	62,000	102,000	114,000
	1966	60,000	100,000	196,000
	1967	64,000	125,000	165,000

6.
a. What is the ratio of in-school to out of school programs for 1965 (round to nearest ten thousand)? 5:3 for 1966? 5:3 for 1967? 1 :6
b. What is the ratio of summer programs to in-school programs for 1965 (round to nearest ten thousand)? 11:10 for 1966? 2:1 for 1967? 17:13
c. Compare the summer programs to the out-of- school programsfor 1965 (Round to nearest ten thousand)? 11:6 for 1966? 10:3 for 1967? 17:6

---

[1] The Negro Almanac, page 436.
[2] The Negro Almanac, table 188, page 435.

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Handout sheet #6 Cont't Name _____

7. Which is the largest program Job Corps or Neighborhood Youth Corps (number of students)? Neighborhood Youth Corps
8. a. Represent 391 million dollars with numerals. 391,000,000
   b. Round the amount to the nearest 100 million. 400,000,000
9. a. Which program has spent the most? Job Corps.
   b. What is the ratio of the amount spent by Job Corps to the amount spent by Neighborhood Youth Corps (use 8 b)? 5:4
10. Extra Credit: Make a graph using the information in the table above for the Neighborhood Youth Corps.

Varied Graphs

Handout sheet #6 is to be used after text page 159. Objectives: introduce two government sponsored programs to help the Negro youth; further practive in ratios, rates, and graphs.

Could discuss the differences in the two programs. One case where preventive measures are cheaper than curative measures. The importance of medical and dental care should be considered. The following newspaper article offers some understanding of the problems involved. Lead the discussion to the area of serving colored people in restuarants, beauty shops, barber shops, shoe stores, etc. Might try questioning: Do you ever lend a friend your comb? Would you if he or she were colored?

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Handout Sheet 47 Name _____

1. In several southern states the Justice of the Peace (J.P.) is paid according to the number of cases he handles. In towns where there is more than one J.P. the officer making the arrest can choose which J.P. to go to. Childs a black J.P. in Tuskegee, Ala., charged that the white J.P. in his district averages up to 400 traffic cases a month while he gets no more than 20.
a. How many cases the white J.P. get in one year at the rate of 400 a month (set up a proportion)? 1:12=400:N or 1:40 =12:N N=4800
b. If Childs has 20 cases every month, how many does he have in one year (set up a proportion)? 1:20=12:N or 1:N=20:N N=240
c. What is the ratio of cases in one month for Childs to the white J.P.? 20:400= 1:20
d. What is the ratio of cases in one year for Childs to the white J.P.? 240:4800= 1:20
e. Were the answers for c and d the same? yes Why? because the the terms of the ratios must be in the same proportions.-- answers will vary

"Getting elected is only half the battle!"[1]

2. One out of three Negroes live below the official poverty level.[2] The U.S. has approximately 22 million Negroes.[3] How many million Negroes would fall below the poverty level? (solve by proportion)
1:3=N:22 N= 7 1/3 million -- varied

3. About two-thirds of Unity Bank in Boston clients are black. Out of 6000 depositors, how many would be black? (solve by proportion)
2:3=N:6000 N= 4000

4. Six cities, N.Y., Chicago, Philadelphia, Detroit, Washington D.C., Philadelphia, Detroit, Los Angeles, have 1/5 of all the Negroes in the U.S.[5] How many million is this? (solve by proportion)
1:5=N:22 N= 2 2/5 million

Handout sheet #7 is to be used as a short quiz fter page 164. Objectives: tests ability to write a proportion to solve story problems. The facts is different problems are unrelated, but each could result in some understanding: 1. Raises questions on how to deal in a position of authority with uncooperative charges. This, Negro-white relationship, could be equated with the students own relationship with parents, teachers, principal, etc. 2,3,4, Shows area of Negro business, that Negroes add to the economy of the nation, and potentially could raise economy with a higher standard of living for those who fall below the poverty level.

[1] Time, Jan. 10, 1969, page 22.
[2] Reader's Digest, Feb., 1969, page 145.
[3] Time, Jan. 31, 1969, page 55.
[4] Time, Feb. 28, 1969, page 89.
[5] The Negro Almanac, page 225.

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Handout Sheet #8 Name _____

City	1960 Population (in thousands)[1] White	Negro	Land Area[2] (Sq. Miles)
New York	6,407	1,329	300
Los Angeles	6,143	465	455
Chicago	5,201	890	222
Detroit	3,105	550	139
Philadelphia	2,662	671	129

1. Find the density of Negro population (to the nearest tenth for each city).
2. Find the density of white population (to nearest tenth).
3. Make a table showing the answers for 1 and 2.
4. Find the total population for all the cities and rank them according to their total populations.
5. Rank the cities according to their white population densities.
6. Rank the cities according to their Negro population densities.
7. Which is the most crowded city?
8. Which is the least crowded city?
9. Rank the cities according to their land areas.
10. Extra Credit: Make a pictograph showing the Negro and white populations in the above cities. Very Ambitious? Use a map of the U.S. as the background for your pictograph placing the symbols on the city's geographic location.

---

[1] The Negro Almanac, table 20, page 241.
[2] The U.S. Book of Facts Statistics and Information, table 20, page 21.

Handout sheet #8 is to be used after text page 172. Objectives: Practice in finding densities which is drill in long division. It may be discussed that the Negro population is small compared to the white in these cities, yet the small area that they are often confined to, ghettos, causes many conflicts. Make use of previous sheets, facts on poverty, housing, education, health, to discuss what the Negroes are seeking.

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Answer Sheet for Handout Sheet 4B

1. 4,093.3 — 300 | 1,228,000.0 — 1200, 2800, 2700, 1000, 900, 100

1021.97 = 1022.0 — 455 | 465,000.00 — 455, 1000, 910, 900, 455, 4450, 4095, 3550

4009.0 — 222 | 890,000.00 — 888, 2000, 1998, 200

4050.7 — 138 | 559,000.0 — 552, 700, 690, 1000, 966, 34

5201. — 129 | 671,000 — 645, 260, 258, 200, 129, 710, 645, 650

2. 31,356.7 — 300 | 9,407,000.0 — 900, 407, 300, 1070, 900, 1700, 1500, 200

13,512.3 — 455 | 6,148,000.0 — 455, 1598, 1365, 2330, 2275, 550, 455, 1050, 910, 400

23878.4 — 23878.36 = — 222 | 5,301,000.0 — 444, 861, 666, 1950, 1776, 1740, 1554, 1860, 1776, 840, 666, 174

23,155.4 — 23,155.36 = — 138 | 3,195,000.0 — 276, 435, 414, 210, 138, 720, 650, 504, 460, 828

28,387. — 129 | 3,663,000.(— 258, 1082, 1032, 500, 387, 1130, 1036, 980, 903, 770, 645, 12(

3.

City	White	Negro
New York	31,356.7	4093.3
Los Angeles	13,512.3	1021.9
Chicago	23,878.4	4009.0
Detroit	23,155.4	4,050.7
Phila.	28,387.6	5201.6

City	Total Pop.
New York	10,635,000
Los Angeles	6,613,000
Chicago	6,191,000
Phila.	4,333,000
Detroit	3,754,000

5. New York
Philadelphia
Chicago
Detroit
Los Angeles

6. Philadelphia
New York
Detroit
Chicago
Los Angeles

7. New York

8. Los Angeles

9. Los Angeles
New York
Chicago
Detroit
Philadelphia

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REPORT

Objectives for the report: introduction to scientific method, resource work, practical application of knowledge and a varied approach, creative ones. It is hoped that students would be motivated to choose an idea from suggestion 1; however, the choice is to be completely the student's. The approval is a necessary supervision to insure that something workable will be chosen and to prevent complications.

The report is to be a two week project in addition to the regular class work. After the regular class work has been finished, the first week the class will visit the library. They will be introduced to almanacs and other possible sources of statistics. Class time is set aside on the day ideas are due for each student to come up one at a time to discuss their idea and have it approved.

I have several examples of previous scientific reports at the Jr. high, high school, and college levels. I would display these for 2 or 3 days.

The following two pages are duplicated and given to each student. The sample report gives an example of just what is expected.

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[illegible]:

Idea due March , 19__

Report due March , 19__

Each report must have the following parts:

I Problem: written statement.
II Data: in tabular form, must include the source.
III Method: statement telling how you plan to solve the problem.
IV Calculations: a complete sample problem showing all the work needed to complete the problem.
V Results: in tabular form.
VI Conclusions: written statement.

There must be 10 ratios and 10 per cents. The following is a sample report. The reports should be neatly done, preferably in ink, and have a title page.

Your idea must be approved, class time will be set aside for this.

A report in this style is a scientific report. This is a procedure followed to prove or disprove a theory by scientists, mathematicians, biologists, etc.

[illegible] PAGE 1

Voting Age Populations Compared

John Smith
March , 19—
Miss Berg

SAMPLE REPORT PAGE 2

I Problem: Compare the voting age populations with the actual number registered to vote for whites and nonwhites in five states.

II Data:

State	Voting Age Pop.		Estimated Number Registered	
	White	Non-white	White	Non-white
Alabama	1,353,038	481,320	1,176,000	248,000
Arkansas	850,643	192,672	583,000	105,000
Florida	2617,438	470,306	2,092,000	288,000
Louisiana	1,289,216	514,589	1,072,000	272,600
Mississippi	748,266	422,256	471,000	243,000

Information from the Negro Almanac, table 192, page 447

III Method: To form a ratio between the estimated number of registered voters and the voting age populations for both white and nonwhite in each state. To obtain simpler ratios the populations are rounded to

SAMPLE REPORT PAGE 3

III the nearest hundred thousand. The simpler ratios are then expressed as per cents, correct to the nearest tenth per cent.

IV Calculations:

Sample problem—
Alabama - White

Estimated Number Registered to Voting Age Population

1,176,000 to 1,353,038

1,200,000 to 1,300,000 (Rounded)

1000 | 1,200,000 : 1,300,000

12 : 13 (final ratio)

$13\overline{)12.00}$ $\quad .923\frac{1}{13} = 92.3\%$ (final %)

117
30
26
40
39
1

SAMPLE PAGE 4

V Results:

State	Ratio of Estimated Number Registered to Voting Age Pop.		Percent of Estimated Registered to Voting Age Pop.	
	W	N	W	N
Alabama	12:13	2:5	92.3%	40.0%
Arkansas	2:3	1:2	66.7%	50.0%
Florida	21:26	3:5	80.8%	60.0%
Louisiana	11:13	3:5	84.6%	60.0%
Mississippi	5:7	1:2	71.4%	50.0%

VI Conclusions: In all the states compared the estimated registered voters to the voting age population is noticeably less in the Negro population than the white population.

Each report will be graded using the following point system:

Points		
40	computational accuracy	
30	form-- 6 points a piece	I Problem II Data III Method IV Calculations V Results VI Conclusions
10	general appearance, neatness	
10	date received (2 pts off for each day late, after five days 0 for report)	
10	approved idea (2 pts off for each day late)	
100		

90 - 100	A
80 - 89	B
70 - 79	C
50 - 69	D
Below 50	E

IDEA SUGGESTIONS

1. Compare white and nonwhite statistics for voting, populations, education levels, jobs, housing, poverty, health, etc.

2. Compare the gas mileages of 10 different cars to your favorite car. I will furnish speedometer readings for 10 makes of cars and the amount of gas used.

3. Girls--Take you favorite dress pattern, figure how much it would cost you to make the dress in 10 different kinds of materials. Compare these costs to what you think a comparable dress would cost if you bought it in a store.

4. Compare cost of running 10 electrical appliances for a one hour period. This would involve finding the wattage on the appliance. I can furnish the cost of electricity per kilowatt hour and the formula you need.

5. Scale drawings of objects.

MY IDEA

Approved March , 19__

AN APPROACH TO THE VALUE OF SELF-ESTEEM IN TEENAGERS THROUGH HUMANITIES*

Specific Value:	**Self-Esteem**
Subject Area:	**Humanities**
Grade Level:	**Junior High**
Time:	**Six Weeks**

Project on Student Values
3860 Plainfield Ave.
Grand Rapids, Mich. 49505

***Materials prepared by Sharon Lewis**

AN APPROACH TO THE VALUE OF SELF-ESTEEM IN TEENAGERS THROUGH HUMANITIES

Abstract

I. Philosophical Statement. Humanities is an area of concern which makes all social, moral, and cultural questions a matter for new and continuing inquiry. The specific humanities areas of music, art, drama, and literature provide excellent opportunities for the application of the value of self-esteem

II. Statement of General Objectives. The unit aims at raising the level of self-esteem in students and improving their insight into concepts presented in the humanities areas mentioned above.

III. Statement of Specific Objectives. There will be an observable difference in the behavior of students as a result of higher self-esteem.

IV. Statement of Context. Junior High Humanities Class.

V. Content. Music, Poetry, Short Stories, Film, Sculpture, Paintings, variety of tests, written exercises and small group discussions.

VI. Methods. Usual classroom techniques with values stressed and subject-matter skills and concepts secondary, value techniques from Values and Teaching by by Raths, Harmin, and Simon, pre- and post-evaluations.

VII. Time Schedule. Six Weeks.

AN APPROACH TO THE VALUE OF SELF-ESTEEM IN TEENAGERS THROUGH HUMANITIES

Philosophical Statement

One definition of self-appraisal is a task of deciding how we are valuable rather than how valuable we are. In order to maintain self-esteem, one must be able to make a fairly accurate continuing self-appraisal and find the results acceptable. Self-esteem is closely related to clarification of experience; if a person does not understand clearly what he has done and what has happened to him, he has no true basis for self-esteem. This understanding, largely unconscious, is never acquired under neutral circumstances. Value-judgments of our conduct and of ourselves are always transmitted with it. In adolescence, self-esteem is a crucial problem. The adolescent building his appraisal of himself is extremely vulnerable to the feelings and judgments expressed by the persons and institutions of his immediate environment.

The humanities are based upon humanism which is a way of looking at the world which emphasizes the importance of man---his nature and his place in the universe. Humanism teaches that all persons have dignity and worty which is basically the value of self-esteem.

Statement of General Objectives.

The humanities course into which this value unit was incorporated has as its general objectives the following goals:

1. To actively involve the student by making him aware of the artistic aspects of the world around him.
2. To be effective in some changes, responses, or new attitudes on the part of the student.
3. To improve the critical judgment of the student.

Statement of Specific Objectives

To achieve a high level of self-esteem the student should:

1. Accept one's own opinions and place credence and trust in one's reactions and conclusions.
2. Defend one's own judgments when there is a difference of opinion.
3. Develop the conviction that one is correct and the courage to express those convictions.
4. Express greater social independence and creativity and more assertive and vigorous social actions.
5. Participate more than listen in group discussions.
6. Form friendships with less difficulty.

Context

This proposed unit will be used in a required junior high humanities course in a middle-class residential suburb of Grand Rapids. The classes, about thirty

students each, are grouped according to reading level. The reading levels of the students would vary from third grade to eleventh grade depending on the particular class.

Content

The outline below consists of course content which is in the non-value domain. The value education content is included in the Methods portion which follows.

Both historical style and study of master works will be considered in the areas of music, art, literature, and drama. However, the main concern of the course is with the principles of these humanities and their operation in the everyday world. There principles are listed below.

1. Subject-What is the work of art about?
2. Function-What is it for?
3. Mediums-What is it made of?
4. Organization of the Mediums-How is it put together?
5. Style-What is its mood, temper, personality?
6. Judgment-How good is it?
7. Creativity-How does the artist work?

The Methods

I have included both content and methods in the daily lesson plans which follow.

Time Schedule

The study involves twenty-eight class periods of instruction. The students are pre-tested and post-tested during two class periods. See the daily lesson plans for emphasis on the value objectives.

FIRST WEEK-Non-value education (Subject)

First Day

Pre-unit evaluation test

Second Day

Content-examples of protest in music
- Hair-long hair
- Easy to be Hard-helping others in need
- Cherry Wine-war
- Let Us Vote-voting age

Method-listened to the songs while watching the words on dittos

Value technique- Value continuum using the four protest areas above, Essay question - How do you know when something is good or right?

Third Day

Reading and discussion of student answers to the above essay question.

Fourth Day

Value technique- See appendix (Sentence Completion Instrument). This was an additional index which helped to identify those students with low self-esteem.

Fifth Day

Explanation of values and value system.

Value technique - Thought cards introduced-assigned each Monday.

SECOND WEEK - Non-value education (Function)

Sixth Day

Value Technique - Provocative question "How often do you do things of which you are not proud?

Content - Craftsmanship in the humanities - Pride in one's work.

Method - Lecture

Seventh through Tenth days

Value Technique - Assignment - Bring in object which to you has qualities of craftsmanship. Be prepared to discuss those qualities in a five minute time period.

These five-minute discussions involve only half of the class period; the other half being devoted to the principle of function in the humanities.

THIRD WEEK - Non-value education (Medium)

Eleventh Day and Twelfth Day

Content - Short Story-Strawberry Ice Cream Soda
Theme of story- Two brothers with completely different personalities and abilities learn that there is much to be gained from each other through their differences.

Method - Discussion of theme of story.

Value Technique - Role play

Thirteenth Day

Content - Film-Maple Street All-Americans
Theme of film-The boys who live on the same street in a typical town discover they can have more fun and better teams by choosing playmates without regard for their names, skin, color, or church.

Method - Show film with no comment or discussion.

Fourteenth Day

Value technique - Essay question - How are some of the ways we measure worth of a human being?

Fifteenth Day

Value technique - Discussion of essay papers concerning measuring worth of humans. Papers coded to allow student to see what he is for and what he is against.

FOURTH WEEK - Non-value education (Organizations of Mediums)

Sixteenth Day

Value technique - Value Sheet (Friendship)

1. What does friendship mean to you?
2. If you have friends did you choose them, or did they get to be your friends by accident?
3. In what ways do you show friendship?
4. How important do you think it is to develop and maintain friendships?
5. If you plan to make any changes in your ways, please say what changes you will make. If you do not intend to make any changes in your ways, write "No changes."

Seventeenth Day

Content - Organizations of Mediums in Humanities

Method - Lecture with use of audio visual aids

Eighteenth and Nineteenth Days

Content: Assignment - Write a poem based on the theme of friendship.

Twentieth Day

Value Technique - Reading aloud of poems written by students

FIFTH WEEK - Non-value education (Style)

Twenty-first Day through Twenty-fifth Day

Value Technique - Assignment of Research Paper (Values and Teaching, Raths, Harmin, and Simon).
Due date---end of course.

Questions:
1. What specific problems does this person have?
2. What has caused these problems?
3. Has he himself caused some of these problems?
4. Etc.

Types of persons:
1. Alcoholic
2. Juvenile delinquent
3. Narcotics addict
4. Migrant worker
5. Etc.

Approximately half the class time during this week would be used for discussing the principle of style in the humanities, the other half given to students for research time.

SIXTH WEEK - Non-value education (Judgment and Creativity)

Twenty-sixth Day

Content - Joey's Ball (short story)
Theme of story: A boy who wants something very much goes about getting it in a dishonest way. He finds he cannot live with his guilt feelings and decides to make his wrong-doings right.

Method: Class discussion of the theme of the story.

Value Technique - Essay - "Some Things I Should Face Up To"

Twenty-seventh Day

Visit Calder sculpture

Twenty-Eighth Day

Write impressions of Calder sculpture

Twenty-ninth Day

Value Technique - Thought Sheets returned - answer these questions
1. Which of your sheets (list the titles) reflect your most cherished beliefs or attitudes?
2. Which sheets would you drastically rewrite at this point.
3. Etc..

Thirtieth Day

Post-unit evaluation test

GOAL SHEET

Behavior Factors	Initial	Sustained	Quality
1. Accept one's own opinion.	____	____	____
2. To defend one's own judgment.	____	____	____
3. To improve critical judgment.	____	____	____
4. To participate in expression of courage.	____	____	____
5. To demonstrate involvement.	____	____	____
6. To express greater social independence.	____	____	____
7. To interact with other students.	____	____	____

GRID

Objectives / Content & Methods	I	II	III	IV	V	VI	Totals
Music (value continuum)	1						1
Poems and Research Paper	1		1	1		1	4
Story and Essay Questions	5		4	2		1	12
Discussions	1	2	2	1	2	2	10
Thought Cards	2		2	2		1	7
Individual Report (Craftsmanship)	1	1	1	1	1		5
Role Play	1	1	1	1	1	1	6
Film	1					1	2
Value Sheet	1		1			1	3
Totals	14	4	12	8	4	8	100%

PRE- AND POST-TEST

Please mark each statement in the following way:
If the statement describes how you usually feel, put a check in the column, "Like me".
If the statement does not describe how you usually feel, put a check in the column "Unlike Me".
There are no right or wrong answers. No grade or rank will be assigned to the answers.

		Like me	Unlike me
1.	I spend a lot of time daydreaming.		
2.	I'm pretty sure of myself.		
3.	I often wish I were someone else.		
4.	I'm easy to like.		
5.	My parents and I have a lot of fun together.		
6.	I never worry about anything.		
7.	I find it very hard to talk in front of the class.		
8.	I wish I were younger.		
9.	There are lots of things about myself I'd change if I could.		
10.	I can make up my mind without too much trouble.		
11.	I'm a lot of fun to be with		
12.	I get upset easily at home.		
13.	I always do the right thing.		
14.	I'm proud of my school work.		
15.	Someone always has to tell me what to do.		
16.	It takes me a long time to get used to anything new.		
17.	I'm often sorry for the things I do.		
18.	I'm popular with kids my own age.		

		Like me	Unlike me
19.	My parents usually consider my feelings.	_____	_____
20.	I'm never unhappy.	_____	_____
21.	I'm doing the best work that I can do.	_____	_____
22.	I give in very easily.	_____	_____
23.	I can usually take care of myself.	_____	_____
24.	I'm pretty happy.	_____	_____
25.	I would rather play with children younger than me.	_____	_____
26.	My parents expect too much of me.	_____	_____
27.	I like everyone I know.	_____	_____
28.	I like to be called on in class.	_____	_____
29.	I understand myself.	_____	_____
30.	It's pretty tough to be me.	_____	_____
31.	Things are all mixed up in my life.	_____	_____
32.	Kids usually follow my ideas.	_____	_____
33.	No one pays much attention to me at home.	_____	_____
34.	I never get scolded.	_____	_____
35.	I'm not doing as well in school as I'd like to.	_____	_____
36.	I can make up my mind and stick to it.	_____	_____
37.	I really don't like being a boy-girl.	_____	_____
38.	I have a low opinion of myself.	_____	_____
39.	I don't like to be with other people.	_____	_____
40.	There are many times when I'd like to leave home.	_____	_____
41.	I'm never shy.	_____	_____
42.	I often feel upset in school.	_____	_____

		Like me	Unlike me
43.	I often feel ashamed of myself.	_____	_____
44.	I'm not as nice looking as most people.	_____	_____
45.	If I have something to say, I usually say it.	_____	_____
46.	Kids pick on me very often.	_____	_____
47.	My parents understand me.	_____	_____
48.	I always tell the truth.	_____	_____
49.	My teacher makes me feel I'm not good enough.	_____	_____
50.	I don't care what happens to me.	_____	_____
51.	I'm a failure.	_____	_____
52.	I get upset easily when I'm scolded.	_____	_____
53.	Most people are better liked than I am.	_____	_____
54.	I usually feel as if my parents are pushing me.	_____	_____
55.	I always know what to say to people.	_____	_____
56.	I often get discouraged in school.	_____	_____
57.	Things usually don't bother me.	_____	_____
58.	I can't be depended on.	_____	_____

*SENTENCE COMPLETION INSTRUMENT

1. When I'm 30 I expect to be:
2. Fellows at school like a girl who:
3. Girls at school like a boy who:
4. A good teacher is one who:
5. It's human nature to:
6. My father:
7. If something is called school policy here at school, it means:
8. When I need help, I can usually turn to:
9. The rules around here are really made by:
10. Kids who get out of line:
11. I guess I'm:
12. I feel proud when:
13. When you get into trouble here:
14. The nicest thing about school is:
15. What seems to me really unfair is:
16. When I feel very happy, I:
17. I feel very happy when:
18. At home, we:
19. My mother and I:
20. When I think what the future will probably be like:
21. Politics:
22. The most embarrassing thing to me is:
23. Kids need:
24. Kids should:
25. When people criticise me, I:

26. It's no use to:

27. Most people think of me as:

28. I'm usually punished:

29. Love is:

30. When something gets me real mad, I:

31. My best friend:

32. Nobody but a fool would:

33. The people who love me don't

34. The kids here would hang together if:

35. Brothers and sisters:

36. In picking my life, work, the most important thing is:

37. Our student government:

38. I'm not really very much like:

39. The worst thing that could happen to me is:

40. The worst thing about me is:

41. People are wrong if:

42. What I hate most around here:

43. Working-class people are:

*The Vanishing Adolescent by Edgar Z Friedenberg.

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AN APPROACH TO TEACHING THE VALUE OF COURAGE THROUGH LITERATURE*

Specific Value: Courage

Subject Area: Literature

Grade Level: Eighth

Time: Six Weeks

Project on Student Values
3860 Plainfield Ave., N.E.
Grand Rapids, Michigan 49505

*Materials prepared by Patricia Lowell

AN APPROACH TO TEACHING THE VALUE OF COURAGE THROUGH LITERATURE

Abstract

I. Philosophical Statement. A literature course is an ideal situation for the study of values. Aiding the student to consider the characters' values and the alternatives available to him leads quite well to consideration of the students' value systems.

II. General Objectives.

A. Bring the students to understand what character is and how the author reveals character in literature
B. Help students see that we often learn what a real person is like in the same way
C. Get students to see what part setting plays in literature
D. Help students realize that in a story one incident is related to another in a cause and effect manner
E. Lead students to realize that stories' endings must be based on preceding events
F. Make students see that all stories and novels are built on conflicts which are often representative of those ordinary man has in his daily life.
G. Help students to see that studying about literature isn't an end in itself but is useful insofar that it leads to a deeper understanding and appreciation of literary works

III. Specific Objectives.

A. Each student speaking his mind and standing up for what he believes in.
B. If the student is shy, just speaking out and answering in class.
C. Not lying his way out of trouble but admitting his guilt.
D. Graciously accepting punishment for his crime.
E. Not cheating when it would be easy to do so and when it would give him a needed higher mark.
F. To be willing to risk his safety for a greater good if he were faced with this decision.
G. If faced with the inevitability of something very unpleasant, difficult, or dangerous, to accept it graciously.

IV. Context. Eighth Grade.

V. Content. Open-ended sentences, stories and a play taken from literature anthologies and a novel.

VI. Methods. Open-ended sentences, oral and silent reading, value sheet, devil's advocate, role playing, class discussions, use of pictures, and music to stimulate discussion.

VII. Time Schedule. Six Weeks.

AN APPROACH TO TEACHING THE VALUE OF COURAGE THROUGH LITERATURE

Philosophical Statement

A literature course is an ideal situation for the study of values. The themes of many stories are based on an internal struggle, a value conflict. In other stories the characters are pitted against each other. Also, when man is involved in a conflict with nature, his values are revealed---courage, cowardice, despair. The decisions the characters make depend on the value systems they hold.

In studying literature, a study of the values that the characters hold is almost intrinsic. Aiding the student to consider the character's values and the alternatives available to him leads quite well to consideration of the student's value systems.

Statement of General Objectives

1. Bring the students to understand what character is and how the author reveals character in literature.
2. Help them see that we often learn what a real person is like in the same way---through his words, actions, and reactions.
3. Get them to see what part setting plays in literature.
4. Help them to realize that in a story one incident is related to another in a cause-and-effect manner.
5. Lead them to realize that stories' endings must be based on preceding events and, therefore, a story cannot have a happy ending if a sad one is logical.
6. Make them see that all stories and novels are built on conflicts which are often representative of those ordinary man has in his daily life.
7. Help them to see that studying about literature isn't an end in itself but is useful insofar that it lends to a deeper understanding and appreciation of literary works. To effectuate this, it is better to make the study of literary concepts as particular as possible. As opposed to the abstract consideration of, for example, a logical ending, consider how this ending for this story was a good one because it followed from the previous actions.

Statement of Specific Objectives

If the students can be brought to know and utilize the above literary concepts in understanding the works they read, it is hoped that the resulting thought will lead to action. Since the value stressed in this unit is courage, evidence of the students' willingness to respond should be apparent by some courageous actions on their parts, specifically those below:

1. Each speaking his mind and standing up for what he believes in:

    a. even if all disagree with him,
    b. even if he will be ridiculed, and
    c. even if he loses his position in the peer group.

2. If the student is shy, just speaking out and answering in class.
3. Not lying his way out of trouble but admitting his guilt.
4. Graciously accepting punishment for his crime.
5. Not cheating when it would be easy to do so and when it would give him a needed higher mark.
6. To be willing to risk his safety for a greater good if he were faced with this decision.
7. If faced with the inevitability of something very unpleasant, difficult, or dangerous, to accept it graciously.

Statement of Context

The unit is to be taught to a heterogeneous group of 168 eighth graders with a wide range of I.Q.'s and achievement scores.

The students come from a lower-middle class rural area, so many of the heads of families are farmers, while some are small businessmen and others factory workers.

Outline of Content

Some open-ended questions on courage could be put on the board for the students to answer in writing. This will get them to examine their concept of courage and help the teacher know what varying attitudes he has to work with.

Sample:

1. To me, courage is . . .
2. If I had more courage I would . . .
3. If I had less courage I would . . .

The stories and the play are taken from three eighth grade literature anthologies and the novel is a readily available paperback.

1. "Beneath the Saddle" by Russell Gordon Carter[1]

    a. Review the meaning and importance of setting and understand the part setting plays in this story.
    b. Discuss the mood and how it's achieved in this story.

c. See how the author creates suspense.
d. Understand Nathan's character and realize that courage does not mean absence of fear in presence of danger.

2. "Flowers for Algernon" by Daniel Keyes[2]

a. Note the form of the story and the point of view it's written from and find their importance.
b. Explain foreshadowing and find it in the story.
c. Discuss and review the concept of logical ending.
d. Review what character is and how a person's character is revealed in literature.
e. Discuss what kind of a person Charlie Gordon is and how we discover this through his language, his actions, his desires, his view of others, his courage.
f. Discuss the minor character's characters and their values.
g. Realize that mental retardation is a defect that some people have through no fault of their own, and that retarded people are human beings with feelings.
h. Realize that it takes courage to carry on in a normal way when tragedy is imminent.

3. "The New Kid" by Murray Heyert[3]

a. Understand Marty's character by evaluating his speech, actions, and thoughts.
b. Understand how the point of view gives the story an added impact.
c. Learn that the minor characters function to give us more information about Marty.
d. Identify the climax and see how this action determines the outcome of the story.
e. Realize that there are many Marty's in the world, people who fear bullies and cower before them but that will seize at the opportunity to turn the tables and become bullies, too.
f. Try to understand the reason for Marty's behavior and see that many of us many have been Marty's. Understand, therefore, it takes courage to stand up to the gang and courage to say "no" to the opportunity for admission to the group through bullying others or through denial of personal principles.

4. Twelve Angry Men by Reginald Rose, stage version by Sherman L. Sergel[4]

a. Show how drama is more limited than the story or novel in that no information can be obtained by the thoughts of the characters, but only through dialogue and action.

b. Note the tone of the play and how it is achieved.

c. Characterize the people in the play through the study of dialogue seeing that it takes courage to differ with eleven jurors, most of whom aren't willing to discuss the case but want to pronounce the accused guilty.
d. Perceive the conflict of ideas as well as the conflict between people.
e. See the importance of a "reasonable doubt" and its basis on a respect for life.

5. The Pearl by John Steinbeck[5]

a. Understand the intrinsic part that the geography and history of the locale (setting) played in the character formation of the main character.
b. Make the students aware of Kino's character development.
c. Get them to understand how Kino's character and subsequent character change and development is revealed.
d. Lead them to see the part courage plays in Kino's character alteration and to distinguish between courage and stubborness.
e. Evaluate the idea that you should accept the station in life into which you were born; you should be satisfied and not struggle against it.
f. Realize that the pearl is a symbol, one that shifts.
g. See the irony in the story.
h. Understand how one event leads to the next.
i. Review what mood is and discuss it in relationship to the songs in the story.
j. Discuss the theme, trying to see what the author's message was relating to e. above.
k. Give them a choice among many different independent projects for them to be working on which would include artwork (collages, murals, character portraits), music (melody for one of the songs), and writing (a play based on one of the scenes, a detailed character sketch, a poem in accordance with the mood or message.)

The Methods

It is to be noted here that all the works read are not necessarily illustrative of the types of courage aimed for in the specific objectives. Through class discussion the value of courage can be applied and made specific.

1. "Beneath the Saddle"

After the students have completed the openended questions on courage which began the unit, this story can be introduced with a short reading filling in some historical background (the Revolutionary War.) After a silent reading a discussion about the part setting and mood play in the story can be held, leading them to see that the boy's fear was more intense because of these factors. Related to this, discuss the way the author created suspense. These factors being established, discussion about the kind of boy Nathan was and about the courage he possessed can lead the students to see that fear does not mean cowardice, and that there are opportunities for them to be courageous every day, specific instances and examples being named.

2. "Flowers for Algernon"

To lay the ground for this realistic story of a mentally retarded man who achieved great genius through an experimental operation which turned out to be a failure, some open-ended questions could be put on the board revolving around mental retardation and the students' attitudes toward it. This will encourage the student to regard the topic with the seriousness which is necessary for the full effectiveness of the story.

Since this is a particularly dramatic story I would recommend that the teacher read it to the class. This would enable her to explain a few difficult medical concepts when necessary.

This story is an excellent one and a favorite of mine. Charlie Gordon seems like a real person, capturing the reader's sympathy and emotional involvement. The reader senses the ending will be sad, if not tragic, yet fights against it. There will be no need to stimulate discussion on this one. Writing a quick reaction to the story may release a few tensions created by the ending and loosen them up for the discussion to follow. This will be a good opportunity to review the concepts of a logical ending and its foreshadowing since many students will protest this sad ending because of their involvement. Charlie Gordon's reality will be brought up with questions like, "Is this true?" The story seems so real many will find it hard to believe it's not. This will be a good lead into discussing the form the story takes and the point of view which contributes to reality along with the character development and the methods used for this development. This will logically lead into a discussion of the characters' values: those of Joe Carp's and Frank Reilly's, Charlie's "friends" from the factory; the doctors', Miss Kinnian's and Charlie's, concentrating on Charlie's courage when he realized what the operation's final result would be..

After the discussion the students can fill out a value sheet utilizing such as those below:

1. What do you think Charlie felt like when he discovered that he was going to lose his intelligence?
2. What would you do if you had been Charlie then?
3. What do you think about Charlie's statement, "It's easy to make friends if you let pepul laff at you."
4. Have people ever laughed at you? How did you feel?
5. Have you ever laughed at other people? Do you think they minded?
6. Do you think that others always understood what you felt like when they laughed at you or made fun of you?
7. Would you tell them how you feel next time?
8. Do you think you will laugh at or make fun of others as much now, even if your friends are doing it?

As you can see these questions involve values other than courage, but work into consideration of courageous actions in the last two questions.

3. "The New Kid"

This is a story of a cowardly boy who finds acceptance into the gang when he beats up the new kid in the neighborhood. The first two pages can be read orally to stimulate further interest and the class can finish silently filling out a value sheet when they are through. The sheet can contain such questions:

1. In a few words, write your reactions to the story.
2. Would you like to have Marty for a friend? Why or why not?
3. Do you know anybody like Marty or the boys in this story?
4. Have you ever felt like Marty? Explain.
5. Do you feel sorry for the new kid? Why or why not?

The teacher can play the role of the devil's advocate[6] complimenting Marty on his "smart" behavior in order to stimulate a value discussion revolving around Marty's lack of courage which will also involve Marty's characterization and the literary means of achieving it. A role playing situation can be set up in which various people can be Marty and others can play themselves. The further discussion stimulated can include the realization that a "Marty" isn't uncommon and can include a reasoning out of his motives for his behavior. This discussion can be extended to a general consideration of peer groups and the need for belonging and conforming that most teenagers have. This is a natural lead into a value discussion of the sometimes cruel behavior within peer groups toward "outsiders" and the reactions of certain individuals within the group---what alternatives to this type of behavior does he have and how some alternatives, like non-conforming, doing what he thinks is right, require courage.

4. Twelve Angry Men

Hold a review of drama and its unique qualities before this play in introduced. Make sure the students understand our trial by jury system and what the terms "hung jury," "double indemnity," and "reasonable doubt" mean. Explain this is a play which represents the jury members' decision-making process and we as audience have no further knowledge of the guilt or innocence of the accused than the jury does. The first act can be read aloud, the students taking the parts. The questions at the end of the act can be discussed as they probe into tone and character. The students can read silently the second act in which there is a greater unfolding of character and the subsequent disagreements between persons in the play. The questions after Act II can be discussed and a 10 minute session can follow in which 12 students take on the characters of the jury members and "adlib" the dialogue and action which they think could logically follow Act II. A 10 minute role-playing session could then follow in which the students assume their own characters and personalities and act out what they would do if they were the jury members. The last act can be read aloud and discussed. An overview of the characters can then be taken concentrating on number 8's courage especially in contrast to number 3's cowardice. This would naturally lead to a discussion of similar real-life characters that the students know which could bring in opportunities that they have in their own life for acting like number 3 or number 8.

5. The Pearl

It would be advantageous to begin the study of this novel on a Friday. This would give the students opportunity to read the whole book (it's short) over the week-end so they could have an overview when discussion of its sections begins. Have a student give a report on lower California, the locale in which the story is set, touching on the people, their economics and way of life. Another student can give a history review in which we can come to see the background of the exploitation of the area's Indians. A third student can give a brief report on Steinbeck and the teacher can tie the threads together before they begin reading. Part of the first section can be read aloud that day. Study questions can be passed out---3 or 4 questions (including value-oriented questions) on each section of the book to direct their reading. The novel consists of six sections, one of which can be discussed each day with a few additional days spent on the discussion of the book as a whole and on individual student projects.

The first section could be introduced with a review of mood, perhaps using pictures and/or music to stimulate discussion as well as to exemplify what mood is. This concept could be applied to the story---establish what the mood is in the beginning and note its changes as the story progresses. Examination of both Kino's and Juana's actions when the scorpion stings the baby, Coyotito, gives us a basis to start character analysis and a consideration of the courage they possess. It would be good to review here the geographical and historical considerations of the setting and the Indians' "place" in it to help the students fully appreciate the courage displayed by the couple in taking the baby to the doctor. This analysis of their courage could be extended into a value discussion about such matters, for example, as doing something extraordinary, such as speaking out in class if the student is shy.

In the second section the change of the mood shown by the various songs can be discussed. This chapter in which the pearl was found would be a good one to dramatize. Two students could give their dramatic version of the discovery. This could lead us into a value discussion of what the students would do if they came into comparable wealth. From there, role-playing situations could be set up involving the "new-found wealth" of the students, situations in which courageous action, perhaps a sacrifice of the money, could be one of the alternatives.

The third section gives us a good opportunity to study the characters of the townspeople, beggars, doctor, and peal buyers revealed by their reactions to Kino's great find. A discussion of greed would fit well here. We can add to our knowledge of Kino's character by reflecting on his intended disposal of the money the pearl would bring. Do we see any signs of greed mingled with Kino's selfless designs? Discuss the courage it would take for Kino to carry through his plans, since he is defying tradition, doing something no one of his class has ever done before. This is a good opening to a personal values discussion or to some open-ended questions on the matter.

The teacher's use of the devil's advocate role to commend the pearl buyers shrewd methods would be a way of stimulating discussion in the fourth section. Kino did not accept their offers; he again defied tradition. Discuss whether he was stupid or brave; his neighbors were of both opinions---what do the students think? This would be a fitting place to bring into consideration the question of "when does courage cease and stubborn determination begin?" Consider in discussion the priest's annual sermon on the sinfulness of leaving one's station in life. What are the student's opinions?

In the fifth section discuss Kino's further deterioration by pointing out the author's use of animalistic description for Kino. Consider especially Kino's statement, "This pearl has become my soul..."[7] Have the students discuss Kino's choice to run after he killed a man in self-defense and also other alternatives available to him. Consider Kino's courage or lack of it.

In this last section the couple with their baby run and are tracked. Kino kills the trackers but a life is lost to them, too, their baby's. Kino and Juana come back home and throw the pearl out to sea. Discuss further indications of Kino's animality early in the section. Discuss Juana's and Kino's reasons for coming back and the courage it took to do so. Personal application can be made here through role-playing. Students can be put in the imaginary role of someone who has the choice to run or to come back and face punishment, also, someone who can lie or admit their guilt. Try to understand why Kino threw the pearl out to sea. The pearl's symbolism will be brought in here and the irony--- the pearl that was to have brought great happiness brought great sorrow and evil. Discovery of Steinbeck's theme or his message belongs to this discussion. Is Steinbeck saying the pearl symbolizes evil and greed, the fact you can't buy true happiness but that wealth dispels happiness? Does Kino's getting rid of the pearl acknowledge this? But if this is so, isn't Kino rejecting the concept of bettering oneself but rather saying one should accept one station and not struggle against it? Is this what Steinbeck wants us to believe? There are at least three references to the latter idea in the book in sections 3 and 4. Is courage necessary for both ways of life? Discuss. Or, perhaps, could there be a compromise?

Discussion of this last section has led us to consider the book as a whole rather than as separate parts. Have the students see how one event in the story led up to the next and consider the progress of Kino's character change. Keeping both these in mind the students should see that the ending is a logical one. The students should now be given time to explain their projects.

Time Schedule

The unit which should cover a period of six weeks is to be taught in a literature class which meets 5 times a week for 50 minutes a day.

The time approximated for each work is as follows:

"Beneath the Saddle" --- 3 days

"Flowers for Algernon" --- 4 days

"The New Kid" --- 3 days

Twelve Angry Men --- 5 to 6 days

The Pearl --- 9 1/2 days

The remainder of the time will be spent in testing: the pre- and post-tests and tests following each work studied.

The total amount of time spent in oral work---discussions, role-playing, and dramatizations---will be the equivalent of 18 periods, written work, including the tests will take about 6 1/2 class periods, and reading will take about 5 1/2 class periods.

	Reading	Writing	Discussion	Role Playing	Totals
Speaking his mind (Standing up for his beliefs)	30	1	9	4	44
Speaking in class if shy	1		3		4
Admitting guilt	2			4	6
Not cheating when easy to do	2	2			4
Willing to risk safety for greater good	7	2	4	2	15
Gracious acceptance of inevitable danger, etc.	4	4	3	2	13
Graciously accepting punishment	2	3	3	6	14
Totals	48	12	22	18	100

FOOTNOTES

[1]"Beneath the Saddle," Russell Gordon Carter, in All Around America, 1959, Chicago, pp. 116 - 121.

[2]"Flowers for Algernon," Daniel Keyes, in Counterpoint, 1967, Scott, Foresman and Company, Chicago, pp. 172 - 193.

[3]"The New Kid," Murray Heyert, in The Study of Literature, 1964, Ginn and Company, Chicago, pp. 98 - 110.

[4]Twelve Angry Men, Reginald Rose, Ibid., pp. 528 - 572.

[5]The Pearl, John Steinbeck, Bantam Books, New York, 1962.

[6]Values and Teaching, Louis Raths, Merrill Harmin, and Sidney B. Simon, Charles E. Merrill Books, Inc., Columbus, Ohio, 1966, pp. 127 - 129.

[7]Steinbeck, op. cit., p. 87.

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Appendix

Name _____

Grade _____

Date _____

This is not a test but an opinion survey. Read the item and then put an x on the space on your answer sheet which corresponds with your opinion of the item:

example:

	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	____	____	____	____

1. If all of the kids at the party I'm at are raving about a new singing group which I think is terrible and they ask me my opinion, I'd be smart to tell them that I think they are pretty good.

2. If long hair was "in" but I looked better in short, it would be better to wear it short even if my gang mocked me.

3. I'd rather be known as a person who always says what's on his mind than as a "yes-man."

4. If I were at a party with my friends and they were all trying out smoking which I thought was wrong, it would be a good idea not to smoke even though I knew they would think me wierd and not want me around anymore.

5. If I saw a tough kid steal some money from another's locker and he saw me and threatened me with a beating if I told, it still would be better to tell so the other person could get his money back.

6. I admire someone who dares to tell the teacher they don't agree with his viewpoint.

7. It is smart to cheat on an exam if you can get away with it.

8. It's stupid to come to school when you know you'll be beaten up that day.

9. I admire people who risk their lives to save someone else's.

10. I would like to protect smaller kids from the neighborhood bully.

11. If I broke a mean neighbor's window while playing ball but he didn't know who did it, it would be smart to blame one of the other kids if he asks me about it because he could cause me a lot of trouble with my dad.

12. If the whole class has the same opinion about this movie they saw but I don't, I'd rather tell them I disagree with them.

13. It's more important to agree with your friends than to speak your mind.

14. I would be willing to wear white socks to school one day if my other socks were in the wash.

15. I would not change my mind if I thought I was right even when I saw nobody else agreed with me.

16. Assuming I'm shy, I would see no reason to volunteer to answer in class even if I have something to say; if the teachers wants me to answer, let him call on me.

17. If a teacher questioned me about a "crime" he thought I committed and which, in truth, I was guilty of, it would be stupid to own up to it if there was a real stiff punishment involved.

18. If I disagree with my friends about a religious belief and know they wouldn't want me in the group if they knew, it would be smart to keep quiet.

19. It would be stupid to fight the neighborhood bully to protect the smaller kids he's hurting.

20. If I knew my parents needed my help for the whole week-end with the spring house cleaning and yard work it would be smart to get out of it by pretending not to feel too well.

21. If my parents found out I lied to them I would rather accept my punishment without complaints than whine about it and try to get out of it.

22. It's really not so smart to try to save someone else's life if you have to risk your own life.

23. It makes me angry when people change their minds as soon as they see almost everybody else thinks another way.

24. If I knew I would be grounded for 6 weeks if I got any D's or E's on my report card and I had a failing mark in this subject I was taking a test on, I would be smart to copy some answers from "the Brain" next to me when the teacher wasn't looking.

DEVELOPING VALUES AND SELF-CONCEPT THROUGH DEVELOPMENTAL READING*

Specific Value:	Self Concept
Subject Area:	Developmental Reading
Grade Level:	Seventh
Time:	Twelve Weeks

Project on Student Values
3860 Plainfield Ave.
Grand Rapids, Michigan

*Materials prepared by Bertha Lusby

DEVELOPING VALUES AND SELF-CONCEPT THROUGH DEVELOPMENTAL READING

Abstract

I. Philosophical Statement. Developmental reading provides many opportunities to examine feelings, attitudes, opinions and beliefs and after thoughtful consideration of possible alternatives to openly express and act upon value selections which reveals self-image.

II. Statement of General Objectives.

A. Development of a value system that prizes the worth of the individual. .
B. Develop a personal set of values for responsible living.
C. To provide opportunities to affirm values and act upon them thus improving self-image.

III. Specific Objectives.

A. To invite friends to visit his house
B. To compliment others for work well done
C. To work without constant supervision
D. To accept rules of the school
E. To structure his time in an organized manner
F. To observe rules of the school
G. To cooperate with others
H. To recognize the contributions of all people to society
I. To determine present image and values

IV. Context.

Subject: Developmental Reading Group: Two groups of 15 each, Ages 12-15 years

These children come from lower and middle soc-economic group. Large percentage of broken homes or both parents working.

V. Content. Taking a realistic look at self, family, friends, school and community, development of value education programs, more individual instruction, developing consideration for others, developing respect for minority groups, respect for property, developing appreciation for all types of work, pride in personal appearance, pride in work well done, critical reading relating and placing reading in daily living, attempting to bring about more responsible citizenship through behavioral change due to development of personal values system. Creative writing of "Unfinished Stories," writing personal experiences and description of "Models."

VI. Methods. Testing and planning, Interest Inventory, Value Indicators, Thought Sheets, Value Sheets, Weekly Reaction Sheets, Open-ended Questions, Unfinished Stories, Role Playing Ranking, Personal Interview, Finding Models, Oral Reports Continuum. (Media to be used: Strip film and record, Unfinished Stories, Over head Projector, Tape Recorder and Transparencies.

VII. Time Schedule: Twelve Weeks, Fall of 1969

VIII. Evaluation. Pre and post testing will be done using the same or similar "hard" and "soft" data.

DEVELOPING VALUES AND SELF-CONCEPT THROUGH DEVELOPMENTAL READING

Preface

"There is no doubt that the American people, as a whole, approve such traits as honesty, truthfulness, integrity, compassion, cooperativeness, and reliability - and disapprove their opposites. A scheme of values has been developed throughout American life which, with minor exceptions, is accepted by all as a yardstick against which human conduct can be appropriately measured."*

When one first reads the above quote it would seem that the Public Schools in America should face no problems when it comes to teaching values but the article from which it was taken was written eighteen years ago. The years have brought a multitude of improvements and changes. Living is at a much faster tempo than ever before. Youth is caught in a constant spiral of change at home, school, church, and in daily lif War and military service has and continues to be a threat to country, homes and individuals. Guidance has not kept pace with change. Youth rebells against the old accepted "values code" because they can not interpret and relate them in a meaningful way to life today.

Parents, guidance people, administrators and teachers are faced with problems they are at best only partially prepared to deal with. The school can no longer say we will lend support to the values taught in the home. Parents are openly admitting they can't meet the value needs of their youth. Many homes have only one parent or both parents work outside the home. Every conference brings out such statements as:

"We want the school to teach out children to be honest, loyal responsible citizens."

"I don't know what to teach my daughter or son about sex, standards of behavior, etc."

Students are crying:

"My parents don't understand me."

"Why do I have to go to school?"

"Why is school important?"

"What shall I do with my life?"

"Why shouldn't I lie or steal, if I can get what I want?"

All of this points up that education can no longer be based on the 3 R's or teaching facts alone. The school must play a far greater part in shaping the lives and characters of our future citizens. The survival of our very nation depends on how American Education meets the challenge.

The traditional English Class where diagraming of sentences has been taught will have to give way to an Oral and Written Communications Class where teachers listen, lead students to express, in an orderly manner, their feelings, attitudes and opinions; consider possible consequences if we let feelings rule actions, consider

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*Quote from Moral and Spiritual Values, Public Schools, Educational Policies Commission, 1951.

all alternatives and help individuals reach some conclusions as to the best way to handle daily problems that they face.

Developmental and regular reading classes must give more consideration to selection of materials. Search out those that present, present day problems, raise value issues. Make wider use of unfinished story technique, interest surveys, public opinion polls in the classroom. Be sure material will relate to all students -- minority groups have too long been neglected. Greater effort must be expanded on the part of all educators to discover the values that are cherished by each cultural group and support the home in its teaching. Great care must be exercised on part of educators to support all value indicators rather than discount or ignore those that are different from his own.

More consideration must be given to critical reading and evaluation. Searching out purpose, distinguish between fact and opinion, and encourage students to think, discuss, and formulate an opinion of his own on the issue.

Much more time in school must be given to consideration of the individual. What motivates him to act? What behavioral pattern does he follow? What is the individuals self-concepts and self-images? The problem of self-concept and self-image is a vital one in developmental and remedial reading. Many of our students have met failure after failure so self-image is very poor. It is only when concepts and images are known that an individual can be taught and helped to establish a value effectively and helped to establish a value system by which he will live.

Since this is a personal thing it must be arrived at through free choice, choosing from among alternatives, thoughtful consideration of consequences of each alternative, deciding what he prizes, encouraging each person to express his opinions and beliefs, listen politely and respectfully to the opinions of others even though they don't agree, to act in accordance with his beliefs in other words show by his action what he stands for. When students do this they are developing a set of values by which to live. This is not an easy path for educators, and parents to pursue because many times adults must accept and adjust to standards that are different from their own. Also adults must have clearly defined values of their own which should be shared with youth but not imposed upon him. Likewise it is the adults who must through carefully planned activities lead youth to choices which are realistic for him as an individual, realistic in relation to family, society and national survival. It is with this in mind that I submit the following unit on Values and Self-Concept. A unit which I plan to work on this summer in detail planning of Value Lesson Content and teach in the fall of 1969 at Godwin Junior High.

DEVELOPING VALUES AND SELF-CONCEPT THROUGH DEVELOPMENTAL READING

GOAL SHEET

Begin each statement with the student is:

Behavior Factors	Initial	Sustained	Quality
1. Proud of things he can do well.			
2. Try hard even if he doesn't think he can do something well.			
3. Likes to help his friends.			
4. Proud of his home.			
5. Wants his friends to visit his home.			
6. Responsible for getting his school work done each day.			
7. Responsible for his actions in halls and classroom.			
8. Can be trusted to work without constant supervision.			
9. Praises others for work well done.			
10. Observes school rules.			
11. Listens politely when others are talking.			
12. Uses good manners, please, excuse me, etc.			
13. Punctuality.			
14. Plans time well. (For work, for play)			
15. Honest.			
16. Respects his parents.			
17. Respects teacher and other adults.			
18. Reads as well as most in the class.			
19. Reads better than some in his group.			
20. Respects other peoples property.			

	Initial	Sustained	Quality
21. Respect the flag.	____	____	____
22. Respect public property.	____	____	____
23. Respects others opinions even though he doesn't agree.	____	____	____
24. Considers other people's feelings.	____	____	____
25. Goes to "bat" for a classmate whose rights have been offended.	____	____	____
26. Doesn't make remarks about those who have little ability to do school work.	____	____	____
27. Discusses (in courteous manner) unacceptable feelings and behaviors with peers.	____	____	____
28. Shows consideration for people of minority groups--black people, Jews, Mexicans, Indians, Orientals.	____	____	____
29. Admits he made a mistake.	____	____	____

GRID

Objectives / Content	Self-Concept		In Relation To			Total
	Pre	Post	Peers	Family	School & Society	
Tests and Planning	6	6	3	3	2	20
Value Sheets	3	3	3	3	2	14
Weekly Reaction	3	0	3	3	3	12
Open Ended Questions	4	4	2	2	2	14
Unfinished Stories	3	0	3	3	3	12
Role Playing	2	0	2	1	1	6
Personal Experiences Finding Models	2	0	2	2	2	8
Ranking Oral Reports	1	0	1	1	1	4
Continuum	2	2	2	2	2	10
Totals	26	15	21	20	18	100

INTEREST INVENTORY

OPEN-QUESTION TECHNIQUE

1. I wish _____
2. The thing that bothers me most _____
3. The trouble with some homes is _____
4. I used to be afraid of _____
5. If I could only _____
6. When praised _____
7. When punished _____
8. I cannot understand _____
9. A brother _____
10. One must never _____
11. Most of all _____
12. It is wrong _____
13. I boil up when _____
14. I despise _____
15. Sometimes I dislike _____
16. When the teacher says _____
17. I need _____
18. I can work best _____
19. Sometimes I hate _____
20. A sister _____
21. I get angriest when _____
22. Parties _____

23. My father _____

24. When I think _____

25. My mother _____

(Bett's Reading Clinic- Haverford, Pennsylvania)

OPEN-ENDED QUESTIONS

For occasional use to pick up "value indicators" on an irregular basis---in some cases a one shot deal. I would like two (2) for comparison. Beginning and end of unit.

Dictate or write on the board and students are asked to write responses either in class or at home.

Read anonymous responses to the class or ditto some to have read.

Answer any or all the questions on the sheet. The choice is yours.

1. If I could spend my summer vacation any way I choose I would _____
_____

2. I can hardly wait to be able to _____

3. If I had my own car _____

4. If I could get a free subscription to two magazines I would select _____ and _____. Because _____

5. The most interesting book I ever read is _____

6. If I could buy anything I wanted to read I would buy _____

7. People can hurt my feelings most by _____

8. My best friend can be counted on to _____

9. Some people seem only to want to _____

10. I have finally made up my mind to learn to _____

11. The night I stayed up later than ever before I _____

12. If I had 7 wishes I would wish for _____
_____

13. If I had $100.00 to spend I would _____

14. I believe _____

15. Secretly I wish _____

Form I will use for recording responses --

Record Form for Open-Ended Questions

Date _____

Question	Boys	Girls	Responses
	(number)		

COMPARISONS

Physical

Please underline the word that you feel makes the best comparison.

1. I am (taller, shorter) than most (boys, girls) in my class.

2. I weigh (more, less) than most in my class.

3. My teeth are (better, worse) than most.

4. My skin has (more, less) blemishes than most.

5. My hair is (prettier, less pretty) than most.

6. I stand (tall, slumped).

7. I am (more, less) awkward than others.

8. I am (more, less) graceful than my friends.

9. I think I am (more, less) attractive.

10. I think I am (more, less) intelligent than others.

Friends

Underline the word that best completes the sentence.

1. I have (more, less) friends than others in my class.

2. I make friends (more, less) quickly than others.

3. I have more (boy, girl) friends.

4. I have (many, few) grown-up friends.

5. Most of my friends are (older, younger) than I.

6. I go (many, few) places with my friends.

Home and Family

Underline or fill in blanks.

1. I live with my (parents, Mother, Father, grandparents).

2. I have _____brothers.
   _____sisters.
   _____no brothers or sisters.

3. Our family does (many, few) things together.

4. I think we are a (happy, unhappy) family.

5. Our house is (larger, smaller) than most homes on the street.

6. Our house is (large, small, just right) for our family.

7. I think our house and yard are (more, less) attractive than others on our street.

8. Inside our house is (more, less) attractive than most of my friends homes.

9. My friends are (welcome, unwelcome) in my home.

10. I have (many, few) chores to do at home.

11. I (like, dislike) my home chores.

12. I think all junior high students (should, should not) be responsible for some home chores.

Response Sheet for Comparisons

Name _____ Date _____

Question	Number Responding	Sex M	Sex F	Response	Type - Physical / Home & Family / Friends
1.					

Family

Complete the following telling several things to express your personal points of view.

1. My father is:

2. My mother is:

3. Our home is:

4. I have____brothers.
   They are:

5. I have ____sisters.
   They are:

6. Our family likes to:

School - Teachers - Classmates

1. My school is:

2. My teacher in this class:

3. My teachers in other classrooms:

4. My classmates:

5. This classroom could be more attractive if:

6. We can make our school better by:

Value Questionnaire

Write Yes or No before each statement.

_____ 1. Should junior high students have after school jobs?
_____ 2. Should junior high students save some of their money (allowance or earned)?
_____ 3. Should you return a $10 bill you saw a man drop?
_____ 4. Should you buy some of your clothes if you have a job?
_____ 5. Should junior high students be responsible for their own rooms at home?
_____ 6. Should a junior high student "budget" his time?
_____ 7. Should he be responsible for his homework?
_____ 8. Should he be responsible for his own books, pencil, and paper for daily classes?
_____ 9. Should junior high students be in bed by 9:30 P.M. on school nights.
_____ 10. Should you be responsible for your actions in the classroom and halls?
_____ 11. Should you follow school rules even though you can't see any reason for the rule?
_____ 12. Should you speak to the principal and teachers when you meet them in the hall or on the street?
_____ 13. Should you speak to your parents friends when you see them?
_____ 14. Should you be able to decide, in most cases, what is right and wrong?
_____ 15. Can you place a dollar and cents value on friendship?
_____ 16. Should you always wait for others to take the first steps in making new friendships?
_____ 17. Should you invite new friends home to meet your family?
_____ 18. Can you expect to have friends, if you aren't friendly?
_____ 19. If your class has a party, should they be responsible for "clean up?"
_____ 20. Should empty pop bottles or cans be left on the beach?
_____ 21. Would you like your parents to attend plays or ball games you are in?
_____ 22. Are you proud when you do good work?
_____ 23. Should you praise good work done by others?
_____ 24. Should you help a neighbor if he needs help but can't pay for it?
_____ 25. Are you happy when you say or do something that makes another unhappy?

_____ 26. Is promptness very important?
_____ 27. Should you be more responsible than your nine or ten year old brother or sister?
_____ 28. Are good manners important?
_____ 29. Should you show respect for your parents?
_____ 30. Should you be proud of your home even if it isn't the biggest one in the block?

Weekly Reaction Sheets

1. Was last week a happy or an unhappy one?

2. Did you do anything this week which required more than three solid hours?

3. What did you do last week that you are proud of?

4. Did you make any plans for summer?

5. List one or two ways the week could have been better.

6. Were you in emphatic agreement or disagreement with anyone this week?

7. What did you learn last week in school or out, that will be useful in your later life?

8. What did you do this week that made you very happy?

9. What was the best day of the week? What made it the best?

10. Are you happy with the way you spend the weekends? How could you improve them?

11. List three choices you made during the week.

12. How was this week different from other weeks?

Thought Sheets

No. I. Thought Sheets:

A. Use once a week - admission to class.
B. Any length, any style, any form, prose, poetry, drawing-cartoon, long story type not necessary.
C. Any topic as long as it relates to your values.
D. Will not be graded. Sincere expressions of some of your deepest concerns-don't write to impress your teacher or special friends.
E. Usually I prefer to have one thought each week but you may include three thoughts today, ideas or observations, or anything else important to you.
F. I will read some or all to the class anonymously. Show pictures or cartoons. On the pictures or cartoons put name on back or clip on slip.

No. II Thought Sheet (Future Oriented)

1. What is your father's work?

2. Did he have to take special training to prepare for his work?

3. Does your mother work?

4. What special training or skills did she need for her role as home maker? (Hope to stimulate thought and appreciation for the home-maker and mother)

5. If mother works outside the home what skills are needed for her job?

6. What job or profession do you think you would like when you are through school?

7. What preparation would this job require?

8. Have you ever talked about your "grown up" plans with your parents?

9. What do you think is the most interesting kind of work you have ever read or heard about?

10. Would you like to prepare a report on this (item 9) to share with the class?

11. In what way does reading aid your
    (a) Dad in his work?
    (b) Mother?
    (c) Future job?

RESPONSE SHEETS

Response records should be filed

For Thought Sheets this form will be used:

Responses

Question	No. of Students	Responses
(Questions are typed in)	(blank for number)	(line for response in brief)

Unfinished - Story Technique

Discipline, thoughtlessness, and inconsideration are common at junior high level.

Classroom problems, which deal with situations we experience are best presented as occurring in some other school or state, are good motivation for thoughtful discussions of "values" related to insecurity, self-discipline, responsibility and consideration of others:

*1. The Incident

Tom came into eighth grade English class five minutes late, slamming the door behind him. Frankly, I was disappointed to see him, for the class always ran more smoothly when this smart-alecky fourteen-year-old wasn't there.

He made his way to his seat.

"Why are you late?" I asked.

"I went to the boys' room."

"Don't you know you're supposed to have a pass?"

"Yeah, I got one from Mr. Smith, last period."

"Well, then, you shouldn't have walked into my class five minutes late."

What problems do you see?

(a) for teacher?

(b) for student?

What are some possible solutions?

2. In an elementary classroom in Chicago, Illinois, Fred had the problem of not being able to keep his hands to himself. Every time he went to the prncil sharpener, rest room, reading table etc., he would poke someone as he passed a desk or tap another on the head. His classmates finally decided they would ask permission of the teacher to discuss Fred's problem in the hopes of offering some suggestions to help him break this habit. Some suggestions I think are worth trying are _____

_____

_____

3. Jim goes to school in Florida and has the bad habit of speaking out of turn. He always thinks that his ideas are so great that he can never wait for others to have their say before he interrupts. He never seems to listen to what others say and often repeats what has already been discussed. I think Tim should _____

_____

_____

* N.E.A. Journal, November 1967.

*4. What Should Bill Do?

Something would have to happen soon, because otherwise Bill would just stop going to school. He'd get a stomachache or cut his finger or break a leg or throw up---anything to escape Jim Corley and his bullying.

He realized that the way he acted when Jim teased him only made things worse. He realized that every time he took a new route home from school, Jim knew why and picked on him even more about that. He realized that he was losing friends because he was afraid to stand up to Jim Corley.

Sometimes the boys called Bill a sissy. Sometimes they told him to grow up. But most of the time, they would just say to Jim, "Oh,, leave him alone," and give Bill a disgusted look. But this didn't stop Jim from bullying and didn't stop Bill from being scared, so the situation kept getting worse.

It all began one day when Jim was teasing him about something and Bill practically started crying. That was the mistake. He'd thought about it later and wished he'd done anything that day except get so upset. Then it would have blown over, and Jim would have left him alone. Instead, it got worse each day.

It never happened at school---always on the way home. Jim would trip him or sock him in the shoulder or grab his cap or knock the books out of his arms or block the sidewalk and not let him pass. Jim was a bully, and he showed no sign at all of changing.

Once Bill complained to the teacher about it, and she warned Jim to stop. But the next week Jim was Picking on him worse then ever, and Bill's friends acted as though he shouldn't have told on Jim.

"I'll put a stop to it!" Bill's mother said. "Just tell me the next time it happens, and I'll go see the principal."

But Bill stopped talking to her about it. The boys would really hate him if the principal got involved.

"What Jim needs is a good punch in the jaw," said Bill's father. "Why don't you learn to defend yourself? Then you won't have any more trouble."

But Bill knew he couldn't be much of a fighter, and Jim was tough. There had to be some other way to handle the problem, but what? What should Bill do?

Thoughts to Think Aloud

1. What makes a boy behave like Jim Corley?
2. Is fighting the best way to handle a situation like this?
3. What else might Bill do? How might he get the help of his friends?

---

*Today's Education
N.E.A. Journal, Sept. 1968.

Role Playing

Value-thinking hopefully would emerge from situations of this kind:

1. Sue wants a new mini-skirt. Mother says, "No, we can't afford it." How can the problem be solved?

2. Tom's allowance has been raised to $2.50. Jim thinks his should be too. (Boys and father)

3. Billy, mother and father are discussing Bill's low marks in Math and English.

4. A panel of parents and teenagers are discussing "going steady."

5. Family are having a heated argument over how to spend vacation-camping at near by lake or a trip to Yellowstone National Park.

6. Joel, (a junior in H.S.) wants to quit school and join the Navy.

7. Parents want Mary to go to college and become a nurse. Mary wants to be an Airline Hostess.

8. Family must move. Dad has been transferred. Shall they move in March or wait until school is out?

9. Andy wants long hair. Dad says "hair-cut."

10. Family discussion on attending Ball games, parties, etc. on school nights.

Ranking

Rank each group with a 1, 2, 3 in order of importance.

My Mother:

_____ respects my feelings
_____ smiles often
_____ helps me when I need help

My best friend:

_____ can keep secrets
_____ is honest
_____ listens to my point of view

My Dad:

_____ plays games with me
_____ keeps his promises
_____ is fair when he has to discipline me

My teacher:

_____ expects pupils to think for themselves.
_____ disciplines when needed
_____ guides me in my work

My sister:

_____ is bossy
_____ is kind
_____ accepts my mistakes

My reading:

_____ is better than it was last fall
_____ is about the same
_____ isn't as good

Our family:

_____ never does anything together
_____ does many things for fun
_____ does something once in awhile

Qualities I like in a teacher:

_____ fairness
_____ sense of humor
_____ knowledge of subject matter

This year:

_____ I am proud of my art work
_____ Proud of my reading progress
_____ Think I can do better in reading

It is hard to:

_____ not take sides in an argument, when I'm not even involved
_____ wait for my turn to speak
_____ talk in front of an audience

Choice of T.V. shows to view:

_____ Should be determined by parents
_____ Should be determined by children
_____ Determined by entire family with times set for adult view

Personal Opinion

Write a paragraph or two to express your personal opinion---choose from the following titles or choose one of your own.

1. Why I Think the Vietnam War Should End
2. Every Young Man Should Have to Serve in Some Phase of War
3. What I Think About Allowances.
4. Prices for Baby Sitting
5. I Like to _____
6. I am Proud of My Pony
7. I am Proud of the Sweater I Knit
8. Of all the People Who Have Helped Me _____Has Helped Me Most
9. Why I Think We Should Have a Longer Noon Hour
10. Saving Money
11. Should College Students Strike?
12. Do you Believe in Segregation?

Question Box Technique

Write down a problem bothering you. Drop problems in the box. No signatures and names are used. Slips pulled for group discussion. Gives pupils a chance to discuss problems bothering them as they grow up.

Types of problems:

1. Baby sitting for relatives - no pay.
2. Younger siblings always have their own way.
3. Things that make you angry.
4. Mother doesn't let me cook, sew or bake.

5. Mad when I don't get my own way.
6. I am afraid of _____.
7. My big sister gets all the new clothes.
8. Parties and/or Dates.

Finding Models

A. (a) Have students in Junior high tell whom they would prefer for a best friend and state their reasons why -: A big league baseball player, a golden-gloves winner, a doctor or nurse, a policeman, a lawyer, owner of a drive-in (Dairy Queen, Dog-Suds, etc.) a minister, owner of a newspaper, owner of a garage.

(b) Each student ask a high school friend or neighbor.

(c) Ask your parents same question. comparing results:

1. Read to class
2. Suggest hypotheses for answers varying with age differences between group choices.

B. Choose a well-known:

(a) baseball player
(b) actor or actress
(c) politician
(d) author
(e) any other well known person of your choice

Do a report on his life.
What problems did he face?
How did he overcome them?
Why do you especially admire this person?

Form for Recording Responses
Finding Models

Age Group	No.	Choice	Reason
Jr. High			
Sr. High			
Adult			

Other Ideas to Try

Public Interview

Teacher explains rules which are:

I. To start pupils suggest topics they would like to be interviewed on -

   A. Sports
      (a) baseball
      (b) football
      (c) golf

II. Pupil may choose topic to talk about

III. May pass on any question he doesn't feel comfortable answering

IV. May close interview by saying, "Thank you for your questions."

V. Pupils may interview teacher on same topic.

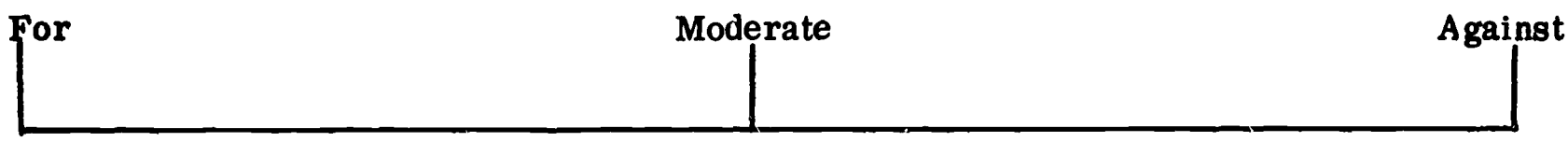
One or two interviews a day are enough. Good to use when there is only a few minutes of class period left.

Topics for Interview:

1. Class may suggest topics - make a group.
2. Persons may choose from listed topic or select one of his own interest.

Continuum

Place your name where it best reveals your idea concerning the issue involved.



Sample issues which might be used:

1. All students should have equal rights and opportunities
2. Only paperbacks should be read for book reports
3. Boys and girls should show more respect for our school building
4. Developmental Reading Classes should meet only four days a week
5. We should do unto others as we would have them do unto us
6. All 7th and 8th graders should have to take one semester of reading

7. "One should cultivate friends not enemies."
8. Junior high should have its own library.
9. Boys and girls in our school should practice better manners.
10. The war in Vietnam should end
11. The bond issue for $9.2 million at Godwin should be passed.
12. Everyone can do something better than anyone else.

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Textbooks to be Researched for Value Lessons:
The Human Values Series:
Values to Learn, Grade 4
Values to Share, Grade 5
Values to Live By, Grade 6
Steck-Vaughn Company, Austin, Texas, P.O. Box 2028, 78767

Galaxy Series - Scott, Foresman and Company, Glenview, Ill. 60025

Thrust @ 1969

Breakthrough Series - Allyn and Bacon, Inc.

These are new books for our department. Thrust is the only one ordered that has arrived so far. Books will be evaluated and lesson selected on basis of values that relate to race, attitudes, socio-economic status.

Levels 3-6 will be used as most of our students are at least two (2) years below grade assignment level.

The work presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

SPACE - CONTENT AND CONQUEST *

Specific Value:	**Listening to opinions**
Subject Area:	**Science**
Grade Level:	**Seventh**
Time:	**Seven Weeks**

Project on Student Values
3860 Plainfield Blvd. N. E.
Grand Rapids, Michigan 49505

***Materials prepared by Bernadette McDonald**

ABSTRACT

I. Philosophical Statement. Science grows out of opinions expressed and evaluated.

II. General Objectives. It is hoped that through this unit the students will know the various bodies in space, some of their characteristics, and know some of the things which have been accomplished as far as conquest of outer space is concerned.

III. Specific Objectives. The purpose of this unit is to help the students recognize the importance of many and various opinions.

IV. Context. Seventh Grade Science

V. Content.

The Universe

- A. Composition
  - 1. Sun and Planets
  - 2. Stars in Space
- B. Exploration
  - 1. How do we provide transportation through space
    - a. propulsion
    - b. navigation
  - 2. Problems of space travel
  - 3. Interplanetary travel

VI. Methods.

- A. Films
- B. Film Strips
- C. Speaker
- D. Discussion
- E. Interviewing

VII. Time Schedule. Seven Weeks

SPACE - CONTENT AND CONQUEST

I. Philosophical Statement. Science has grown from observations and opinions. Even the flimsiest of ideas have grown into the greatest of discoveries such as Newton's opinion about a correlation between a falling apple and the force of gravity.

Had Sir Isaac Newton been afraid to state his opinion, science might not be as accomplished as we find it today. I feel that students we work with today are the potential discoverers of future concepts in the science world, or for that matter, are the future period. Unless they have known what it is to express opinions and meet all sorts of conflicts or disagreements, they may be fearful and therefore limit themselves and the prosperous healthy growth of our nation.

II. Statement of Specific Objectives.

I have drawn my specific objectives from the Exemplars of Specific Behavorial Objectives which were given to us in our value education class.

1. Expression of Opinions
   a. To explain their own ideas, even though they may disagree with the class.
   b. To accept disputes without ill feelings.
   c. To respect others' opinions.
2. Respect Others' Opinions
   a. To respond to work assignments
   b. To allow for others to have opinions differing from his own.
   c. To interact with others.
   d. To help others with less ability.
3. To indicate an awareness of facts vs. opinions.

III. Statement of General Objectives.

The student will be able to list the nine planets of our solar system.

The student will be able to match the following words with their appropriate meanings.

asteroid	solar prominence
astronomy	sunspot
comet	artificial satellite
corona	g-force
ellipse	inertia
meteor	interplanetary spacecraft
nuclear fusion	radio telescope
orbit	sounding rocket
revolution	space probe
rotation	zero gravity
satellite	solar system
galaxy	constellation
binary star	universe

The student will be able to state differences between earth and other planets.

IV. Context. This unit will be presented to seventh grade students who are from an urban white middle class socio-economic background. The class is seventh grade General Science which consists of approximately thirty students. The unit being presented is Space - Exploration and Conquest.

V. Methods. I will indicate my methods by a word or two because they are further explained in the content outline. The following list indicates various methods used.

Film Strips	Thought Sheets
Define Dat Term (DDT)	Planetarium Visit
Films	Conflicting Picture
Speakers	Devil's Advocate
Student Panels	Study and Conference
Discussion	Action Project
Interviewing	

VI. Outline of Content. This unit is to be presented the second six-week period. It will be introduced by the following statement which I hope will inhance the open and free expression of opinions.

> "All will receive A's if you discuss and express your own ideas about the material we discuss in class. There will be no test and any papers turned in will be evaluated in written statements, none of them will receive letter grades. Please feel free to state your opinions even if they disagree with mine."

It is hoped that at the end of this unit the students will understand or have begun to understand the complexity of verifying statements and therefore help them understand the importance of many and varied opinions. The students will be given a mimeographed outline of what they will do this six weeks so they can think ahead. Because we will not be discussing the text as such and yet it offers ideas and information which is a resource aid for the unit, the students will be given a programmed reading schedule to help them cover the material comfortably and point but which material relates to the unit.

Unit Plan - Space - Content and Conquest

A special assignment for the six weeks will be to find six clippings which present positive values in our space exploration and six negative points about our space exploration. These are to be compared and their similarities indicated.

WEEK I

Mon. Thought sheets collected and 3-4 read. (This is a carry-over from the beginning of the year. Each Monday three by five cards are handed in with the one most important thought they have had that week.)

Introduction to the Unit: open questions for motivation "What interests you most about Space?" 10 minutes for thought.

Oral discussion - prior to the discussion the students will be told that 5 of the people who state opinions will be chosen to be chairman of a committee to research and present a panel discussion on his topic of interest. Each panel will also prepare ditto sheets containing ten or more of their "informed" opinions.

Tues. Audio Visual Day
Film Strips: Flight into Space — Purpose: resource information
The Solar Systems (primary and satellites)

Wed. Audio Visual Day

Film:	Why Explore Space?	16 min.	788
	Solar Family	11 min.	267

Purpose: resource information

Thurs. Current Science
This is a little newspaper which I have found useful. Although it does not necessarily deal with the particular unit being discussed it keeps the students well informed on new and critical happenings in science and gives them basis for clarifying opinions.

Fri. Study and Conference. This is a strategy which has been a part of my teaching method and I have found it very useful in meeting student problems discipline or other. It is also helpful as an indicator of how my presentation could be made more useful to the student. I would think this would be functional in value clarification. Every week during this hour the students may study anything unless I have something specific as a science assignment. While they are studying, I call them up one at a time to talk to me about needs, troubles, or criticisms.

WEEK II

Mon. Collect and read though sheets.
Committee work. Purpose: To organize information and gather ideas for panel discussions.

Tues. Committee work - two people from each committee to do clarifying research in the library while the rest organize and plan panel presentation.
Current Science - very briefly discussed.

Wed. Three committees will report

Thurs. Two committees report. Discussion of reports and summary of opinion sheets.

Fri. Study and Conference

WEEK III

Mon. Collect and read though sheets
DDT - one half of the hour
This is a game which is used to clarify meanings of important terms. The class is divided into two teams who compete for points by correctly defining the term. Extra point given for each new participant to hint to the importance of complete participation to help in motivation of the very quiet.
Introduction to a trip to the Planetarium - mieographed sheet. (Things to look for).

Tues. Visit Planetarium

Wed. Discuss Planetarium visit; this discussion will be rather teacher led to draw out important concepts seen and important bodies in space and what they are and a few of their characteristics.

Thurs. Current Science
Read orally - some students have trouble reading orally and it is hoped that specific objective 2d shows through here.
Discussion.

Fri. Study and Conference

WEEK IV

Mon. Collect and read thought sheets
Present a large collage showing things which could point to positive and negative aspects of space exploration.
Students will view it silently for 5 minutes, then spend the rest of the hour writing their opinions on it.

Tues. Read several papers orally and then discuss the collage. Teacher acts only by listing ideas on the board to help the students remember what has been said.

Wed. Teacher is Devil's Advocate and presents all negative sides to space exploration. Discussion

Thurs. Current Science
Read orally, then the students will choose the article which is most important to them and very briefly summarize it and tell why they chose it.

Fri. Study and Conference
Assignment for the weekend - Interview 3 adults about the U.S. Space Program and write their answers to the following questions and any others you wish to add.

1. Would you like to travel in space?
2. Is is worth our effort and expense?
3. What has been our most important accomplishment in our space program?
4. What are our space goals?
5. Should we be more concerned about national and international problems?

WEEK V

Mon. Reports on interviews
Students write out the statements they agree with. It is hoped that this will indicate how even adults do not all have the same opinions and we all have to choose those best for us.

Tues. DDT - words will be chosen from the reading material and words that have come up in AV, discussion, and Current Science.
Purpose - to help students build a functional vocabulary and keep them in par with knowledge expected when they go to higher learning.

Wed. AV day
Film - The Flaming Sky
Purpose - more resource material to create ideas from

Thurs. Current Science
Read in class
Discussion - Teacher plays Devil's Advocate

Fri. Study and Conference

WEEK VI

Mon. Collect and read thought sheets
AV day - Films
Solar Family 11 min. 267
Space Probes: Exploring our Solar System 11 min. 806
Why Explore Space? 16 min. 768

Tues. Speaker from Lear

Wed. Discussion of films and speaker
Assignment - take all opinion sheets, recall discussions, and go over all old papers and three major opinions which you have formed about space and our exploration of it, write them down and explain why you feel as you do. Indicate whether this is an opinion you formulated this six weeks or one you have always had and now more firmly believe in.

Que to next week Mon:
From the previous three opinions you will choose one and do an action project on it.

Silly Example:
You believe all astronauts should wear helmets to protect against whiplash - write to the Apollo Program and voice your opinion.

Thurs. Current Science

Fri. Study and Conference.

WEEK VII

Mon. Work on Action Project in class
Organize justification for doing what you are doing (writing letters, making posters, preparing news letters).

Tues. Prepare some art piece to represent some object you have learned about in this unit.

Wed. Finish replica or work on action project. Current Science handed out to be read individually.

Thurs. and Fri. Study and Conference both day because I would like to be able to indicate to each child how I evaluated them and why.

SUMMARY

In this unit, I have borrowed strategies from both Simmon and Barnes and I have hoped to pack the unit so full of student oriented discussions as to have, at some point or another, motivated them to formulate individual opinions which have been clarified through a barrage of outside resources and audio visual experiences.

The specific objectives which I feel may be observed in each experience are indicated at the bottom of the experience. Those which do not have any are more general objective oriented.

OPINION GOAL SHEET

	Initial	Sustained	Quality
Listens to others when they talk	____	____	____
States his opinions	____	____	____
Student develops a gracious attitude where he unconsciously asks for other opinions.	____	____	____
Student identifies different alternatives regarding the problem.	____	____	____
Student has developed new concepts for himself.	____	____	____
Student exchanges ideas tather than trying to impose his ideas in a didactic way.	____	____	____
Students examine all statements and then either accept or reject them in open discussion.	____	____	____
Student has begun to question students, teachers, and authors on the basic grounds which support their opinions.	____	____	____

TEST OF OPINION VALUES

How do you feel when someone contradicts you?
Do you think there are two sides to every topic?
Do you think your opinion has been helpful to others?
Is our Society becoming over-run by opinions?
Would we be better off with a little less freedom of expression?

This was taken form the N.E.A. Journal 5/12/69 it will be used for self-evaluation to be taken often during the six weeks.

Am I an Inquiry Teacher?

		Regularly	Frequently	Sometimes	Seldom
As Planner	I focus on lessons involving exploration of significant ideas, concepts, or problem areas that can be investigated at many levels of sophistication.				
	I prepare for a broad range of alternative ideas and values which the students may raise related to a central topic.				
	I select materials and learning experiences to stimulate student curiosity and support student investigation.				
	I make available a wide variety of resources and material for student use.				
	Skill-building exercises are tied directly to ongoing learnings where they can be utilized and applied.				
As Introducer	My introductory lessons present some problem, question, contradiction, or unknown element that will maximize student thinking.				
	My aim is for students to react freely to the introductory stimulus with little direction from me.				
	I encourage many different responses to a given introductory stimulus and am prepared to deal with alternative patterns of exploration.				
As Questioner and Inquirer	The students talk more than I do.				
	Students are free to discuss and interchange their ideas.				
	When I talk, I "question," not "tell."				
	I consciously use the ideas students have raised and base my statements and questions on their ideas.				
	I redirect student questions in such a way that students are encouraged to arrive at their own answers.				
	My questions are intended to lead the pupils to explore, explain, support, and evaluate their ideas.				
	I encourage the students to evaluate the adequacy of grounds provided for statements made by them or by others.				
	Students gain understanding and practice in logical and scientific processes of acquiring, validating, and using knowledge.				
	My questions lead the students to test the validity of their ideas in a broad context of experience.				
	I encourage students to move from examination of particular cases to more generalized concepts and understandings.				
As Manager	I emphasize learning and the use of ideas, rather than managerial functions, such as discipline and record keeping.				
	I allow for flexible seating, student movement, and maximum student use of materials and resources.				
	Class dialogue is conducted in an orderly fashion that emphasizes courtesy and willingness to listen to each person's ideas.				
	Students are actively involved in the planning and maintenance of the total classroom environment.				
	I foster balanced participation by encouraging the more reticent students to take an active role in classroom activities.				
As Rewarder	I encourage and reward the free exchange and testing of ideas.				
	I emphasize the internal rewards that spring from the successful pursuit of one's own ideas.				
	I avoid criticizing or judging ideas offered by students.				
	Each student's contribution is considered legitimate and important.				
	I evaluate students on growth in many aspects of the learning experience, rather than simply on the basis of facts acquired.				
As Value Investigator	I emphasize that concepts, social issues, policy decisions, attitudes, and values are legitimate areas for discussion.				
	All topics are critically examined, not "taught" as closed issues with a single "right" solution.				
	Use of unfounded, emotionally charged language is minimized in discussing attitudes and values.				
	I encourage the students to explore the implications of holding alternative value and policy positions.				
	I make the students aware of personal and social bases for diversity in attitudes, values, policies.				
	I encourage the students to arrive at value and policy positions of their own that they understand and can defend.				

SCHEDULE GRID

objectives / content	1	2	3	total
thought sheet	7	2		9
leading question	4	3		7
discussion	9	9		18
film				
film strip				
speaker		2	4	6
current science	5	4		9
panel discussion	7	5		12
define dat term	5	3		8
planetarium; visit			1	1
devils advocate		2	6	8
interview	7	2	6	8
action project				
Total	45	38	17	100

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TEACHING THE VALUE OF HONESTY AND TOLERANCE THROUGH MATHEMATICS*

Specific Value: Tolerance and Honesty

Subject Area: Mathematics

Grade Level: Ninth

Time: Seven Weeks

Project on Student Values
3860 Plainfield N.E.
Grand Rapids, Mich. 49505

*Materials prepared by Shirley Molesworth

TEACHING THE VALUE OF HONESTY AND TOLERANCE THROUGH MATHEMATICS

Abstract

I. Philosophical Statement. I believe that math should be taught so that everyone will benefit from it and understand why it is being taught. I believe that the students should gain much more from Algebra I than just the mechanical ways to solve equations. Students, after they have finished the course, should realize that the reasoning powers they have gained from doing problems in a systematic way will probably benefit them as much or more than the mechanics they have learned.

II. General Objectives. Students will learn how to do the work set forth in the unit--the value and relations of signed numbers, and how these numbers will function. They will do the work on their own and not depend on their fellow classmates to give it to them. They will learn that in order to be truly successful, they must all have confidence in their own ability and exercise it. They will realize they have gained nothing unless they understand the material.

III. Specific Objectives. Students will be able to:

A. Place numbers on a number line.
B. Demonstrate that there is room for every number on the number line.
C. Discuss student differences with peers.
D. Respect others ideas even though they differ from personal views.
E. Distinguish between signs of quality and signs of operation.
F. Demonstrate knowledge of rules for operations that involve signs.
G. Solve equations with negative roots.
H. Demonstrate honesty by not copying homework from friends.
I. Demonstrate honesty by not copying problems from the chalkboard as teacher does them.
J. Rely completely on self to do all work-homework and tests.
K. Know the Laws of Exponents.
L. Do operations with monomials.

IV. Outline of Context. Ninth grade.

V. Content. This unit will cover the 2nd chapter - "Signed Numbers," of the text book - Algebra I - A Modern Course, by Vannatta, Goodwin, and Fawcett. The value tolerance will be relat4d to the number line, and the value honesty will be taught through the solving of equations.

VI. Methods. Thought sheets, rank orders, classroom discussion, and interviews will be used to teach the students the values.

VII. Time Schedule. Seven weeks.

TEACHING THE VALUE OF HONESTY AND TOLERANCE THROUGH MATHEMATICS

Philosophical Statement

Mathematics is a very important subject to many fields of interest. It is related to, and important to many more fields than the students we deal with realize. Many students come to us because they plan to attend college, and therefore need math. It is our duty as teachers to help the students become aware of the many ways a knowledge of math will help them.

The students should gain more than a mechanical way of solving problems. Students should learn to reason things out so that they don't panic when they are confronted with a difficult problem. This can be very important to all students whether they are college bound and need the processes or whether they are "just taking" algebra for a credit.

Each classroom is a place where students are determining attitudes and values. They look at their peers and their teacher. If we as teachers are going to teach values we must let the students see and know our values as well as giving them a chance to see their peer's values. I feel if we teach honesty, it is our responsibility to set a good example by treating everyone fairly so that no one can ever say we were dishonest in this way. When we state or reveal our values we must be very careful to live up to them at all times.

I am very concerned with the amount of cruel remarks that are being made by one student to another. Some of the remarks almost make me shutter when I hear them. I am concerned with the effect that this has on the students. I feel students need to feel self-respect and respect for others. We as teachers must also set the example here.

We naturally hope that some of the students will accept values like our own, but we must always be fair and honest to those who won't, and give them a chance to accept the values they feel are right for them.

Statement of General Objectives

During this unit the students will learn about the number line in a positive and negative direction. They will learn that for every number there is a point on the line and through this we will lead into the idea that there is room in the class and school for everyone's opinions and feelings, and that no matter what they are, or how significant they may be, they will be listened to without being "mocked." The students will learn to respect each other.

During this unit the students will start to realize that the only worthwhile things in the class are the things that they as students "really learn." They will learn the copied homework will accomplish them nothing. This will be emphasized by making their homework assignments mean nothing as far as a grade goes. Only

a few problems, chosen from the homework will count for a grade. These will be done at the beginning of the class period. The reasons for this will be stated and the students will have an opportunity to discuss them.

In the class the teacher must relate the values that are being taught to the subject matter. We do not spend a specific amount of time every day. We teach them as they come up and as students are curious and ready for them.

Tolerance will be demonstrated, first of all, by the teacher understanding or trying to understand each student. The teacher will not discriminate against any given student for any reason. If a student fails to meet discipline standards, etc., he will be given another chance just like the first violation had never occurred.

Students will be made to realize how it would feel to be on the receiving end of "mockery" by the use of given situations and a set of questions. These situations will be the kind of incidents that happen every day. They will experience through thought how these things feel. As a result of all this they will learn to respect others and their feelings.

Honesty will be demonstrated by the teacher, first of all by refusing to be "brown-nosed."

The equations the students solve must have one answer. We can't vary it in the slightest---not even the positive or negative sign can be changed. Through this students will become aware of the importance of the complete truth. Things that are shaded or tampered with will not work.

Statement of Specific Objectives

A. Place numbers on a number line.
B. Demonstrate that there is room for every number on the number line.
C. Discuss student differences with peers.
D. Respect others ideas even though they differ from personal views.
E. Distinguish between signs of quality and signs of operation.
F. Demonstrate knowledge of rules for operations that involve signs.
G. Solve equations with negative roots.
H. Demonstrate honesty by not copying homework from friends.
I. Demonstrate honesty by not copying problems from the chalkboard as teacher does them.
J. Rely completely on self to do all work-homework and tests.
K. Know the Laws of Exponents.
L. Do operations with monomials.

Statement of Context.

This unit of study is planned for an Algebra I class at Grandville High School. Grandville is on the southwest side of Grand Rapids. The students in the class will be almost all ninth graders. Some of these have very high aptitude in math, and some have very little. I feel they all need to think about the values tolerance and

honesty. Some are much further along in their value learning than others, so they differ greatly here, as they do in their math ability.

There will be about thirty students in the class. They are from an all white middle class community---some are bussed and some are not.

The high school is class A, the only public high school in Grandville. The parent contacts are few. There is one open house in the fall which is very poorly attended.

Outline of Content

The content of this unit will be taken from the textbook - Algebra I - Modern Course --- the second chapter on signed numbers. The unit will start about the fifth week of school and last about seven weeks. The following topics will be covered.

I. Signed Numbers -- Their Functions and Uses

- A. The relationship of different kinds of numbers and their importance to each other.
- B. Positional number system and the number line.
- C. Signs of quality and signs of operation.
- D. The operations with signed numbers.
  1. Addition
  2. Subtraction
  3. Multiplication
  4. Division
- E. Equations with negative roots
- F. Parenthesis and signed numbers

II. Meaning of Exponents

- A. Multiplication of powers
- B. Division of powers
- C. Zero and negative exponents
- D. Power of a power
- E. Operations with monomials
  1. Multiplication
  2. Division
- F. Equations with parenthesis

The Methods

The first thing we will do in the unit will be to give a pre-test to find out how the students feel about the values when we start. From here we will assign the subject matter in the book. After the students have studied the specific material, the teacher will present it to the students, and from there the students will participate in discussion.

I plan to relate the number l[illegible] to the tolerance value in discussion by posing questions such as---"Do you see a [illegible]tionship to the number line and your relationships to your fellow classmates?", or "Is there room on the number line for any kind of number?", and "Do you think we can learn anything about our relationships to other people from the number line and its behavior?"

I also plan to bring out discussion on the numbers and their importance to each other. From here we will lead into the idea that the students relationships to each other are important. What different relationships might exist between the students and their peers? Are these the best that they could be, and are they the ones that they as students want to have existing?

As we go through our homework assignments and as incidents come up that deal with honesty we will discuss the pros and cons of them in class. Why do the students copy the homework? How much was really gained in terms of learning? Honesty will also be brought up when equations are taught. "What effect would it have on the equation if just any number was given for the answer rather than the correct answer?

During this time the students will have quizes over their homework. At this time value questions and problems will be added that relate to the subject matter being studied.

After we have discussed and worked with these values integrated into the subject matter, and after the students have developed a feeling of trust in each other, and the teacher, we will give some interviews.

At the end of the unit a post-test will be given to determine the changes in the way the students feel about tolerance and honesty after the unit has been taught.

Time Schedule

This unit will cover a period of approximately seven weeks. The unit will be started about the fifth or sixth week of school. The value teaching, of course, will continue on past the end of the subject matter unit.

GOAL SHEET

Behavioral Factors	Initial	Sustained	Quality
1. Place numbers on a number line.	____	____	____
2. Demonstrate that there is room for every number on the number line.	____	____	____
3. Discuss student differences with peers.	____	____	____
4. Respect others ideas even though they differ from personal views.	____	____	____
5. Distinguish between signs of quality and signs of operation.	____	____	____
6. Demonstrate knowledge of rules for operations that involve signs.	____	____	____
7. Solve equations with negative roots.	____	____	____
8. Demonstrate honesty by not copying homework from friends.	____	____	____
9. Demonstrate honesty by not copying problems from the chalkboard as teacher does them.	____	____	____
10. Rely completely on self to do all work-homework and tests.	____	____	____
11. Know the Laws of Exponents.	____	____	____
12. Do operations with monomials.	____	____	____

GRID

	Tolerance	Honesty	Totals
Number Line	30%		30%
Signs of Quality and Operation	10%	6%	16%
Equations	8%	20%	28%
Operations with Exponents	4%	3%	7%
Operations with Monomials		3%	3%
Equations with Exponents	8%	8%	16%
Totals	60%	40%	100%

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SOCIAL PROBLEMS IN AN URBANIZED SOCIETY*

Specific Value: Human Worth and Dignity

Subject Area: Social Problems

Grade Level: Ninth

Time: Seven to Eight Weeks

*Materials prepared by Bernard J. Mulder

SOCIAL PROBLEMS IN AN URBANIZED SOCIETY

Abstract

I. Philosophical Statement. All teaching is related to value instruction, thus the teacher should consider what values he is teaching. The recognition of human worth and dignity is necessary for the individual to be a contributing member of a democracy.

II. General Objectives. This unit is intended to make the student aware of problems facing the urban community and society as a whole. An attempt will be made to have the student become concerned with these problems and accept them as his own.

III. Specific Objectives. Specifically as far as the value is concerned the course aims at the components of human worth and dignity.

IV. Context. Ninth grade.

V. Content. The content includes consideration of such urban related problems as:
   A. air and water pollution
   B. slums
   C. traffic
   D. government

   Other problems included are:
   A. population growth
   B. poverty
   C. crime
   D. minority groups

VI. Methods. Methods will include:
   A. class discussion
   B. role playing
   C. writing
   D. group work
   E. outside reading
   F. field trips
   G. films

VII. Time Schedule. Seven to eight weeks.

SOCIAL PROBLEMS IN AN URBANIZED SOCIETY

Philosophical Statement

In all of human interaction there is a transmission of values from one individual to another. This is true also in the classroom when there is interaction between pupils and teacher. The value judgements of the teacher can not help but be projected through the facts, concepts and skills which he teaches. Since this is the case it would be wise for the teacher to consider what values he is teaching. Only after the students have incorporated an integrated set of values will they be able to take their role in society and contribute to it.

Whereas value education is an integral part of all education, it surely lends itself to a course in modern social problems. Only when the individual recognizes the worth and dignity of each human being, will he be able to incorporate the problems of modern society into a meaningful pattern, to understand them, and to integrate them into his value system.

Statement of General Objectives

An important objective of this unit is to make the student aware of some of the problems facing the urban community (pollution, congestion, etc.) and the society as a whole (poverty, crime, minority groups, etc.). The problems of the Negro in American society will be especially stressed. The student will also be expected to gain some understanding of the background and causes of the social problems, and be able to make some evaluation of the possible solutions. It is also hoped that he will come to accept these problems as his concern and will acquire a sense of his own responsibility. Also an attempt will be made to have the student accept for himself the worth and dignity of each human being. (The goal sheet has a more detailed account of the general objectives. See appendix.)

Statement of Specific Objectives

Specifically, as related to the value of human worth and dignity, it would be expected that at the completion of this unit the student would manifest behavior which demonstrated that he would:

a. allow for others to have opinions differing from his own,

b. not judge an individual according to a stereotype,

c. advocate equal rights and equal opportunities for all,

d. accept responsibility in furthering human relations,

e. accept minority group individuals as important to society and equal to others in society.

Statement of Context

This unit has been prepared for a ninth grade course in social problems. This private, religiously oriented school associated with the Christian Reformed Church has an enrollment of approximately six hundred students. The school is located in a small Western Michigan city. The unit will be taught at different times to two ninth grade classes of approximately thirty students each. The range of intelligence is slightly above average. The students are mostly from lower middle class backgrounds although some would probably be classified as upper lower. The family occupational backgrounds include many areas of business, industry, and agriculture. Only a few of the parents have had any education beyond high school. This class is particularly responsive and cooperative.

Outline of Content

The content developed in this unit is taken largely from various chapters in the textbook: Modern sociology, Koller and Couse: Holt, Rinehart and Winston, Inc., New York, 1965. References to specific sections are given in the section on methods. The content could quite easily be adapted to any text on social problems.

I. Introduction

A. Sociology and social problems

1. Explanation of course content
2. Explanation of course mechanics

B. Urban society -- a background for a study of urban problems

1. The emergence of urban societies
2. Urbanism as a way of life

II. Problems related directly to urban society

A. Air pollution

1. Causes of air pollution
2. Effects of air pollution on human society
3. Some of the solutions to air pollution

B. Water pollution

1. How cities get their water
2. How water is polluted
3. How pollution can be prevented

C. Inner-city deterioration

1. Processes by which cities deteriorate
2. Problems in the inner-city slum
3. Solutions to eliminate slum areas

D. Traffic congestion

1. Facts of city travel
2. Possible solutions to travel problems

E. City government

1. City-suburb relations
2. Service difficulties
3. Cooperative government solution

III. Social problems related to both urban and non-urban society

A. Population growth

1. Methods science uses to study population - demography
2. Reasons for modern population explosion
3. Results of population growth

B. Poverty

1. Extent of poverty in U.S.
   a. National statistics
   b. Local extent

2. Causes of poverty in U.S.
   a. Personal
   b. Social

3. Possible solutions
   a. Basis of responsibility
   b. Problems in present poverty programs

C. Crime and law enforcement

1. The nature and extent of crime in the U.S.
   a. Various statistics and comparisons
   b. Detection of crime

2. Law enforcement
   a. Problems in the laws themselves
   b. Problems of public apathy
   c. Problems of police force

3. Punishment
   a. Punishment rehabilitation
   b. Capital punishment

4. Juvenile delinquency
   a. Definitions and extent
   b. Problems of juveniles
   c. Prevention

D. Minority groups

1. General concepts about minority groups
   a. Extent in societies
   b. Relationship to society
   c. Difference from society
      (1) Racially different
      (2) Religiously different
      (3) Culturally different
      (4) Multifactorily different

2. Methods of dealing with minority groups
   a. Annihilation
   b. Expulsion
   c. Segregation
   d. Amalgamation
   e. Assimilation
   f. Toleration (pluralism)

3. An important minority - the American Negro
   a. The history of the American Negro
      (1) As part of the African culture
      (2) As slaves in American society
      (3) As 'free' individuals in American culture
   b. The relation of Negroes to society
      (1) The Negro and the slums - housing
      (2) The Negro and crime
      (3) The Negro and poverty
      (4) The Negro and 'white' America

IV. The family and social problems

A. Recent trends in family living

1. Divorce
2. Working mothers
3. Young marriages

B. You, your family and society

The Methods

The presentation of methods follows the organization of the content outline. Because it is often difficult if not impossible to separate methods for content from those used to reach value objectives, both are given. Whereas the major methods are given, many individual techniques such as those used to elicite class discussion are too numerous and often too spontaneous in nature to be listed here. The chapter references and page numbers listed refer to the textbook, Modern Sociology.

I. Introduction

Administer pre-test on values.

Point out course objectives and expectations for students by handing out goal sheets. Explain student responsibilities and how the goal sheet will be used for evaluation.

Introduce the concepts of sociology and social problems. Have students list what they feel are social problems. Have different students comment on what they have done to combat any of these problems. Discuss possible sources for finding out more about social problems.

Have students study Chap. 17, pp. 244-253, in preparation for discussion of urban society.

Discuss the meaning of 'urban society'. See p. 247 to compare the urbanization of different countries. Discuss growth of cities in U.S. and the factors responsible for it.

Have students write a paragraph on how life in a densely populated urban area would difier from life in a small town or rural area. Discuss. Have students contemplate what problems a city dweller might face.

II. Problems related directly to urban society

Have students read Chapter 17, pp. 253-260.

A. Air pollution

Prepare bulletin board display on water and air pollution. (Pictures can readily be obtained from curriculum centers and articles from current news media.)

Divide students into small groups. Have them work together to establish the causes, effects, and solutions to the problem of air pollution. Have each group choose a secretary to record the conclusions. Have a member of each group read their conclusions aloud and compare and discuss the differences, emphasizing the fact that each is entitled to his opinion. (Supply research material and articles about air pollution.) Discuss what can be done by the individual citizen in solving this problem.

B. Water pollution

Discuss needs of city for water and problems in finding a large enough pure water supply.

Use group technique as with air pollution. Have students pay special attention to local water pollution problems. Discuss.

Using current articles in the news, consider the Great Lakes pollution problem. Emphasize again the role of the individual in fighting this problem.

C. Inner-city deterioration

Disscuss the processes by which slums are formed.

Have students visit a slum area of neighboring city, if possible. Otherwise show a film depicting slum conditions. Discuss what was seen.

Have students conduct individual research to find out solutions to counteract slums in the cities. Discuss the different proposals and point out the problems in each.

D. Traffic congestion

Supply students with statistics on the increase in the number of automobiles on the road each year. Compare the statistical ideas with student experience in city traffic to conjecture what conditions will be like ten or twenty years from now.

Have students place themselves in the role of a suburban commuter in the future and discuss what the implications will be for him.

Consider the possible alternatives to automobile travel.

E. City government

Have students divide into groups with one group being the city government and the other groups being the surrounding suburban governments.

Present them with various problem situations. For example:

There is an air pollution problem resulting from both city and suburb traffic and industry.

There are no enough city parks and playgrounds so city dwellers are swarming to the suburban parks and overcrowding them.

Show the problems that develop when each government works only for its own ends. Discuss the possibilities of an metropolitan area government to work on inter-city problems.

III. Social problems related to both urban and non-urban society

A. Population growth

Have students read Chapter 15, pp. 215-226.

Discuss the important concepts in demography such as, birth rate, death rate, life expectancy, etc.

Help students to interpret various charts dealing with population trends. Discuss the reasons behind these trends, emphasizing the modern technological advances which have influenced population growth.

Have students consider the Malthusian results of an unchecked population. Are these conditions appearing today? Have students write a paragraph considering how these results have been altered in modern society.

Consider projections on U.S. population growth in the next decades and what it might mean to each of the students as they grow older. Emphasize the problems encountered in granting individual rights as guaranteed by the constitution.

B. Poverty

Discuss the extent of poverty in the U.S. Use statistics to show the per cent under 'livable wage', etc.

Ask students about local poor areas, migrant workers, neighborhood conditions, etc. Discuss.

Have students list as many reasons as they can why some families are poor. Discuss these reasons and determine which are the fault of the individual and which are the fault of the society into which he was born.

Show film, No Handouts for Mrs. Hedgepeth. Discuss what it would be like to be poor, with so much prosperity around you. Have students put themselves in the role of a poor man and try to realize the feelings and frustrations which would result.

Using pictures of people living in poverty (e.g., p. 258) have students describe the conditions and the problems which the poor face.

Show film, War on Poverty--A Beginning, and discuss the government's role in fighting poverty.

The poor is whose responsibility?---Individual citizen? Church? Government? The poor themselves? Other? Have the students choose the group that they feel holds the greatest responsibility for taking care of the poor and write a paragraph defending their view. Have different students read their paragraph and discuss.

Have students complete the following sentences.

a. I think public welfare is .....

b. People who will not work .....

c. People who can not work .....

Use this method to initiate discussion of welfare programs.

C. Crime and law enforcement

Have students read p. 284-288 regarding the nature and the extent of crime in the U.S.

Discuss the ideas presented here. Have students find statistics dealing with crime. Discuss their meaning and the limits of statistics.

Present students with problem situations, for example, "You are shopping in a department store. You see a lady whom you know take a valuable transistor radio from a shelf, slip it into her purse and walk out of the store unnoticed by anyone but you." What would you do? Why?

After the students have decided a course of action ask them reasons for their decisions. Develop a discussion of individual responsibility for crime prevention.

From their responses to the situation help them to see the reasons why crimes are not often repeated.

Discuss how laws are formed in the U.S. society, what they are based on and how they can be changed.

Ask students why we have laws? Discuss.

If possible have the students visit a police station and have a police officer talk about the problems of law enforcement.

Have the students read an article in Time, The Weekly News Magazine of July 19, 1968 regarding law enforcement and police problems in the ghetto.

Discuss law enforcement vs. individual rights. Show that either end brings problems.

Punishment and rehabilitation.

Present the results of psychological experiments showing the effects of punishment.

Explain what is meant by rehabilitation. Discuss past successes and failures of rehabilitation.

Divide the class into two divisions, those for and those against capital punishment. Divide each of these into smaller groups and have them develop a brief report defending their views. When finished have a member of each group present their report. Discuss the differences. Remember to guide the discussion so that students feel that each has a right to his own opinion.

Have students suggest which crimes teenagers are most tempted to commit. Compare with statistics on juvenile delinquency. Compare urban and non-urban temptations for teens. Have students think about and discuss how other teens could be helped to resist these crimes.

D. Minority groups

Preparation - read (Chap. 18, p. 264-272.)

Explain what is meant by minority groups and clearly define such terms as discrimination, prejudice, stereotype.

Show film (30 minutes) The High Wall. Discuss how prejudices develop in the home and how it can be prevented.

Discuss scientific idea of race vs. common myths and opinions.

Have students determine what type of racial characteristics distinguish minority groups and why some characteristics are more important than others.

Discuss fallacies in beliefs about racial minorities.

Have students name as many different religious minorities as they can. Answer these questions:

1. Is there a religious majority in our country?
2. Do you belong to a minority religious group?
3. If you do, are you ever discriminated against because of it?
4. If so, how do you act? If not, how would you react if you were?

Have students respond to the situation. Example: "You join a community baseball team. Even though you are one of the better players, you "ride the bench" because the coach can not "stand" people of your religion." What would you do? Why? Discuss.

Discuss the cultural heterogeneity of American urban society.

Have the students write a short story depicting themselves in the role of an immigrant arriving and settling in New York City.

Point out that often a minority group is not distinguished by only one of the above differences but by a combination of them.

Preparation - Read (Chap. 18, p. 272-278). Discuss each of the five alternatives in the treatment of minorities. Study the historical occasion in which each method has been used and discuss the practical and ethical problems involved in the method for racial, religious, and cultural minority groups. Have students work in groups or individually and choose one of the five alternatives and defend it.

Pluralism or toleration can then be presented as the ideal American way. Compare this method to the other five.

Have a number of books, articles and pamphlets in the classroom dealing with the Negro in American society.

Show film - Heritage of the Negro. Discuss film and other facts pertaining to African culture.

Each student will be required to make a short research report on some aspect of slavery or on some aspect of Negro contribution to society since emancipation. These reports will be assigned earlier and after completion will be shared and discussed in class.

The book Black Like Me by John H. Griffen will be assigned reading and must be completed at this time. After a content quiz, the book will be discussed and questions concerning the author's intent and method discussed.

The idea of putting oneself in anothers place (role play) will be considered. Conversations will then be attempted between two different people (students or teacher) each playing a role. Example:

1. Southern plantation owner questioning Negro slave about the day's work.
2. Northern Negro attempting to buy a house in white suburb.

Students will then be asked to write out a portrait of themselves as a Negro ghetto teenager.

Films depicting the Negro ghetto and its problems will be shown; Felecia and Portrait of the Inner City. Discuss films and reasons why the Negro inhabits the slums.

Discuss the Negro and relate to crime. Show how statistics can be made to lie. Discuss problem of police prejudice and police brutality in ghetto areas.

Show film, Portrait of a Disadvantaged Child: Tommy Knight.

Discuss both society and individual causes for Negro poverty.

Show film, The Burden of Truth. Discuss.

Have students find current articles on:

1. Housing discrimination and open housing laws.
2. Job discrimination.
3. Public discrimination.

On a certain day, single out a certain minority of students (e.g. all blondes, all whose fathers are farmers, etc.) and have them discriminated against. Examples of type of discrimination: last to be called on, last in line, unfairly punished required to address the majority group members as maam, sir, etc. Discuss what it feels like to be discriminated against.

Summarize ideas developed about minority groups and especially about the Negro problems. Emphasize the role of the individual and his relation to the various problems.

IV. The family and social problems.

Discuss family problems in our modern society such as: divorce, working women, younger marriages, etc. Supply students with statistics showing the extent of each of these problems. Compare family problem statistics with those of other social problems and attempt to show how family break-up is related to such things as crime, juvenile delinquency, poverty, etc.

Have students complete sentences starting with the words, "I am responsible for....." in relation to different social problems. Discuss individual responsibility.

Administer post-test for specific objective evaluation.

Three hundred pages of outside reading in addition to Black Like Me will be required of each student. This will help the student in class discussions and will serve to broaden his horizons in social problems. Various pamphlets and articles will be supplied to the student. A reading list will also be given to the student through which he can choose his reading material. (Note: Reading lists are available through the Project on Student Values.)

Throughout the course quizzes will be used to evaluate student learning. These should be administered one or two days after each section of material is discussed. Value alternative questions can also be asked in the quizzes but not counted towards the score.

Time Schedule

The numbers behind each topic indicate the number of class periods to be spent on that topic. Class periods are about 45 minutes in length. The total length of the unit will be about 7-8 weeks.

I. Introduction. (2)

II. Problems in urban society. (5)

III. Social problems related to all of society. (26)
- A. Population (2)
- B. Poverty (4)
- C. Crime and law enforcement (5)
- D. Minority groups (15)
  1. General concepts (3)
  2. Methods of dealing with minorities (3)
  3. The American Negro (9)

IV. The family and social problems (2)

Evaluation

Evaluation for the course content will be made through the use of a goal sheet. On the sheet will be listed the various fact and concept expectations for the student. Also, special assignments will be listed. Each item can be checked on the sheet as satisfactory or excellent. The major method of determining competency on a certain item will be through the use of brief quizzes, given at frequent intervals throughout the course. The percentage correct can be used to determine satisfactory or excellent knowledge. Retests or oral questioning will be used as methods by which the student can attempt to improve his rating. Upon completion of the unit the goal sheet will be used to assign letter grades to each student by figuring the number of checks of excellent and satisfactory. Values will also be included on the goal sheet but will not be included in the grading. (See appendix).

In order to evaluate the change in student value, a test will be used in which the student is asked to respond to various value-loaded statements by choosing whether he agrees or disagrees. Intensity of feeling will be included by adding the choices of strongly agreeing and strongly disagreeing. Scores will be obtained by assigning increasing or decreasing numbers to the choices depending on whether the statement should be accepted or rejected. For example:

SA	A	D	SD
4	3	2	1

for a statement which is consistent with the value and

SA	A	D	SD
1	2	3	4

for a statement which is inconsistent with the value being tested. Thus a higher

score will show a higher acceptence of the value; a lower score - rejection. The test will be administered both before and after the course and the results compared. (This test has not yet been completed.) Note: Dr. W. Thomas is preparing a test for evaluation of the value of human worth and dignity which could probably be used very well to evaluate the specific objectives of this unit and should be available soon.

Percentage of emphasis on various value objectives in the different subject content areas.

	Differing opinions	Stereotype judging	Equal rights and opportunities	Responsibility to society	Acceptance of minority groups	Total
Specific urban problems	3%			6%		9%
Population	1%		2%			3%
Poverty	1%	4%	3%	5%	1%	14%
Crime	2%	4%	5%	4%		15%
Minority groups	4%	8%	5%	2%	7%	26%
American Negro	1%	7%	8%	3%	10%	29%
Family and society				4%		4%
Totals	12%	23%	23%	24%	18%	100%

Goal Sheet Name _____

Content material expectation:	Satisfactory	Excellent
1. Be able to generalize about the development of urbanism.	____	____
2. Be able to describe urban life.	____	____
3. Know about causes, effects, and solutions of air pollution.	____	____
4. Know about problems, results and solutions dealing with water pollution.	____	____
5. Be able to describe processes, problems and solutions dealing with slum areas.	____	____
6. Be able to describe problems and solutions to traffic.	____	____
7. Recognize city government problems.	____	____
8. Know terms and concepts important to demography.	____	____
9. Be able to list and describe reasons for and results of population growth.	____	____
10. Be able to formulate generalizations about the extent of poverty and know some causes and possible solutions.	____	____
11. Be able to generalize accurately about crime in the U.S.	____	____
12. Be able to describe the various problems connected with crime and law enforcement.	____	____
13. Know general concepts about minority groups (how they are distinguished from society, etc.)	____	____
14. Be able to list and present the pros and cons of the six methods of dealing with minority groups.	____	____

15. Know the important facts and ideas of Negro history. ____ ____

16. Know important ideas relating the Negro to society. ____ ____

17. Be able to describe the problems facing the institution of family. ____ ____

Other requirements:

1. Outside reading - 300 pages. ____ ____

2. Research report on Negro history. ____ ____

3. Read Black Like Me. ____ ____

4. Group work. ____ ____

5. Discussion contribution. ____ ____

6. Various other short reports and assignments. ____ ____

Specific Objectives for Value Education:

1. ____ ____

2. ____ ____

3. ____ ____

4. ____ ____

5. ____ ____

Value objectives will not be listed since they would have an effect on the post-test results. Explain to students that this section will not affect their grades. Subjective observations will be used in this section.

Individual objectives in course content may be altered during the course and certain additions may be made to the requirements.

Films

The Burden of Truth	67 minutes	Anti-Defamation League of B'nai B'rith 315 Lexington Avenue New York, N.Y. 10016
Felicia	12 1/2 minutes	Same as above.
The High Wall	30 minutes	Same as above.
Picture in Your Mind	16 minutes	Same as above.
Negro Kingdoms of Africa's Golden Age	13 1/2 minutes	Atlantis Productions, Inc. 894 Sheffield Place Thousand Oaks, California 91360
Equal Protection of the Laws	30 minutes	Bailey Films 6509 DeLongpre Avenue Hollywood, California 90028
War on Poverty --- A Beginning	26 minutes	Encyclopedia Britannica Region 7 26539 Grand River Road Detroit, Michigan 48240
Heritage of the Negro	30 minutes	Mountain-Plains Educational Media Council Brigham Young University or University of Colorado
The Things I Cannot Change	55 minutes	National Film Board of Canada Suite 819 680 Fifth Avenue New York, N.Y. 10019
No Handouts for Mrs. Hedgepeth	27 minutes	North Carolina Fund Audio-Visual Library P.O. Box 687 Durham, North Carolina 27702
Portrait of a Disadvantaged Child: Tommy Knight	16 minutes	Alden Films 5113 16th Avenue Brooklyn, N.Y. 11204
Portrait of the Inner City	15 minutes	Same as above.

Pamphlets

Anti-Defamation League
163 Madison Ave.
Suite 120
Detroit, Michigan 48226

The Bible on Brotherhood Poster Series.

Let's Get Down to Cases. Jean Alexander.

Negro American Intelligence. Thomas F. Pettigrew.

Public Affairs Pamphlets
381 Park Avenue South
New York, N.Y. 10016

Equal Justice for the Poor Man. Monrad Paulsen.

Fair Play in Housing--Who's My Neighbor. Algernon Black.

The Negro in America. Maxwell S. Stewart.

Reprints

Anti-Defamation League
163 Madison Ave.
Suite 120
Detroit, Michigan 48226

The City and the Negro. Charles E. Silberman. Fortune.

Don't Let Stereotypes Warp Your Judgment. Robert P. Heilbroner. Think.

Give Slum Children a Chance--a Radical Proposal. Charles E. Silberman. Harper's.

Inconsistencies in Attitudes toward Negro Housing. Arnold M. Rose. Social Problems.

Urban Renewal Planning for Balanced Communities. Edward Rutledge and William R. Valentine. Journal of Intergroup Relations.

TEACHING THE VALUES OF SELF RESPECT AND RESPECT FOR ONE'S FELLOW MAN THROUGH THE FRAMEWORK OF DISSENT

Specific Values	Self respect and respect for one's fellow man
Subject Area	Social Studies
Grade Level	Grade Nine
Time	Eight Weeks

Project on Student Values
3860 Plainfield Blvd., N.E.
Grand Rapids, Michigan 49505

*Materials prepared by Evelyn Mulder

Teaching the Values of Self Respect and Respect for One's Fellow Man Through the Framework of Dissent

Abstract

I. Philosophical Statement. One position that teachers in the public schools of a free society should keep in mind is this; instruction concerning issues about which there can be and is a wide range of learned opinion should not be a teaching of the truth or falsehood of opinions, but should be concerned with an identification of the issues and of the values involved, an understanding of considerations relevant to the issues, and a discussion of the possible consequences.

II. General Objectives. The presenting of the values of self respect and respect for one's fellow man through the study of dissent in relationship to our Bill of Rights. Thoughtful analysis and discussion of situations where the rights of individuals come into conflict may help students understand the need to strike some balance between conflicting rights or values. This may lead to the problem of developing standards for the limitation of even the most basic individual rights--standards, however, which protect and promote the greatest expression of individuality possible. It is desired that students may view the Bill of Rights as a guiding light in developing those standards.

III. Specific Objectives.

1. Identify and evaluate some of the essential values of American society.
2. Explain the value of having diverse and conflicting opinions expressed in a democracy.
3. Explain the need for tolerance of the widest possible divergence in the expression of ideas and beliefs.
4. Explain the need to balance the conflicting rights of individuals in reference to the basic values of society.

IV. Context. Grade 9

V. Content. The value content will be comprised of a study of varied United States Supreme Court cases--both historical and current, hypothetical situations, news media, personal experiences, films, etc.

VI. Methods. The Case Study method, invloving an analysis of conflicts is particularly well suited to the development of the understanding and analytical skills that are the objectives of this unit.

Activities will include panel discussions , Value writing on issues, bulletin boards, dramitizations, films. Resource people may be effectively used here.

VII. Time Schedule. Eight weeks.

TEACHING THE VALUE OF SELF RESPECT AND RESPECT FOR ONE'S FELLOW MAN THROUGH THE FRAMEWORK OF DISSENT

Philosophical Statement

One position that teachers in the public schools of a free society should keep in mind is this; instruction concerning issues about which there is a wide range of learned opinions should not be a teaching of the truth or falsehood of opinions, but should be concerned with an identification of the issues and of the values involved, an understnading of considerations relevant to the issues, and a discussion of the possible consequences of different solutions to the issues.

This position is based upon a belief in the dignity of man and a faith in his intelligence. That is to say, a belief that in a free society it is the right of every individual to use and interpret experience in his own way, and a faith that, given the opportunities to gain knowledge and the freedom to choose between alternative courses of action, most men will choose wisely most of the time through their own intelligence.

Thus, it is not the proper role of the teacher when presenting controversial issues to attempt to make choices for the students or to teach in such a manner that choices are not open to them. Students should leave the class with different opinions.

The situation in some communities indicates that too many Americans have never understood the Bill of Rights, and the present civil rights crisis reveals how sketchy has been our education in this field. Young Americans facing foreign pressure ought to be able to counter with an affirmation of their democratic faith. One of the essential things we must do now is to establish in our students the American belief in the dignity and rights of every person.

Teaching in this field, no matter how controversial the issue, should be conducted within the framework of free discussion. Not only the history of the Bill of Rights should be taught, but the contemporary issues it raises, such as the debate over separation of church and state embodied in the First Amendment, and the privilege against self-incrimination as provided in the Fifth Amendment should be discussed.

Our social studies curriculum encompasses a captive audience who can be guided along the way to become aware of the risks, privileges and the personal demands of freedom.

Statement of General Objectives

Non-Value Area

1. To increase historical knowledge of the purpose of the Bill of Rights.
2. To develop analytical skills through a study of the case method, involving an analysis of conflicts.
3. To develop study skills leading to the ability to organize and remember important facts and concepts.
4. To develop critical thinking skills
    a. Analyze all evidence in the search for alternatives.
    b. Investigate all possible pressure areas related to and bearing on the results of a certain case.
    c. Relate some of today's laws to the final Supreme Court decisions concerning issues of the past.

Value Area

The values of self respect and respect for one's fellow man include the following:

1. To show that the democratic market place of ideas flourishes through the medium

of dissent, with full regard for the rights of others.

2. To develop thoughtful analysis and discussion of situations where the rights of individuals come into conflict.
3. Recognize the need for developing standards for the limitation of even the most basic rights--yet protecting and promoting the greatest expression of individuality possible.
4. Awareness of the Bill of Rights as a guiding light in developing those standards.

GOAL SHEET

Behavioral Factors	Initial	Sustained	Quality
1. To discuss Constitutional issues arising from personal experiences, hypothetical situations, fictional and non-fictional presentations, news media, films, etc.			
2. To discuss varied opinions about Constitutional issues, the values underlying these opinions, and the probable consequences of different solutions to the issues.			
3. To participate in role playing in hypothetical situations.			
4. To participate in debates and mock trials involving Constitutional issues.			
5. To view and discuss films concerning Constitutional rights and the history of their development.			
6. To read and discuss current events related to Constitutional issues, offering alternative solutions to the problem.			
7. To evaluate school rules by criteria developed from the reading and discussion of the story, "A Children's Island."			
8. To analyze laws to determine their functions and the values they protect.			
9. To write laws to protect rights and values.			
10. To analyze laws and evaluate their effectiveness.			
11. To write opinions on cases involving Constitutional issues.			
12. To discriminate between using dissent as a lawful means of bringing unjust rules before the public's eye, and its use as a tool to deny others their basic rights.			
13. To vote to adopt and amend laws.			
14. To study art, music and drama devoted to the subject of human rights, analyze and interpret the study according to criteria given by the instructor.			
15. To identify and explain some of the essential values of American society.			
16. Explain the value of having diverse and conflicting opinions expressed.			
17. To explain the need for tolerance of the widest divergence in expression of ideas and beliefs.			
18. To explain the need to balance the conflicting rights of individuals in reference to the basic values of society.			

Statement of Context

School: Godwin Heights Senior High

Wyoming, Michigan

Grade: Nine

General Ability Level: Average

Type of Community: Lower Middle Class

Subject Area: Social Studies

Number of Students per Class: Approximately 30

Length of Sessions: Daily for 55 minutes

Basic Text: Your Rights and Responsibilities as an American Citizen, Ginn and Company (Copyright 1967)

Content

Note: The numerals in the right hand margin indicate the corresponding method in the following section.

I. Do We Need Laws? How Should They Be Written? (1)

A. Read and discuss "A Children's Island." (Adapted from the Morality of Law by Lon L. Fuller) (2)

1. Should there be any laws?
2. Should everyone be allowed to know the laws?
3. Should laws make something done in the past a crime?
4. Should laws be clear to the people who have to follow them?
5. Should laws say "Do it and Don't do it?"
6. Should laws tell you to do something that is impossible?
7. Should laws be changed?
8. Who should follow the laws?

B. Read and discuss "A Flogging at Sea." (Adapted from Two Years Before the Mast, by Richard Henry Dana) (3)

1. What can happen if your laws give too much power to a ruler?
2. What protections do we have against a totalitarian ruler?
3. Use film "Revolt in Hungary."
4. Use film "Bill of Rights."

II. What Laws Would You Make That Would Help Protect Your Freedoms To Speak, Write, Read, Get Together With Other People, And Ask Them To Have Laws Changed?

A. Students, with help of instructor, will establish guidelines for effective laws. (4) (5)

B. Should you be free to say things that might put other people or your country in danger? (6)

1. Read and discuss Historical Incidents--The Alien and Sedition Acts, (1798) Civics Casebook
2. Schenck v. United States (1919)
3. Debs v. United States (1919)
4. Gitlow v. United States (1925)
5. Scales v. United States (1961)
6. Feiner v. New York (1951) (7)
7. Film: "Having Your Say" (8)
8. Film: "Constitution and Censorship" (9)

C. Should You And Your Friends Be Free To Gather Together And Ask The Government To Change Laws? (10)

1. Read and discuss--Edwards v. South Carolina (1963)
2. Use Film: "Constitution and the Right to Vote" (11)

D. Should you be free to write or read anything you wish?

1. Read and discuss--Historical Incident--Limits on the Press in the Virginia Colony (1963) (12)
2. Historical Incident--Printing ideas without Permission in England (c. 1600)
3. Historical Incident--You Must Pay a Tax on Ideas
4. Use Film: "Price of Freedom" (13)
5. The Trial of John Peter Zenger (1735) (14)
6. Use Film: "Mightier than the Sword" (15) (16)
7. The Trial of Thomas Paine (1792)
8. Historical Incident--Elijah P. Lovejoy
9. Use Film: "Death of Socrates" (17)
10. Huey Long Taxes the Newspapers of Louisiana (1936)
11. Historical Incident --Thomas Jefferson's Ideas on Censoring Books. (18)
12. Historical Incident--You May Not Read These Books
13. Bantam Books, Inc. v. Sullivan (1963) (19)
14. Use Film: "First Sieze His Books"
15. Use Film: "Great Rights--a lively animation of what would happen if the Bill of Rights were revoked." (20)

E. Evaluation

METHODS

1. Motivation: Stimulate critical thinking about the unit by asking such questions as these: Suppose you want to play a game on the playgrounds but no one has told you the rules. Could you play? How would you feel? Why do you need rules in a game? What do the rules do? What is wrong with rules that tell you to do something you cannot do? Is a rule a good one if it is impossible to enforce? Should people be able to change rules? How? Why?

Everday? Should a person who is enforcing the rules have to obey them himself? Why? What might happen if we could not make people in government obey the rules?

2. Role Playing: A group of volunteers will be asked to come to the front of the room to play a game none of them know. Follow up with discussion of their feelings about being in such a position. Establish need for rules.

3. After reading and discussing "A Flogging at Sea," show film "Revolt in Hungary," (26 minutes, McGraw-Hill) which portrays the savagery of the Russian army in crushing the Hungarian revolt. Establish how through the Bill Of Rights we are offered protection against such a government.

4. Use film, "Bill of Rights." (20 minutes, Teaching Film Custodians) Have students develop (with guidance) criteria for effective laws. (see Page 11)
Have students write laws that may have worked for them in "The Children's Island."

5. Spend some time on the "Student's Handbook," evaluating school rules by criteria established in guidelines for effective laws. Stimulate class discussion of the reasons for limitations on the exercise of free speech in the school context by asking these questions: To what extent are you allowed free speech? What kinds of limitations are imposed? Why? Why is the school paper carefully screened before it is printed?

6. Encourage several students to develop dramatizations of some of the famous historical instances in which freedom of speech was violated by the majority fearing sedition. The following might be included: The passage of the Alien and Sedition Acts by Congress in 1798; Queen Elizabeth's imprisonment of Peter Wentworth in the Tower of London in 1575; the McCarthy "witch-hunts" of the 1950's. Refer students to Douglas, Almanac of Liberty, and to Emerson and Haber, Political and Civil Rights in the United States.

7. After reading and discussion of the questions in the casebook concerning Schenck, Debs, Gitlow, Scales, assign reading of the facts in the case of Feiner v. New York. Refer to "The Man Who Called The President A Bum," in Libert y Under Law. Then have the class write a short essay answering these questions: What were the constitutional issues involved in this case? What would you decide if you were a justice? Why? After the students have completed their essays, lead a class discussion on the following questions; then have the class read the court's decision: What was the basis for the court's decision? How many of you agreed with the majority? Why was this such a complex case?

8. Show film: "Having Your Say". (6 Minutes, McGraw-Hill) This is a public dispute over who should be able to speak at a public meeting when a question concerning two groups is at issue. The audience is asked to decide. Emphasize that free speech is essential to maintain the dignity of men and the preservation of democracy.

9. Use film: "Constitution and Censorship," (25 minutes, Ind. Un.) which deals with several cases decided by the United States Supreme Court in which the primary issue was that of censorship. Emphasize that the totalitarian practices of limiting expression as a means of controlling people reduces the chances of self-determination.

10. Have students discuss the following problem: If you were the Chief of Police, would you issue a parade permit to the Ku Klux Klan? to the Black Muslims? to the Republican Party? What kind of problems would enter your decision in each situation? To what extent would your decision withstand a court challenge? After students have responded to this situation, evaluate their awareness of the pervasiveness of the problem by comparing and contrasting their responses to those of the chief of police in a typical southern community who is called upon to make decisions regarding civil rights demonstrations that are being held within the area of his jurisdiction.

11. Use film: "Constitution and the Vote." Emphasize the use of democratic means of controlling governmental agents. (27 minutes, Ind. Un.)

12. Evaluate student awareness of the relationship between democracy and a free press by having them analyze this statement in a brief essay: "In all countries where the soverignty of the people ostensibly prevails, the censorship of the press is not only dangerous but absurd." (in the Writings of Jefferson, 1787)

13. Use film: "Price of Freedom," (22 minutes, National Assoc. of Manufacturers) to illustrate the importance of a free press to a democratic society. This concerns the story of a young reporter after WWII who is able to maintain his self respect through his intense desire to tell the people about the dangers of a police state.

14. Let several students investagate the trial of John Peter Zenger: then ask them to report on its relation to the First Amendment. Questions that might be covered by their report include the following. What principle was set forth in the Zenger case? In what ways was this a departure from tradition? Is the principle permanently safeguarded in the Constitution. What should be the responsibility of the press, radio, and television? Refer students to Konvitz, Fundamental Liberties of Free People, and to Chenery, Freedom of the Press.

15. Use film: "Mightier than the Sword: Zenger and Freedom of the Press." (20 minutes, Teaching Film Custodians)

16. Have students write a law protecting the freedom of expression. Compare with article I of the Bill of Rights.

17. Use film: "Death of Socrates." (25 minutes, McGraw-Hill) He faces death because he refuses to renounce his beliefs. Have students write short essay on our safeguards against cruel and unjust punishment.

18. Use the following statement by Thomas Jefferson to encourage class discussion:

> ....were it left to me to decide whether we should have a government without newspapers or newspapers without a government, I should not hesitate a moment to prefer the latter. (Writings of Thomas Jefferson)

Points of discussion might include the following: What was the role of the press in politics from 1789 to 1815? To what extent are newspapers an effective check on government today? Would you agree with Jefferson? Why or why not?

19. Use film: "First Seize His Books." (19 minutes, Teaching Film Custodians) to show how academic freedom was crushed in Nazi Germany. Have students investigate the "clear and present danger" theory as a standard for judging when there should be limitations upon freedom of expression.

20. Ask several students to draw a series of cartoons illustrating concepts derived from the First Amendment. Terminate the unit with the film, "Great Rights." (14 minutes, Brandon Films). This is a lively animation of what would happen if our Bill of Rights were revoked.

Evaluation Data

Evaluation techniques are to be found throughout the Methods: role playing, writing of laws, dramatizations, value essays, cartoons (concepts derived from the Bill of Rights) are some of the strategies listed.

A value index similar to the following will also be included.

VALUE INDEX

Directions: Read each question carefully and then make an X in the column which best expresses how you feel. You can mark your responses either strongly agree, agree, strongly disagree, or disagree. Please answer each question.

	STRONGLY AGREE	AGREE	STRONGLY DISAGREE	DISAGREE
1. Rules in a game are necessary in order for the player to know what to do.	_____	_____	_____	_____
2. If you do not like the rules, substitute your own.	_____	_____	_____	_____
3. Without laws there may not be any clear and predictable standards for guiding one's own conduct.	_____	_____	_____	_____
4. Laws should be changed anytime some people disagree with them.	_____	_____	_____	_____
5. Some of the rebelliousness of young people is really a plea to parents to set guidelines for their children.	_____	_____	_____	_____

	STRONGLY AGREE	AGREE	STRONGLY DISAGREE	DISAGREE
6. The rules of the game limit everyone's behavior and power.				
7. If people did not abide by rules the strongest players would take over the game and deny others an equal opportunity to play.				
8. Laws should be written to protect each individual regardless of race.				
9. Laws should protect each individual against other individuals, groups, or governments.				
10. If you did not have any laws against fighting, stealing, or killing, you would at least be safe in your own home.				
11. Young people should be completely free to do anything they wish, according to their rights granted in the Constitution.				
12. It is fair to make laws saying you cannot think the way you wish.				
13. You should be free to live anywhere you wish.				
14. Other people should be free to live anywhere they wish.				
15. A person of another race should be free to move next door to you.				
16. You should be completely free to say anything you want, where ever you want to say it.				

	STRONGLY AGREE	AGREE	STRONGLY DISAGREE	DISAGREE
17. It is fair to limit your freedom only when it is clear that what you are doing hurts other people.	____	____	____	____
18. You should be free to shout "fire" in a crowded theatre for a joke.	____	____	____	____
19. Free competition of ideas promotes discovery of truth.	____	____	____	____
20. Free access to ideas is necessary for intelligent choice.	____	____	____	____
21. Free expression provides a safety valve for feelings which may otherwise erupt into violent action.	____	____	____	____
22. Free expression should lend itself to total academic freedom in the schools.	____	____	____	____
23. Free expression should allow you to be able to put an ad in the paper that is purposely intended to cheat people.	____	____	____	____
24. Dissent in the high schools may be a plea for new and fairer guidelines that students may follow.	____	____	____	____

Criteria for effective laws (see page 6, method #4)

1. Laws should be general in applicability.
2. Laws should be made known to those expected to follow them.
3. Laws should usually not make something done in the past a crime. (ex post facto)
4. Laws should be clearly understandable to those expected to follow them.
5. Laws should not contain contradictions.
6. Laws should not require the impossible.
7. Laws should remain relatively constant throughout time.
8. Officials who are enforcing the laws should be guided by them in their actions.

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GRID

Experience Methods	Specific Objectives														total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1. Motivation	2	1				1		1							5
2. Role Playing			1							2			1		4
3. "Revolt in Hungary"	1			1		1		2				2			7
4. 'Bill of Rights" and essay writing				1			3		3	1					8
5. Student Handbook	1	1						1	2	1		2	1		8
6. Dramatizations	1	1	1							1				1	5
7. Essay-Feiner v. N.Y.		2								1	2				5
8. Film "Having Your Say"		2			1						1				4
9. Film "Constitution and Censorship"			1		1							2	1		5
10. Demonstrations	1					1		1		1		3			7
11. Film "Constitution and Vote"	1				1								2		4
12. Essay - censorship	1	1						1			2		1		6
13. Film "Price of Freedom					1	1							2		4
14. Zenger and First Amend.	3											3			6
15. Film "Mightier Than the Sword"	1				1										2
16. Write laws-freedom of expression								1	1	1					3
17. "Death of Socrates"and essay		2			1		1				1	2			7
18. Jefferson's Essay	1			1							2				4
19. Clear and present danger theory	1	1					1								3
20. Cartoons on First Amendment concept	1							1						1	3
															100%

EVERYDAY MATHEMATICS*

Specific Value: Honesty

Subject Area: Mathematics

Grade Level: Eighth

Time: Seven weeks

Project on Student Values
3860 Plainfield Blvd., N.E.
Grand Rapids, Michigan

*Materials prepared by Karen New

EVERYDAY MATHEMATICS

Abstract

I. Philosophical Statement. Mathematics has traditionally been an area dealing mainly with concepts and facts. However, in addition to learning these students should see how these ideas relate to everyday uses of mathematics.

II. Statement of General Objectives. Students will learn the skills needed for keeping a checking account, making out a budget, and completing income tax returns. Besides these skills the unit will stress self-discipline and honesty.

III. Statement of Specific Objectives. Students will do assigned work on time without being hounded by the teacher. He will bring required materials to class and see that all borrowed books are returned on time. He will also assist other students.

IV. Statement of Context. Twenty-five or thirty eighth grade math students will participate. The students will have a wide range of abilities and almost all come from a white-middle class background.

V. Outline of Content.

A. Checking accounts
B. Personal and family budgets
C. Income tax returns

VI. Methods. The value strategies used in this unit will be value sheets, rank orders, proud whips, and open-ended sentences. The content of the unit will be done without a textbook and giving students the forms to work with.

VII. Time Schedule. The unit will be taught in approximately seven weeks.

VIII. Evaluation Data. Students will be given both a pre-test and a post-test. A goal sheet will be used as a means of evaluation.

EVERYDAY MATHEMATICS

Philosophical Statement

Mathematics has in recent years become increasingly important in our scientific world. As a subject in our schools it has traditionally been an area dealing mainly with concepts and facts. Mathematics can, however, be an important instrument in teaching critical thinking, logical reasoning, and self-discipline.

In addition to learning facts and concepts students should see how these things relate to practical everyday uses of mathematics. This is particularly important at the junior high level.

Statement of General Objectives

In this unit the students will learn to apply some of the facts and skills they have been learning to everyday mathematics. The skills which the students will learn are as follows:

1. To write a check correctly and keep a checking account balanced
2. To make a personal or family budget
3. To fill out federal income tax returns.

In addition to the above mentioned skills, this unit will stress self-discipline and honesty.

Statement of Specific Objectives

1. Student will do his work without being "hounded" by the teacher.
2. Student will help others with their homework, but not do the work for them.
3. Student will have all projects finished on time.
4. Student will continue assigned work even if the teacher is not in the room.
5. Student should be able to choose between alternatives and the defend his position.
6. Student will return borrowed books needed for this unit on time.
7. Student will bring the required materials to class.
8. Student will turn in lost articles that are found in the room.

Statement of Context

This unit will be taught to an eighth grade mathematics class. It will be taught in a small junior high school on the northwest side of Grand Rapids, which contains only the seventh and eighth grades. This is approximately three hundred and fifty students. There will be twenty-five or thirty students in the class taught this particular unit.

All the school's pupils come from middle class backgrounds---many of them are from an upper-middle class home. The community is almost entirely white, in fact, there is only one Negro family in the school.

There is a wide range of ability levels within each homeroom section. The only grouping that is done with regard to sections is to group those students taking orchestra and band.

Outline of Content

A. Checking accounts

1.	Fill out a deposit slip	2 days
2.	Write a check with a stub	2 days
3.	Write a check without a stub	2 days
4.	Reconcile a checkbook	3 days
5.	Test---Student will be given an envelope containing blank checks and deposit slips with information needed to complete them. He must make out all checks and deposit slips and arrive at the final balance.	1 day

Resources

Basic Ideas of Mathematics; Francis J. Lankford, Jr. and John R. Clark; pages 245-47.

The Cambridge Library; Volume 1; pages 222-24.

A local bank will also probably be able to give you some information.

B. Budgets

1. Making out a personal budget 6 days
   a. What needs to be covered in the budget
   b. Is there a need for savings
   c. Budget of one's time
2. Making out a family budget 4 days
   a. Need for a budget
   b. Differences between budgets
3. Alternatives for family budget
4. Tests
   a. Make out a personal budget 1 day
   b. Make out a family budget using as their base what they plan to be doing in 15 years

Resources

The Cambridge Library; Volume 1; pages 216-17.

Better Homes & Gardens Money Management for Your Family.

C. Income Tax

1.	Making out the short form	3 days
2.	Making out the long form	3 days
3.	Test---Complete a short form	1 day

Resources

The local office of the Internal Revenue Service will supply you with the necessary information, including a film and the forms for the students.

Methods

The content of this unit will be taught without a textbook. Students will be using library books and mimeographed sheets for all assignments.

Values in this unit will be introduced by the use of value sheets, rank orders, proud whips, and open-ended sentences. These will be used at least twice a week where they can be worked in with the content material. Examples of each of these strategies are included in the back of this unit.

Time Schedule

This unit will take approximately seven weeks. The amount of time given to each major area is included in the outline of content. The unit should not be taught until later in the school year when students have all the necessary skills.

Evaluation Data

Students will be given a test, a copy of which is in the back, at the beginning and at the end of this unit. This will give information as to the change in students' values.

Also used in evaluation of change will be the goal sheet. A copy of this is also included in the back.

Teacher observations will also be used in evaluation. I plan to use this unit with my homeroom so that will give me two more times daily to observe student behavior.

Objectives / Content	I	II	III	IV	V	VI	VII	Totals
Checking accounts	15%	6%	5%			4%	1%	31%
Budgets	15%	5%	5%	5%	4%	4%	1%	39%
Income Tax returns	15%	4%	5%		1%	4%	1%	30%
Totals	45%	15%	15%	5%	5%	12%	3%	100%

Key for the objectives

I. Student will have work done on time without being hounded.

II. Student will help other students.

III. Student will work even if teacher is not in the room.

IV. Students' ability to choose between alternatives.

V. Student will return borrowed books.

VII. Student will turn in lost articles.

APPENDIX

Proud Whips

Area to be used

1. I am proud that last week I did.....
2. I am proud that I spent my allowance on.....
3. I am proud that I saved my money for.....
4. I am proud of the gifts I bought last Christmas because.....

Open-Ended Sentences

1. If someone gave me $20.00 today I would.....
2. This summer vacation I would like to.....
3. I wish I were 17 because.....
4. The best part of the school year is.....
5. When I graduate from high school I am.....

Value Sheet (checking accounts)

Mr. Richards has a balance in his checking account of $110.16, but he has rent due on October 5 of $130.00. He will not receive his pay check until October 8, at which time he will put more money in his checking account. Mr. Richards decided to write the check for the rent on the 5th hoping that it does not clear the bank until after the 8th.

1. Do you think it was all right for Mr. Richards to write the check since the difference is only 19.84?
2. Do you believe that Mr. Richards was justified since it was only three days until he got the money in the bank?
3. What would you do if you were in Mr. Richards' place?

Value Sheet (budget)

Peter and Jack both receive an allowance of three dollars a week. Peter spends all of his allowance on such things as movies, ball games, and snacks. He always has money to do what the gang wants to do. Jack takes two dollars of his allowance and puts it in the bank because he is saving for new ski equipment. He does not always have money to go with the gang, but in about a year he will have all new equipment.

1. Which of these boys is the most like you?

2. Which of these two boys would you rather be like?

3. Have you ever saved for anything? If you have, what was it?

Value Sheet (income tax)

Kathy graduated from high school last year. Since her graduation she has been working as a waitress for forty dollars a week. However, she earns at least twenty dollars a week extra in tips. Now it is time to make out her income tax return. She decides to report only an average of ten dollars a week in tips.

1. Do you believe Kathy was right to report only ten dollars? Why?

2. Kathy justified her actions by saying, "Everyone else does it." What is your comment to Kathy's statement?

3. What would you do if you were Kathy?

Goal Sheet

	Yes	Excellent
1. Write a check (with stub)	____	____
2. Write a check (without stub)	____	____
3. Fill out deposit slip	____	____
4. Reconcile checkbook	____	____
5. Make a personal budget	____	____
6. Make a family budget	____	____
7. Discuss reasons for a budget	____	____
8. Discuss need for differences in budgets	____	____
9. Fill out 1040 A form	____	____
10. Figure a standard deduction	____	____
11. Discuss graduated income tax	____	____
12. Complete work without hounding	____	____
13. Helps other members of class	____	____
14. Works even when the teacher is not present	____	____

Goal Sheet (cont)

	Yes	Excellent
15. Returns all borrowed material on time	____	____
16. Brings required material to class	____	____
17. Completes all work on time	____	____

Thought Questions

1. What do you think are some reasons for or against having a budget?

2. Are there times when a person is justified to "pad" their income tax returns? Explain your answer.

3. Comment on this statement. A checking account is handy because you can write a check even if you do not have the money in the bank.

4. Comment on this statement. I do not have to work because the boss will not be in the afternoon.

5. Is an individual responsible to others around him?

Directions Consider each statement carefully, then indicate whether you strongly agree (SA), agree (A), disagree (D), or strongly disagree (SD) by placing the appropriate letter or letters in the space provided.

1. _____ A person should plan how to use his time.
2. _____ It is all right to pad an expense account because everyone does it.
3. _____ All checks should be written in ink.
4. _____ One should always turn library books in on time.
5. _____ Even a boy should help to keep his room clean.
6. _____ Mathematics is used only by mathematicians.
7. _____ Everyone should have something that they are saving for.
8. _____ A friend should help you if he can when you are in trouble.
9. _____ One does not need to ever defend his position.
10. _____ It is important that everyone knows how to make a budget.
11. _____ A person does not have to keep a current balance in his checking account because the bank will send it at the end of the month.
12. _____ It is all right to keep a library book out because you have to pay the library fine.
13. _____ If you find a pen you need not turn it in because it is not your fault someone lost it.
14. _____ A housewife does not need to know any math.
15. _____ If you agree to do a special assignment there is no excuse for not doing it.
16. _____ You should always bring your book, paper, and pencil to class.
17. _____ You have a paper due tomorrow but you want to go to the game; so you should go to the game and turn the paper in a day late.

18. _____ It is important that you take a stand on some things and that you let people know where you stand.
19. _____ If no one is watching you there is no need for you to work.
20. _____ It is better just to borrow paper rather than bring your own.
21. _____ If your neighbor is having trouble with a problem you should try to help him.
22. _____ You found a bracelet on the way to school, you should just keep it because there is no way of knowing to whom it belongs.
23. _____ If you forget your pencil and borrow one it is not necessary to return it.
24. _____ The teacher made a mistake when grading your test so you should tell her of her mistake.
25. _____ If your best friend does not have his assignment you should let him see yours.
26. _____ There are times when a person has to put off doing some thing because there are more important things to do in the future.
27. _____ You should accept the job that pays the most even if you do not like it.
28. _____ Everyone should think for himself.
29. _____ If you made a promise, then you should keep it even if you no longer want to keep it.
30. _____ It is sometimes better to save ones money for some large item, then to spend it on several little ones.

Directions Circle either A or B to indicate which you would do.

1. Your best friend broke a slide in science class but his lab partner got the blame. You would
   A. Keep quiet.
   B. Tell what you know about the incident.

2. You borrowed a book that was to be returned the next day and you forgot it. You would
   A. Say nothing, but bring it back the next day.
   B. Explain that you forgot it and bring it in later.

3. You are shopping and the clerk gives you back too much change. You would
   A. Tell the clerk of her mistake.
   B. Keep quiet because it was her mistake.

4. You want a record player. You would
   A. Hope that someone gives you one for Christmas.
   B. Save part of your allowance to buy one.

5. You have a summer job cutting grass, but the people are going to be out of town for two weeks. They want their grass cut twice, you would
   A. Cut the grass twice.
   B. Cut the grass just before they get home because they will not know it was only cut once.

6. You want to go on the class trip, but you are supposed to work. You would

   A. Just go on the trip.
   B. See if you could find someone to work for you.

7. After school you are supposed to go home and stay with your little brother. but all your friends are going for ice cream. You would

   A. Go with them, but get home as soon as you could.
   B. Go right home after school.

8. If you have your own checking account, you would

   A. Keep the correct balance yourself.
   B. Ask your mother or father to keep the balance for you.

9. Next summer you plan to

   A. Get a good tan.
   B. Get a job doing odd jobs.

10. You are shopping and the clerk does not give you enough change back. You would

    A. Tell her politely of her mistake.
    B. Complain about it to your friend.

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An Approach to Teaching the Value of Human Respect and Dignity for the Negroes as Persons*

Specific Value:	Respect
Subject Area:	English
Grade Level:	Seven through nine
Time:	Seven weeks
Directed by:	Walter L. Thomas, Project Director
Sponsored by:	Project on Student Values 3860 Plainfield, N.E. Grand Rapids, Michigan 49505

* Revised from initial materials prepared by JoAnn Orr.

AN APPROACH TO TEACHING THE VALUE OF HUMAN RESPECT AND DIGNITY FOR NEGROES AS PERSONS

Recommended for middle-class whites.

I. Philosophical statement. The new generation will have to recognize the impossibility of living any longer in a state of condescension toward Negroes. A century of comfortable discrimination and segregation are from here on impossible to maintain; therefore, it becomes more and more important to lead young people of the white race to respect effectively the dignity of Negroes as persons.

II. General objectives. This unit aims at developing respect for the individual worth and dignity of Negroes, and developing an awareness of the causes and conditions for the rapidly changing relationship between White and Negro persons. The American Negro's African heritage will be studied along with communicative skills and poetry appreciation.

III. Specific objectives. The objectives are: to decrease the prejudices of the students; to increase the students' understanding and responsiveness for the conditions and needs and uniqueness of the Negro; to enable students to make their own judgments as a result of experience and communication with Negroes.

This unit is designed for use in grades 7-9. Students from middle-class white neighborhoods should find this unit helpful.

This unit might begin with a discussion of feelings and attitudes regarding hypothetical situations and questions as: "Would you feel free to invite a Negro friend to your house without consulting your parents?" "What would be the difference between having a white friend who steals and swears and a Negro friend who does none of these things?" The students should learn the definitions of slum and ghetto.

Methods of instruction include bulletin boards, newspapers and magazines covering the recent riots, movies, a visit to a slum Recreation Center, and a talk by an 18 year old Negro girl.

Time schedule: this unit is designed for a seven-week period.

It is hoped that the pre-test and post-test "values index" will indicate racial attitudes and the disposition of the students both before and after the unit of work. Students will be asked to respond in writing to ten pictures and questions.

AN APPROACH TO TEACHING THE VALUE OF HUMAN RESPECT AND DIGNITY FOR NEGROES AS PERSONS

Philosophical Statement

The new generation will have to recognize the impossibility of living any longer in a state of condescension toward Negroes. A century of comfortable discrimination and segregation are from here on impossible to maintain; therefore, it becomes more and more important to lead young people of the white race to respect effectively the dignity of Negroes as persons.

Statement of General Objectives

A. Related to Value Education:
   1. To develop respect for the individual worth and dignity of Negroes as persons.
   2. To develop an awareness of the causes and conditions for this rapidly changing relationship between White and Colored persons.
   3. To develop respect and understanding of the difference between White and Colored children as a result of environment, advantages and disadvantages, but to understand that there is no distinction as "persons".

B. Related to Non-Value Education
   1. To increase historical knowledge of the American Negro's African heritage.
   2. To develop "inquiring minds which seek the truth."
   3. To develop communicative skills.
   4. To develop appreciation for poetry as a medium for expression of real and deep feelings.
   5. To develop sensory and cognitive perceptions through art, music, literature, writing and discussions.

Statement of Specific Objectives (Behavior Outcome):

1. Prejudices of the student should decrease and empathy, under standing and responsiveness for the conditions and needs and uniqueness of the Negro and depth and sincerity of feeling for personalities of others--not because they are rich, important, or clever--but because they are "persons" should be increased.
2. Students will be able to make their own judgments and will not allow their lives to be shaped by social pressures and the viewpoints of others.
3. Students should be better able to comprehend that Negroes and Whites are one and the same in God.

Statement of Context

Grade:	Seven through nine
General Ability Level:	Homogeneous: Average to above average
Type of Community:	Middle-class, white
Subject Areas:	English, music, art, social studies.

Object.	Content
	1. The role of the teacher as "devil's advocate" (explained under Methods)
1,2	2. Discussion of feelings and attitudes regarding hypothetical situations and questions as: "Would you feel free to invite a Negro friend over to your house without consulting your parents? Would your parents be disturbed? What if a colored family moved in next door, or became your classmate? What would be the difference between having a white friend who steals and swears and a Negro friend who does none of these things?"
1,2,3	3. Definition of a slum and ghetto. Supplement students' conceptions with vivid descriptive passages of these areas from Taken Care Of, by Edith Sitwell.
1,2	4. Bulletin boards of collages, using magazines and newspaper items regarding recent racial riots, marches, etc.
1,2	5. Show the movie, "The Third Chance," to get a historical perspective of the American Negro's African heritage.
1,2,3	6. Read excerpts from Black Like Me, by John Howard Griffin to try to get the students to feel empathy for a "person" who is refused admittance to hotels and restrooms and denied the privilege of using a bathroom or getting a drink at will.
1,2,3	7. Read poems written by Negroes which poignantly express the Negro's feelings about his condition, hopes, and aspirations: "Mother to Son" by Langston Hughes, and "Incident" by Countee Cullen.
1,2	8. Panel discussion on civil rights movements, its leaders, methods, etc.
1,2,3	9. Read What Color is Love, a child's book by Joan Anglund, and apply it to the racial problem.
1,3	10. Learn and sing the folk song, "What Color is God's Skin."

Methods

1. The initial step of the teacher was to play the role of the "devil's advocate" in order to get a reaction from the students. The teacher should state matter-of-factly that something dreadful happened to him; namely, that a colored family had moved in next door, elaborating a little more on this misfortune and asking the students' opinions. After some discussion the students should realize that this is a setup. The teacher should encourage the students to express their feelings if a Negro should enter their school or move next door to them.

2. The teacher should read aloud excerpts from Black Like Me, informing the students afterwards that this book was written and actually experienced by a white man who had temporarily changed the color of his skin. The same excerpts should be reread, hoping that the students will have greater empathy for the deplorable conditions of the Negro.

Discussion questions might center around the reasons why doors of dignity and self-respect that had been opened to the author as a white man suddenly closed to him as a Negro.

3. The poem "Incident" could be read so that the students could think about the feelings of the little girl involved.

Incident

by Countee Cullen

Once riding in old Baltimore,
Heart-filled, head-filled with glee,
I saw a Baltimorean
Keep looking straight at me.

Now I was eight and very small,
And he was no whit bigger,
And so I smiled, but he poked out
His tongue, and called me, "Nigger."

I saw the whole of Baltimore
From May until December;
Of all the things that happened there,
That's all that I remember.

4. Panel discussions on the racial riots and open housing might prove enlightening. These could be strong points of the unit and could contribute much to informing the students and opening their minds to the racial problem.

5. The folk song "What Color is God's Skin?" could be taught also. The chorus is as follows:

What color is God's skin,
What color is God's skin?
It's black, brown, it's yello,
It is red, it is white,
Everyone's the same in the good Lord's sight.

Time Schedule

First Week: Pre-test: "Values Index"
Role of devil's advocate
Clarification of slum and ghetto

Second Week: Bulletin boards on riots, marches, etc.

Third Week: Movie: "The Third Chance"

Fourth Week: Excerpts from Black Like Me

Fifth Week: Poems
Panel discussion

Sixth Week: Book: What Color is Love?
Folk song: "What Color is God's Skin?"

Seventh Week: Post-test: "Values Index"

Recommendations by a teacher who used this unit

I would suggest that communication and meetings with colored people are imperative to the success of this unit of study. I feel that in order for the students to really appreciate what a slum is like, they must see one for themselves, as descriptions, vivid as they are, do not make an impression. It seems ironic and discouraging that personal contact must be necessary to teach human respect and dignity for the Negroes as "persons," but from my experience I would say that it is so.

Values Index

Read the following statements and indicate whether you agree or disagree by placing either an A (Agree) or a D (Disagree) in the space provided on the left.

____ 1. Negroes are not as intelligent as whites.

____ 2. Neighborhoods always deteriorate after Negroes move in. It creates all kinds of policing problems. It isn't safe.

____ 3. If I'm having a party for my friends, it doesn't occur to me <u>not</u> to invite my Negro classmate.

____ 4. Any man can find a job if he really wants to work.

____ 5. It seems that Negroes don't want my help, so I don't try.

____ 6. Negroes have a peculiar smell which I can't stand.

____ 7. If a Negro family moves to our block, many of our parents would sell out fast because property values will go down.

____ 8. There are differences among people more significant than skin color. I don't care whether our doctor or dentist or grocery clerk is white or Negro.

____ 9. There may be a few exceptions, but in general, members of the Negro race tend to be pretty much alike.

____10. The only way to eliminate racial prejudice is through forceful laws.

____11. I'm not concerned about a man's color, --unless it is embarrassing to <u>him</u>.

____12. Negroes are not as clean as whites.

____13. We can believe everything we read in the papers and see on T.V. about racial problems.

____14. A person's skin color rather than his talent determines his acceptance by others as a "person."

____15. Because Negroes are inferior to whites inasmuch as they were brought to this country as slaves, they deserve second-class citizenship.

____16. American Negroes should pay taxes and defend their country in times of war, but they should not have equal educational and job opportunities.

____17. All Negroes have a resentment toward white people.

____18. Because a Negro may be less educated than a white person, segregation is "good" for him.

____19. Negroes cannot be one in God with us because they are different from us.

____20. Negroes live in slums because they are lazy and have no desire to better themselves.

____21. Negroes drive big cars because they like to show off.

____22. The quality of the soul is more important than the quality of skin color.

____23. A Negro student my age and I have nothing in common to talk about.

____24. The riots prove that Negroes love violence.

____25. If a Negro priest entered our parish, I wouldn't go to him for advice and help.

Objective 1 keyed to statements: 1, 2, 4, 6, 7, 8, 9, 11, 12, 14, 17, 20, 21, and 24 (55% time emphasis)
Objective 2 keyed to statements: 10, 13, 15, 16, and 18 (19% time emphasis)
Objective 3 keyed to statements: 19, 22, and 25 (11% time emphasis)
Objective 4 keyed to statements: 3, 5, and 23 (15% time emphasis)

GRID

objectives / content	1	2	3	totals
Bulletinboards	5	3		8
Movie	5	3		8
Poem and Stories	5	4	5	14
Panel discussions	8	20		28
Song	7		10	17
Readings, prayers, Discussions	5	10	10	25
Totals	35	40	25	100

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YOU, AS A PERSON*

Specific Value: Individual Worth and Dignity

Subject Area: Social Studies

Grade Level: 8th Grade

Time: 36 Weeks

Project on Student Values
3860 Plainfield Ave.
Grand Rapids, Michigan

*Materials prepared by Glen Ozinga

YOU, AS A PERSON

Abstract

I. Philosophical Statement: It is the responsibility of all education to emphasize the healthy self-concept of individual worth and dignity; to provide opportunities for exploration, experience and development of new skills as an individual seeks his own pattern for living successfully.

II. General Objectives. An eighth grade student in Grand Rapids will seek to determine who he is, what he is, and why he is, as he develops a valuing system which is both acceptable and functional in his society.

III. Specific Objectives. See objectives within the unit. (Goal Sheet)

IV. Context. Eighth Grade

V. Content. Basic definitions and all sources for teacher references are included in this unit as we strive to aid more students to get more living out of living.

VI. Methods. Methods used are panel discussions, filmstrips, individual research, lectures, contrived emotional experiences, visual reaction to picture stimulus, cartoons, posters, family-home discussion, open-end stories, various value analysis techniques, diaries, writing experiences, problem-solving, notebooks, reading matter.

VII. Time Schedule. Eighteen weeks with awareness by the individual of his growth as all other units are interspersed. This shall be the main emphasis with at least a one day a week approach the second 18 weeks. The time schedule in total is 36 weeks long.

I PHILOSOPHICAL STATEMENT

Value education is an integral part of all education. Only when an individual recognizes the worth and dignity of each human being, will he be able to set a meaningful pattern for himself, to understand the world around him and integrate these values into his own value system.

In our effort to assist the individual in developing a healthy concept in determining who he is, what he is, and why he is, we must set down certain conditions for our approach. This will necessitate the equaintance of some basic terms and the reading of three basic books to facilitate the proper implementation of this unit.

What is a value? "A value is a normative, conceptual standard of the desirable that predispostionally influences an individual in choosing among personally preceived alternatives of behavior."[1]

What is a belief? "A belief is an existential proposition held by an individual regarding the structure and operation of the social, physical, and spiritual universe and one's place in it." [2]

Greater insight can be gained into these definitions by obtaining a copy of a paper prepared by Dr. Walter Thomas on "Pertinent Pyschological Constructs on the Value Concept." This will break down the meaning of the terms used in the definition which we do not have space to do here. The paper can be obtained from the following address:

The Project on Student Values
3860 Plainfield, N. E.
Grand Rapids, Michigan 49505
Phone (616) 361-6715

Since we are going to seek to teach values a criterian is needed to assist in identifying a value.

Louis E. Rath of Newark State College suggests that beliefs must satisfy six criteria to qualify as values:

a. There must be freedom of choice. Values must be freely selected if they are to be really valued by an individual.

b. There must be a pattern or repetition. A single utterance or a single incident of behavior does not constitute the establishment of a pattern or the presence of an established value.

c. There must be prizing: If an individual has established a habit which he dislikes, it is unlikely that his behavior would qualify as a value.

1 Walter Thomas, Pertinent Psychological Constructs on the Value Concept The Project on Student Values 1969 page 1.

2 Ibid page 3

d. There must be a consideration of alternatives. Impulse and hasty action do not generally reflect basic values. In the absence of some consideration of alternatives, it is unlikely that the process of valuing has taken place.

e. There must be thoughtful consideration of consequences. A value can emerge only when consequences are considered.

f. There must be relationship to Life activities. If stated beliefs are not reflected in Life activities, we categorize them as conceptualized but non-operational values.[3]

We are warned by Dr. Donald Barnes that values concern those things which people consider desirable. It is important that we not confuse values with personal preferences, interests, needs or drives. All too frequently these terms are used interchangeably. An individual may express a preference without believing that any alternatives open to him are actually desirable. He may simply be selecting the least undesirable course of action.

Interests may also differ greatly from individual beliefs about what is desirable. A person may be extremely interested in riots and civil disorders within his own country without approving the activities. His interests may stem largely from fear and a concern for self-preservation. Psychologists have defined drives and needs as physiological and psychological dispositions to act. They represent physiological and psychological desires. It is when these desires and appetites come in conflict with an individual's beliefs about what is right, desirable, and good that feelings of frustration and guilt frequently arise.

What is a values system? It is the values of people that they would call rules by which they live. Credence to this system can be seen in its functions:

1. It supplies the individual with a sense of purpose and direction.

2. It gives the group a common orientation and supplies the basis of individual action and of unified, collective action.

3. It serves as the basis for judging the behavior of individuals.

4. It enables the individual to know what to expect of others as well as how to conduct himself.

5. It fixes the sense of right and wrong, fair and foul, desirable and undesirable, moral and immoral.[4]

3 Louis E. Raths, Merril Harmen, Sidney B. Simon, Values and Teaching. Charles E. Merrill Books, Inc., Columbus, Ohio, pp 26-29

4 B. O. Smith, William O. Stanley and J. Harlaw Shores, Fundamentals of Curriculum Development, Revised ed, New York; Harcourt, Brace & World, Inc. 1957 pp 60-61

With the basic terms exposed, let us give consideration to the prerequisite for this unit. It is an absolute necessity that the following three books be read. They will set the tone, equip the mind, give structure to the unit and methods of operation, to fulfill the desire of building a better self-image and the clarification of their values system. The books are:

1. Psycho-Cybernetics by Maxwell Maltz, M.D., F.I.C.S. $1.00

2. Creative Living for Today by Maxwell Maltz, M.D., F.I.C.S. $1.50

3. Values and Teaching by Louis E. Raths, Merrill Harmin, Sidney B. Scroll $3.00

The teachers of this unit will not appreciate the true value of the above books until they begin to feel the enrichment in their own lives and the tremendous carry-over of behavioral change in their students.

The challenge is yours! What will you do with it?

II STATEMENT OF GENERAL OBJECTIVES

A. To help the student to discover his self identity,

B. Clarify and develop a valuing system which is both acceptable and functional.

It shall be our goal to expose the student to various exercises, methods and confrontations, to seek out information and trends about himself, and cause him to make intelligent choices from the alternatives he has weighed for possible solutions.

It is hoped he will come to internalize these value choices into the beginning of a value system of his very own.

In the process of this exposure we shall seek to incorporate into our presentation some of the skills that a child will need in the process of education toward success. What are these vital skills? These are summerized for us in the A.S.C.D. 1969 yearbook.

"Five basic skills necessary for a worthwhile life are likely to be of critical importance: the ability to reason; the ability to readjust oneself on one's own terms to cultural flux; the ability to control and spend one's time with intelligence and rewarding purpose; the ability to achieve and sustain rewarding relationships with others; and the ability to persevere and extend one's uniqueness while participating harmoniously in society."[5]

Another way to state the skills that need to be developed are:

"Powers of analysis, characterological flexibility, self-starting creativity in the use of off-work time, a built-in preference and facility for democratic interpersonal relations and the ability to remain an individual in a mass society."[6]

All of these skills will not be touched in this unit, but those which are related to the person's own individuality shall be touched upon.

5 Life Skills in School and Society. ed Louis J. Rubin Association for Supervision and Curriculum Development. N.E.A. Washington, D.C. 1969

6 Ibid page 50-51

III STATEMENT OF SPECIFIC OBJECTIVES

The performance objectives for this unit are listed below:

UNIT I - PERFORMANCE OBJECTIVES:

1. The student describes what he believes to be an adequate, realistic, self-image of himself at this moment. (c)
2. The student shows awareness that his behavior is part of his "self" by describing them orally or in writing. (a)
3. The student participates in simple experiments to understand the goal-striving mechanism that is his physical and mental self. (c)
4. The student cooperates with the group in gathering evidence about how each individual's guidance system operates. (c)
5. Expresses recognition that answers exist for all problems and searches for available alternatives. (c)
6. Expresses willingness to search for goals that are not evident at the moment without becoming overly discouraged. (a)
7. Identifies mistakes as only temporary and recharts thinking. (c)
8. Openly uses "trial and error" as a means to successful responses. (a)
9. Expresses spontaneously his thoughts in accordance with his present needs. (a)
10. Discusses that which he imagines to be true about himself and his environment, is true for him at this time. (a)
11. Shows awareness of his "Self" by rank ordering his opinions, his facts, and his present alternatives for personal growth. (a)
12. Expresses formation of images of his best possible self, "doing what he would like to do, being what he would like to be." (a)
13. The student recognizes "relaxation" and "imagination" as acceptable activities. (c)
14. The student participates in relaxation experiments in forming mental images. (c)
15. The student commits himself to forgetting past mistakes and moving ahead without fear. (a)
16. The student demonstrates that he is capable of assuming his responsibilities. (a)
17. The student demonstrates that his ideas will be accepted and evaluated without ridicule or bias. (a)
18. The student commits himself deeply to acceptable new thoughts and ideas. (a)
19. The student identifies new possibilities and pictures end results.(c)
20. The student differentiates between appropriate and inappropriate emotions and describes how to make acceptable emotions repetitive. (c)
21. The student responds with enthusiam to the present moment without anxious thoughts about end results. (a)
22. The student demonstrates willingness to concentrate on one given task at a time. (c)
23. The student defines happiness and discusses and evaluates ways to achieve happiness. (c)
24. The student identifies the success type personality and formulates a personality profile. (c)
25. The student discusses the "Failure Mechanism" and how it can work for or against you. (c)

26. The student recognises corrective action and demonstrates how practicing positive action can become a guiding influence. (c)
27. The student participates in self-tranquilising experiments to condition himself for relaxation. (c)
28. The student practices using quiet time to clear his mental machinery. (c)
29. The student responds to challenges with positive action. (c)
30. The student tends to meet crisis situations with clear thinking and calmness. (a)
31. The student demonstrates willingness to expend his strength to the utmost to reach an accepted goal. (a)
32. The student demonstrates ways he accepts himself as a winner and moves on to new goals. (a)
33. The student accepts responsibility for his own actions.
34. The student chooses the kind of person he is and wants to be. (a)
35. The student identifies problems in his life and then:
    a. faces them
    b. lists alternative choices for his consideration
    c. makes a choice
    d. puts his choice into action
    e. does not evade or turn away from his problems.(c)

36. The student recognises and writes about personal worries and causes.(c)
37. The student expresses willingness to talk over troublesome problems in an effort to find solutions to the problems. (a)
38. The student can list the ways he uses to release his own tensions.(c)
39. The student is able to discuss angry and unacceptable feelings with others. (a)
40. The student is able to set goals to aim at in one's life.
41. The student is able to channel energy into activities which will result in satisfaction. (a)
42. The student will keep a record of achievement and his personal health for evaluation. (This would include sleep and its relationship.)
43. The student will be able to list desirable conduct for good physical and mental health and explain how this applies to his personal life for his satisfaction.
44. The student is able to list and explain his personal standards (Philosophy of Life) he holds as a guideline in his life.
45. The student indicates through discussion and writing the need for perserverence; the extension of ones uniqueness while participating harmoniously in society.

The specific objectives or performance targets are presented in total to allow for a flexibility to be adopted in meeting the varying needs of the individual student found within the classroom. Here is a situation constructed to allow the teacher the choice of various performance targets to meet the need of his individual student. In the appendage of this paper you will find the minimal amount of performance targets set forth as a goal sheet.

Remember, student exploration of his needs will assist you in discovering his strength and weakness. Together you can fortify his strengths and build up his weakness.

IV STATEMENT OF CONTEXT

This unit has been prepared for an eighth grade course in social studies called "You, In A Changing Society." It will be taught in all Junior Highs or Middle Schools in the Grand Rapids Public School System. The classes shall range from 25 to 30 students in size due to the geographical location which classifies them as Inner-City or Outer-City schools. The lower ratio of students per class will be found within the Inner-City. It is conjectured that within the Inner-City will come the greatest challenge and prove to be most strenuous task. The intelligence and social class of the students shall cut across the total range depending upon the location of the school geographically, thus this unit has been structured to give flexibility to the teacher to meet the varying needs within each classroom.

V OUTLINE OF CONTENT

Because of the nature of the material and the flexibility of the unit the outline shall be given in broad terms and general ideas.

The basic part will be the introduction of the exercises found in "Creative Living for Today," with the other content being intergrated into the basic approach as we proceed along the time schedule.

1. Establishment and examination of basic definitions and terminology needed in this unit: (emotions, personality habits, attitudes, philosophy of life and etc.).
2. Exploring all areas which will assist the student to better understand himself.
3. Allow each student to state his own philosophy of life.
4. Introduce the various exercises found in "Creative Living for Today", spacing them in accordance to class needs. The titles of the exercises have been related to a foot race which I call the "Race of Life". Portraying this as a continuum on which the student moves toward the goal of a "Creative Day." The page for the exercise shall be listed with each name.

   a. Getting to know yourself - page 16
   b. Taking aim at your target - page 36
   c. Building confidence in yourself - page 49
   d. Removal of obstacles - page 61
   e. Off and running - page 73
   f. Setting the pace - page 88
   g. Eyes forward - page 104
   h. Over the hurdles - page 121
   i. Concentrate on the finish - page 135
   j. Yield not to temptations - page 149
   k. Letting yourself go in the home stretch - page 175
   l. Recognition of your effort - page 207
   m. The after-glow - page 163
   n. Planning for the next race - page 218

5. The Examination of the Meaning of the Creative Day. Page 191

C - Concentration with Courage
R - Return to Yourself
E - Ears for Others
A - Affirmation
T - Training in Self-discipline
I - Imagination
V - V for Victory
E - Eagerness

D - Daily Growth
A - Adjustment
Y - Yearning for Improvement

6. Use of various instruments to measure students ability and knowledge to identify trends to help him locate his interests, strong points and weak points in an effort to understand himself.
7. Examine goals and how they are set.
8. Examine how he deals with his emotions.
9. Examine how discussions are to be conducted and the value each individual can gain from them.
10. Introduce the elements of outlining and note-taking.
11. Study clear thinking and learn to recognise faulty arguments. Stuart Chase's, "Guide to Straight Thinking", provides the material for this section.
12. Study of the concept of rationalisation when we attempt to give an air of reasonableness to behavior that is unreasonable.
13. Discuss Success and the Success Mechanism - "Psycho-Cybernetics."
Success - page 103-117
Success Mechanism: - 11, 13, 14-26, 37, 72-86, 135

S-ense of Direction
U-nderstanding
C-ourage
C-harity
E-steem
S-elf Confidence
S-elf Acceptance

14. Discuss the question, "Is there any good found in failure and mistakes?"

F-rustration, hopelessness, futility
A-ggressiveness, (misdirected)
I-nsecurity
L-oneliness (lack of "oneness")
U-ncertainty
R-esentment
E-mptiness

Psycho-Cybernetics - page 119-135

15. Discuss Confidence and How It Is Achieved. Creative Living for Today. page 110-123

C-oncentrate on a stronger self-image
O-ffer its full partnership in your life
N-ever let it disappear; you must work to reinforce your sense of self
F-ulfill yourself with your self-image; it is your best friend
I-nfuse your self-image with compassion when you meet setbacks
D-evelop it every day; only your true sense of self can make you strong
E-levate yourself with your self-image so that you need not fear competition
N-ourish it; don't let a false sense of selfishness convince you that it is not basic to your happiness
C-reate a climate in which it can grow; spend time every day thinking, with humility, about yourself and your world
E-njoy it, continually reactivate the success instincts, the success mechanism within you

16. Discuss Frustration and how it effects you. Creative Living For Today page 124-136

F-ear
R-etreat
U-nconditional surrender (of your self image)
S-eeking excuses
T-raitor to yourself
R-esignation
A-gitation
T-erraites of nothingness
I-nadequacy
O-ppression
N-egative feelings

17. Discuss Forgiveness and Booker T. Washington's statement "Never let a man bring you so low that you hate him."
18. Introduce the methodology of problem solving.
19. Examine various problems in the student's life working step by step toward a solution examining the alternatives and their consequences.
20. Examine problems that do not have evident solutions at that moment.
21. Confront student with conflicting viewpoints to cause conflict and closer examination of these issues.
22. Examine problems which require a concentration on one given task at a time while confronting him with many challenges.
23. Construct situations which will allow each student to participate in assuming his responsibilities.
24. Projects requiring student participation in both group and individual responsibilities.
25. Examine the relationship the individual has to democracy.

VI . METHODS

Many of the methods are normal classroom procedures of lectures, discussions, group experiences, reading, written assignments and evaluations.

The methods of introduction of the various exercises and anagrams will be left to the innovation of the teacher. The sequential order of the exercises should be followed as outlined in Content. Value Techniques found in "Values and Teaching" will not be described but will be listed with the pages identified for each technique. The teacher can then refer back to the book for a discription.

1.	The clarifying response	Page 51-82
2.	The value sheet	94-111
3.	The value-clarifying discussion	112-130
4.	Role-playing	121-123
5.	The contrived incident	123-145
6.	Zig-Zag lessons	125-127
7.	Devil's advocate	127-129
8.	Value continuum	129-130
9.	Thought sheets	130-134
10.	Weekly reaction sheets	134-136
11.	Open-ended questions	136-138
12.	Coded students papers	138-139
13.	Time diaries	139-140
14.	Autobiographical questionaires	140-142
15.	Public interview	142-149
16.	Decision-making interview	149-152
17.	Voting	152-155
18.	Five-minute quotes without comment	155-156
19.	Student Projects	156-160
20.	Action projects	160-162

21. Open-ended sentences - samples in appendix
22. Autobiography
23. Multiple choice items test to be constructed carefully using Dr. Walter Thomas' paper called "How to Measure More Than Facts with Multiple Choice Items."
24. Draw posters to illustrate lessons.
25. Tests used for seeking information:
    a. Mooney Problem Check List
    b. Self-concept test by Thomas
    c. D.A.T.
    d. California or Stanford Achievement or good diagnostic reading test
    e. Student Value Profile
    f. Differential Value Profile
    g. Strong Interest Inventory
    h. Vernon Allport Test of Values
26. Have goal setting evaluation session in which student sets a goal to cover a short period of time and check it out if goal has been reached by that date. It must be a visable one.

27. Have student write and illustrate a success story from his life.
28. Show students how to study and give practice. Mistakes can help!
29. Present a goal - setting format and how to reach a goal. The counseling department can assist here by kicking off the subject with the Tony Mason record called "Tony Mason Speaks to Teenagers About Success." It tells about how to be successful in reaching goals. Can be portrayed by a Mountain * club with Flags Marking progress.
30. The class will design and prepare a bulletin board pertaining to the various subjects being discussed.
31. Each student will write out his own philosophy of life at the beginning of school, start of the second semester and at the end of the year that these three statements can be compared for changes.
32. Each student will keep a 3 ring notebook which shall be divided into various sections to be determined by the teacher with one section reserved for words defined section.
33. Give to the student a format for evaluating films and filmstrips that they might state their own personal opinions on them.
34. Dramatize some of the stories which illustrate some of the points pertinent to the exercise being introduced.
35. Keep notebook on illustrations relating to this unit. They can be taken from funny papers, magazines, comic books, or drawn by students.
36. Write a radio script, "You Are There." This has fine possibilities for student investigation and research of prevailing attitudes and values. Have participation in role playing. Discuss what happens.
37. Discussion periods should follow all films and filmstrips or records.
38. Use media of art to allow the student to express his feelings as to his self-image.
39. Allow a group of students to write and produce a filmstrip which will illustrate a value or an area of this unit.
40. Use a checklist system to see that exercises are being followed.
41. Perception techniques - pictures are flashed on screen of various open-ended situations and objects. Students are asked to record on paper what they saw and of other pictures what they thought was happening or going to happen.
42. Solve problems by considering alternatives and their consequences.
43. Small group discussions and a report back to the class on their decision. Each group will be equipped to defend their choice.
44. Use open-ended questionnires.

* climb

45. Assign outside reading on various levels relating to the individual's needs.
46. Use current ev wspaper to keep alive social study skills and stimulate value evaluation in current events.
47. Use transparencies with overhead projector to examine various subjects.
48. Have student make tape recordings for later evaluations.
49. Invite guest speakers in to relate values to everyday life and why they consider these values important. Suggestions: Doctor shows how needs, stamina, body chemistry relate to behavior. How much should we demand in the area of social responsibility? How much allowance should we make for differences in physical needs? Another one - city official - discuss why values are important in government. Leave some time at end for question-answer period.
50. Know-It-All Technique - Persons tend to make judgments within the framework of their own knowledge and experience. Additional knowledge and broader experiences usually cause one's judgments to embrace a broader scope and larger perspective.

    Begin with an original short statement. The student has been instructed to number his paper from one to seven. Then add new facts to it - about 7 facts. If they agree with the statement, they should indicate the same by writing "A" by the number for that statement. If they disagree, they should write "D".

    The above technique is useful in making students aware of the reason for flexibility in judgmental situations, that is, flexibility or ability to modify a position because of new facts altering the original situation. Students should also become aware that inflexibility or rigidity in a position may be due to various reasons, two of which might be that the additional facts do not really alter the original situations, or that the people evaluating the situation refuse intentionally or unintentially, to honestly examine all the facts. The mature person is able to be flexible when it is the right thing to do.

51. Have students identify one or more areas of personal competence and draw a picture illustrating this competence. This should serve as a reminder that, no matter how poorly a child performed in other tasks, he always had at least one status skill, or ability worth noticing and sharing with others.
52. Have each member of the class list the values or beliefs he thinks are worth fighting for. See if there are any similarities in these beliefs.

53. Discuss the question, "why is there frequently a difference in the attitude of adolescents regarding "what I want to be like" and "what I ought to be like?"
54. Make a list of the values you think you accept and use on an everyday basis. Keep a record of your actions for a few days and try to determine whether you really act in terms of these values.
55. Write a brief description of an important decision you have made recently. Try to think of the values you hold which influenced your decision. What are the sources of these values? Which of your values do you most consistently follow?
56. Use simulation games for transfer of learning.
57. Ask member of the class to clip one news item which represents a positive value and one news item which represents a negative value. Are there similarities among the positive ones? Are there likenesses among the negative values expressed in the news items?
58. Give a problem to students to identify new possibilities for a solution and have them draw pictures of them.
59. Work as a team in evaluating student needs with your counselor. Allow them to assist in the classroom from time to time.

VII. TIME SCHEDULE

The time for this unit shall be of 36 weeks quartion. The first 18 weeks shall complete the main emphasis with at least a one day a week approach the second 18 weeks.

This unit is one of five found in the Social Dynamics Course. It is an overall unit in which the other units will be integraded into this unit as the year progresses.

GRID

OBJECTIVES / CONTENT	1	2	3	4	5	6	7	8	9	10	11	Totals
Know Self	1										2	3
Take Aim	1	1/2	1/2		1/2				4	1	2	9 1/2
Confidence	1			1/2	1/2						2	4
Removal	1	1/2	1/2	1/2		1	1/2	1/2	4		2	10 1/2
Running	1	1		1				1		1	2	7
The Pace	1			1/2	1/2		1/2				2	4 1/2
Eyes Forward	1		1/2	1/2	1/2						2	4 1/2
Hurdles	1	1/2	1/2	1/2		1	1/2	1/2	4	1	2	11 1/2
Concentrate	1	1/2	1/2	1/2		1	1/2	1/2	4		2	11 1/2
Yield Not	1				1/2						2	3 1/2
Letting Go	1	1/2		1/2	1/2		1/2	1/2	4		2	9 1/2
Recognition	1	1/2		1/2	1/2			1/2		1	2	6
After Glow	1				1/2			1/2			2	4
Planning	1	1	1/2	1/2			1/2	1/2	4	1	2	11
Totals	14	5	3	5 1/2	4	3	3	4 1/2	24	6	28	100

Name of Student _____

GOAL SHEET FOR YOU, AS A PERSON UNIT I

Instructions: The observer is to enter the date at which time the student indicated the desired behavior listed. No mark is made until the behavior occurs. The column marked initial occurrance is for indicating the date of the first time the desired behavior was observed. The column marked sustained occurrance is for indicating the date prior to which the observer has seen the desired behavior occur a number of times. The column marked quality occurrance is for indicating observed poise and unusual grasp and facility with the desired behavior (honors level).

Behavior Factor	Initial	Sustained	Quality
1. The student describes what he believes to be an adequate, realistic, self-image of himself at this moment.			
2. Expresses willingness to search for goals that are not evident at the moment without becoming overly discouraged.			
3. Identifies mistakes as only temporary and recharts thinking.			
4. The student demonstrates that he is capable of assuming his responsibilities and demonstrates a willingness to concentrate on one given task at a time.			
5. The student defines happiness and discusses and evaluates ways to achieve happiness.			
6. The student tends to meet crisis situation with clear thinking and calmness.			
7. The student demonstrates willingness to expend his strength to the utmost to reach an accepted goal.			
8. The student accepts responsibility for his own actions.			
9. The student identifies problems in his life and then:			
a. faces them			
b. lists alternative choices for his consideration			
c. makes a choice			
d. puts his choice into action			
e. does not evade or turn away from his problems.			

Page 2 - Goal Sheet for YOU, AS A PERSON

10. The student is able to set minimal goals to aim at in one's life. _____ _____ _____

11. The student is able to list and explain his personal standards (Philosophy of Life) he holds as a guideline in his life. _____ _____ _____

Qualitative Comments:

Observer:_____

Name of student _____

GOAL SHEET FOR CRITICAL THINKING BEHAVIORS

Instructions: The observer is to enter the date at which time the student indicated the desired behavior listed. No mark is made until the behavior occurs. The column marked initial occurrance is for indicating the date of the first time the desired behavior was observed. The column marked sustained occurrance is for indicating the date prior to which the observer has seen the desired behavior occur a number of times. The column marked quality occurrance is for indicating observed poise and unusual grasp and facility with the desired behavior (honors level).

Behavior Factor	Initial	Sustained	Quality
1. To identify central issues or define the problem.			
2. To recognize underlying assumptions.			
3. To evaluate evidence or authority.			
3.1 To distinguish between fact and opinion.			
3.2 To recognize stereotypes.			
3.3 To recognize bias and emotional factors in presentation.			
3.4 To detect that significant facts are ignored or omitted.			
3.5 To distinguish between verifiable and unverifiable data.			
3.6 To recognize the adequacy of the data presented.			
3.7 To distinguish between the relevant and the non-relevant.			
3.8 To distinguish between essential and incidental.			
3.9 To identify inconsistencies.			
3.10 To determine whether facts support a generalization.			
4. To draw warrented conclusions.			

Qualitative Comments:

Observer: _____

UNIT I - STUDENT RESOURCE MATERIALS: BOOKS YOU, AS A PERSON

1. Ballard, Virginia and Strang, Ruth; Ways to Improve Your Personality. McGraw-Hill.

2. Byrne, John and Katherine; You and Your Abilities. Chicago, S.R.A.

3. Cosgrove and Josey; About You. Chicago, S.R.A. 1969

4. Cosgrove and Unruh; Discovering Yourself. Chicago, S.R.A. 1969

5. Chase, Stuart; Guides to Straight Thinking.

6. DeBono, Edward; The Five Day Course in Thinking. New York: The New American Library, 1967.

7. Dimond, Stanley E.; You and Your Problems. Chicago, S.R.A.

8. Duvall, Evelyn M. Todays Teen-Agers. New York: Association Press, 1966.

9. Fair, Lear, Shabbel, Fannie (Ed); Effective Thinking in the Social Studies. Washington D.C.: NCSS 1967

10. Fedder, Ruth; You, the Person You Want to Be. McGraw-Hill.

11. Gerkev, C.; Make Your Study Hours Count. Chicago, S.R.A.

12. Henry, William E.; Exploring Your Personality. Chicago, S.R.A.

13. Maltz, Maxwell; Creative Living For Today. New York: Simons and Schuster, 1967.

    Maltz, Maxwell; Psycho Cybernetics. New York: Simons & Schuster'67.

14. Menninger, William C. All About You. Chicago, S.R.A.

15. Menninger, William C.; Blueprint for Teenage Living. New York, Sterling.

16. Menninger, William C.; How to Be a Successful Teenager. New York, Strling.

17. Menninger, William C.; Understanding Yourself. Chicago, S.R.A.

18. Moulds, George; Thinking Straighter. Dubuque, Iowa: Wm C. Brown Co. Inc., 1966.

19. Newton, R. and Nichols F.G.; How to Improve Your Personality. Gregg Publishing Division of McGraw-Hill Book Co. Inc.

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20. Nosphitz, Joseph; Understanding Ourselves. Coward-McCann Inc.

21. Raths, Louis E., Harver, Merrill and Simons, Sidney B.; Values and Teaching. Columbus, Ohio: Charles E. Merrill Publishing Co., 1966.

22. Raths, Louis E., Wassermann, Sclua, Jones, Arthur and Rothstien, Arnold; Teaching For Thinking. Columbus, Ohio: Charles E. Merrill Books Inc., 1967.

23. Shacter, Helen; How Personalities Grow. McKnight

24. Splaver, Sarah; Your Personality and You. Messner

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AUDIO - VISUAL RESOURCES: FILMS, FILMSTRIPS, RECORDS, TRANSPARENCIES

FILMS

1. Mirror, Mirror, Self Image of Adolescents
   Bringham Young University

2. Exploring Moral Values — 8 mm single concept loops
   Newman Visual

FILMSTRIPS

From the Guidance Associates - Harcourt, Brace & World
Pleasantville, New York:

1. Four Who Quit
2. Somebody's Cheating
3. Developing Your Personality
4. Dare to Be Different
5. Developing Your Study Skills
6. Testing, Testing, Testing
7. Hung Up On Homework

From Eyegate - Jamaica, New York:

1. Me, Myself and I
2. The Fundamentals of Thinking
3. Studying For Success
4. Getting to Know Me

RECORDS

1. Success - Tony Mason Speaks to teenagers about success
   Edd Miller Associates, Grand Rapids, Michigan

TRANSPARENCIES

1. Physical Care and Self Respect - Series
2. Development of Concepts and Attitudes - Western Publishing Co.
   Educational Division, Wayne, New Jersey 07470

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RESOURCES - GAMES

1. Triangular Peg Game

2. L - Game: Art Anson Inc.
   1901 South 12th Street
   Allen Town, Penn. 18103

3. System I: International Simulations Inc.
   Box 212
   Newport, Minnesota 55055

4. Hi - Q -

5. Hexed

6. Pythagorus

7. Sweet Heart

8. Even Seven

9. Kwazy Quilt

10. High Jinx

11. Voo Doo

12. Think - A - Dot: E S R

13. Dr. Nim: E S R

14. Break Thru: 3M Company

15. Jumping: 3M Company

16. Oh - Wah - Ree: 3M Company

17. Twixt: 3M Company

18. Propaganda: Wiff'N Proof
    P.O. Box 71
    New Haven, Connecticut 06501

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APPENDIX

Incomplete Sentences · Form A

Name_____ Sex_____ Age_____

School_____ Grade_____ Date_____

Complete these sentences to express your real feelings. Try to do every one. Be sure to make a complete sentence.

1. My idea of a good time is _____
2. When I have to read, _____
3. I wish my parents would _____
4. I cannot understand _____
5. I feel bad _____
6. I wish teachers would _____
7. I wish my mother would _____
8. Going to college is _____
9. People Think I _____
10. I like to read _____
11. To me homework _____
12. I hope I never _____
13. I wish people _____
14. When I finish high school _____
15. I wish students would _____
16. When my report arrives home _____
17. Most brothers and sisters _____
18. I rather read than _____
19. I feel proud when _____
20. When I read math problems _____

21. I wish my father would _____

22. I would like to be _____

23. I often worry about _____

24. Reading about science is _____

25. I feel mad when _____

26. Teachers are _____

27. I am happy when _____

28. I wish someone would _____

INCOMPLETE SENTENCES

Name _____ Sex _____ Age _____

School _____ Grade _____ Date _____

Complete these sentences to express your real feelings. Try to do every one. Be sure to make a complete sentence.

1. I like _____
2. The happiest time _____
3. I want to know _____
4. At home _____
5. I regret _____
6. At bedtime _____
7. Boys _____
8. The best _____
9. What annoys me _____
10. People _____
11. A mother _____
12. I feel _____
13. My greatest fear _____
14. In the lower grades _____
15. I can't _____
16. Sports _____
17. When I was younger _____
18. My nerves _____
19. Other kids _____
20. I suffer _____
21. I failed _____

23. My mind _____

24. The future _____

25. I need _____

26. Dating _____

27. I am best when _____

28. Sometimes _____

29. What pains me _____

30. I hate _____

31. At school _____

32. I am very _____

33. The only trouble _____

34. I wish _____

35. My father _____

36. I secretly _____

37. I _____

38. Dancing _____

39. My greatest worry is _____

40. Most girls _____

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RUSSIA, EAST AND WEST EUROPE: DEMOCRACY VS. COMMUNISM*

Subject Area: Social Studies

Grade Level: Seventh Grade

Time: Nine Weeks

Project on Student Values
3860 Plainfield N.E.
Grand Rapids, Mich. 49505

*Materials prepared by Terrance Priest

RUSSIA, EAST AND WEST EUROPE: DEMOCRACY VS. COMMUNISM

Abstract

I. Philosophical Statement. As a moral human being, a person must develop a set of standards a set of values which he will defend. He will have a set of standards based on his own opinions and judgements. It is part of my work to nudge him to the point where he will make some judgements. The peripheral values that he holds will not be enough to sustain his decisions. He must clarify a set of Intermediate values and Cardinal values that he will use for the rest of his life.

II. General Objectives.
- A. Knows names and locations
- B. Knows political forms of government in use
- C. Knows events and circumstances
- D. Knows principles and goals of Communism
- E. Makes choices, considering alternatives, in similar situations
- F. Given the information, student considers, chooses and applies reasoning to similar situations
- G. Can list three main ideals of Communism and same for Democracy
- H. Can suggest changes to improve situation
- I. Can judge whether Democracy and Communism exist as intended and can make choices on an alternative poll
- J. Will be aware of choices and indicate choice regarding Communism and Democracy
- K. Will offer opinions regarding slides and pictures depicting situations under Democracy and Communism.
- L. Opinions will be consistent on polls and in interviews.
- M. Will be willing to declare his position and defend it publically.

III. Specific Objectives.
- A. To state written or orally three facts concerning the principles of Democracy and three concerning Communism.
- B. Indicate some strengths and weaknesses of both Democracy and Communism.
- C. Indicate a choice between Democracy and Communism and defend the position.
- D. Willing to defend position before his peers.
- E. Make choices and explain reasons for his choices in other situations.

IV. Context. Seventh Grade.

V. Content. Unit on Russia, East and West Europe: Comparison of Democracy and Communism.

VI. Methods. Movies, filmstrip/record sets, slide set, transparencies, articles, dittoes, tests, quizzes, and reviews, reports, photographs, discussions, lecture, library, television. continuum line poll, opinion polls.

VII. Time Schedule. Nine weeks.

RUSSIA, EAST AND WEST EUROPE: DEMOCRACY VS. COMMUNISM

Philosophical Statement

Social studies seems to be the ideal situation at the junior high level for clarifying values. In particular, Geography provides an opportunity to discuss crises, compare customs, backgrounds, governments and principles existing throughout the world. It also provides a natural situation for discussion of current events directly affecting the students. Geography limited to map work would be incomplete. Students should also gain knowledge about the situations existing in various parts of the world today and why they exist. If they are going to exist in the world...and...that's normally the choice...they must be able to understand the situations that exist.

As a moral human being, a person must develop a set of standards, a set of values which he will defend. He will have a set of standards based on his own opinions and judgements. It is part of my work to nudge him to the point where he will make some judgements. The peripheral values that he holds will not be enough to sustain his decisions. He must clarify a set of Intermediate values and Cardinal values that he will use for the rest of his life.

It is not enough to develop a set of values, for or against ideas. This is where I chose the value that I wanted to stress. I want my students to make a choice...but not just a quick decision. I want them to gain the value of observing all points affecting whatever problem is being resolved. I want them to see the advantages and disadvantages of both sides of any problem. Nothing is absolutely good, or absolutely bad. The m[illegible] completely the student understands the situation his particular problem concerns [illegible]ne more accurately he will be able to judge the problem and form his opinion. According to Mr. Barnes[1], Peck and Havighurst found that only twenty-five per cent of the high school youths they studied had the psychological and intellectual requisites necessary for the examination of personal values. Geography provides the opportunity to improve that rate.

In Geography, there is a unit on Russia, East and West Europe. I am using this unit to help my students employ the practice of seeking all possible conditions affecting a choice. The choice will be Democracy or Communism. Which society is preferred? I fully expect the first reactions to be overwhelmingly pro-Democracy. But I don't think that the students will have the reasons to back up their positions. This will be my opportunity to get them to clarify their values and to start forming the habit of looking at all possibilities and consequences. I will attempt to make them aware of the danger of making a snap decision, which I hope will carry over to other situations.

I am trying to affect two behavioral areas: the cognitive and the affective regions. In the cognitive area, I want to influence and develop the areas of knowledge, comprehension, application, analysis, synthesis and evaluation. It is in these areas that the student will see the choices and consequences. In the affective area,

---

[1]Donald Barnes. "Teaching Strategies for Clarification of Values," 1968.

receiving, responding, and valuing material presented should occur, with the result that the student should be willing to take a definite stand.

General Objectives

A. Knows names and locations
   1. countries
   2. major rivers and seas
   3. major cities
   4. large mountain ranges
B. Knows political forms of government in use
C. Knows events and circumstances
   1. Communist takeover of Russia
   2. Berlin wall and blockade
   3. Hungary revolt
   4. Czechoslovakia revolt
D. Knows principles and goals of Communism.
E. Makes choices, considering alternatives in similar situations, i.e., campus disorders, civil rights.
F. Given the information, student considers choices and applies reasoning to similar situations, i.e., the ideal society.
G. Can list three main ideals of Communism and three main ideals of Democracy.
H. Can suggest changes to improve situations, i.e., a more perfect society, a better Democracy, a better Communism.
I. Can judge whether Democracy and Communism exist as intended and can make choices on an alternatives poll.
J. Will be aware of choices and indicate choices regarding Communism and Democracy.
K. Will offer opinions regarding slides and pictures depicting situations under Democracy and Communism.
L. Opinions will be consistent on polls and in interviews.
M. Will be willing to declare his position and defend it publically.

Specific Objectives

A. To state written or orally three facts concerning the principles of Democracy and three concerning Communism.
B. Indicate some strengths and weaknesses of both Democracy and Communism.
C. Indicate a choice between Democracy and Communism and defend the position.
D. Willing to defend position before his peers.
E. Make choices and explain reasons for his choices in other situations.

Statement of Context

Newhall Junior High School (7-9th)
1840 - 38th St. S.W.
Wyoming, Michigan 49509

Seventh grade (three classes)
World Geography

Text: Our World and Its Peoples. Allyn & Bacon Inc., Publishers Copyright, 1966.

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Normally, one class of the three is above average for the seventh grade. The other two classes vary from average to below average in comparison to the rest of the seventh grade classes. Newhall has eleven seventh grade classes of twenty-five to thirty students. An attempt is made to place the students according to ability...and in some cases to separate discipline problems.

The building is about twelve years old. It is in good condition, with good light control. Materials are generally available, although a millage vote is needed in the immediate future. Newhall, as part of the Wyoming system, has access to a film co-op of several thousand films, filmstrips, and records. We also have our own filmstrip and transparency collection. Newhall has about forty-three teachers, fifteen overhead projectors, five movie projectors, twelve record players, five tape recorders, three filmstrip/slide projectors, an opaque projector, laminator, photo-copier, and two ditto machines. Mr. A. VanderVeer is principal. The student enrollment for 1968 was about eight hundred and fifty.

The average income in the Wyoming district was $6606 in 1960. The percentage of deprived families living in the Newhall area of Wyoming in 1968 is 9.7%. There are two other junior highs in Wyoming. The rates in their areas are: Jackson Park: 13.7%, and Wyoming Park: 6.8%. These rates are according to the Wyoming Summer Language Arts Program.

Content

Unit on Russia, East and West Europe: Comparison of Democracy and Communism.

I. Communism, chief opposition to Democracy - Introduction
   - A. Communism exists and is a possible threat
   - B. Russia is the chief exponent of Communism.
   - C. Better Red than dead? Or, better dead than Red?
   - D. Opinion Poll

II. Russia
   - A. Map
     1. Major rivers - Volga, Ob, Dneister, Dneiper, Don, Yenesi, Lena
     2. Major seas - Black, Caspian, White, Okhotsk, Bering
     3. Major cities - Moscow, Kiev, Leningrad, Murmansk, Archangel, Kazan, Irkutsk, Kharbarovsk, Vladivostok
     4. Moutain ranges - Urals, Caucasus,
   - B. People
     1. Nationalities - Slavs, Cossacks, Asians, Polish, Jewish, Turks
     2. Religion
        - a. Attitude of the state
        - b. Declining numbers
        - c. Concentration of population
   - C. History
     1. Tsarist period

a. Katherine the Great
b. Ivan the terrible
c. Rasputin
d. Peter the Great
e. Nicholas II

2. Communism
   a. Rise in Europe - Marx and Engels
   b. Adoption in Russia - Lenin
   c. Stalin
   d. Kruschev
   e. Breshnev and Kosygin

D. Communism; politically
   1. Principles of Communism
   2. Goals of Communism
   3. Applied Communism
   4. Strength politically
      a. Influence in Europe
      b. Influence in Middle East
      c. Influence in Asia
      d. Latin America

III. East Europe
   A. Map
      1. Countries - Poland, East Germany, Hungary, Czechoslovakia, Yugoslavia, Bulgaria, Romania, Albania, Greece
      2. Capitals - Warsaw, Berline, Budapest, Prague, Belgrade, Sofia, Bucharest, Tirana, Athens
      3. Bodies of water - Danube, Vistula, Aegean, Adriatic, Baltic, Elbe, Oder

   B. People
      1. Religion
      2. Nationalities
      3. Generation gap

   C. Politics
      1. Pre-WW II
      2. WW II losses
      3. Russian takeover
      4. Warsaw pact
      5. Berlin
         a. Blockade
         b. Airlifts
         c. Wall
      6. Hungary revolt
      7. Czechoslovakia revolt

D. Discussion
   1. Why did East Europe lose?
   2. What could have occurred in the revolts if U.S. intervened?
   3. What could occur in the future?

IV. Communism vs. Democracy

A. Book: What You Should Know About Communism
   1. Class time to read
   2. Discussion of material
   3. Definitions from book

B. Democracy - class discussion
   1. Strengths
   2. Weaknesses

C. Communism - class discussion
   1. Strengths
   2. Weaknesses

D. 1. Revolts
   2. Civil rights
   3. Involvement
   4. Spread of Communism

E. Test

V. West Europe
   A. Map
      1. Countries and capitals.
      2. Major rivers - Rhine, Rhone, Thames, Shannon
      3. Mountains - Pennines, Appennines, Alps, Kjolen, Pyrenees

   B. People
      1. Religions
      2. Nationalities
      3. Conflicts/alliances

   C. Politics
      1. Monarchs
      2. Democracies
      3. Socialism
      4. Communism
      5. Marshall Plan
      6. Effects of WW I and WW II
      7. NATO

   D. Economy
      1. Common Market
      2. EFTA

E. Discussion:
   1. European attitudes towards the U.S.
   2. Comparison of East and West Europe

F. Test

VI. Discussion
   A. Viet Nam
   B. Camput disorders
   C. Civil rights
   D. Student's choice

Methods

1. Text: Assign reading
2. Map: Memory work: rivers, seas, cities, countries, correct spelling, political changes in boundaries
3. Movies
4. Filmstrip/record sets
5. Slide set
6. Transparencies:
   maps
   Weekly News Spotlight articles
   continuum line exercises
7. Articles:
   Newspaper
   Political cartoons
   Magazines
8. Dittoes:
   Weekly News Spotlight
   Editorials
   Review sheets
   term sheets
9. Tests, quizes and reviews
10. Reports: written, oral, graphic, displays
11. Photographs
12. Discussions
   Team
   Open end questions
   Interviews
   Devil's advocate
13. Lecture
14. Library
   School library books on Communism & life in USSR and East Europe
   County library books in classroom (same topics)
   Personal books at my desk for reference
15. Television
   "The Prisoner" - compare with Democracy and Communism
   Video tape unit to be used for discussions if available.
16. Continuum line poll.
17. Opinion polls.

SCHEDULE FOR UNIT

First Week:

Monday:

1. Introduction
2. Opinion poll
3. Explain goals

Tuesday:

1. Quiz to determine the level of knowledge
2. Dittoes on Russia

Wednesday:

1. Interview two students
2. Map: divide into three parts

Thursday:

1. Map: Rivers, seas and mountains, major cities
2. Assign text chapter to read

Friday:

1. Film: Russia Today
2. Discuss film
3. People of U.S.S.R.

Second Week:

Monday:

1. Tsarist period of U.S.S.R.
2. Potemkin villages
3. Map repeat

Tuesday:

1. Film: Rise of Communism
2. Discuss pure Communism
3. Compare with U.S.S.R.

Wednesday:

1. Communism: beliefs, power, control
2. Dittoes on power

Thursday:

1. Modern leaders & policies
2. Map repeat

Friday:

1. Filmstrip/record set: Russia Today
2. Discuss

Third Week:

Monday:

1. Film: Meet Comrade Student Part I and II

Tuesday:

1. Ask students to compare to U.S. (will finish seeing the movie above and discuss)

Wednesday:

1. Look , October 3, 1967; Life , Aug. 30, 1968; Post, ?, 1968
2. Discuss article in each, about Russia

Thursday:

1. Review for quiz
2. Continuum line poll

Friday:

1. Quiz
2. Correct and discuss quiz

Fourth Week:

Monday:

1. Political cartoons on Russia
2. Student reports

Tuesday:

1. East Europe: Russian Satellites, why, when?
2. Greece: 1st Democracy

Wednesday:

1. Map: rivers, seas, cities, and countries
2. People, religion, nationalities

Thursday:

1. Politics: Warsaw Pact, Pro-U.S.S.R., Pro-China

Friday:

1. Hungary Revolt
2. Czechoslovakia Revolt
3. Discussion: What if....

Fifth Week:

Monday:

1. Film on Poland
2. Factbook items on Poland

Tuesday:

1. East Berlin Airlifts, Wall, U.S. role
2. Assign chapter on East Europe

Wednesday:

1. Map repeat
2. Student reports

Thursday:

1. Review for quiz

Friday:

1. Quiz
2. Correct and discuss quiz

Sixth Week:

Monday:

1. Book; 35 copies: What You Should Know about Communism (class time to read)

Tuesday:

1. Read on book

Wednesday:

1. Book: excerpts "The Meaning of Communism" (read aloud)
2. Students comments

Thursday:

1. List the ideals and ambitions of Communism in Russia and East Europe

Friday:

1. Compare ideals with Democracy ideals; flaws in each, strengths of each

Seventh Week:

Monday:

1. Possible solutions to weak points of both
2. Political cartoons

Tuesday:

1. U.S. political position on Communism, Good or bad? Suggestions
2. Student reports

Wednesday:

1. Interview: 2
2. revolts, riots, civil rights, involvement, spread of Communism

Thursday:

1. Western Europe: Map: rivers, seas, cities, countries
2. Governments: Democracy, Monarchy

Friday:

1. Tour of Europe by slides (200)
2. Assign text on W. Europe

Eighth Week:

Monday:

1. Effects of WW I and WW II
2. Marshall Plan

Tuesday:

1. Fear of take-over by U.S.S.R. Why?
2. NATO

Wednesday:

1. Economies,Common Market, EFTA, U.S. exclusion
2. Transparencies

Thursday:

1. Opinions of U.S.: Thankful, resentful, apprehensive, why?

Friday:

1. Reports of students
2. Review Map - past week of materials

Nineth Week:

Monday:

1. Test on West Europe
2. Correct and discuss test

Tuesday:

1. Repeat poll taken first class of unit
2. Compare both

Wednesday:

1. Discussion: Viet Nam, Campus Riots, Civil Rights
2. What is your position? Why?

GOAL SHEET

Behavioral Factors	Initial	Sustained	Quality
1. State written or orally three facts concerning the principles of Democracy and three concerning Communism.	____	____	____
2. Indicate some strengths and weaknesses of both Democracy and Communism.	____	____	____
3. Indicate a choice between Democracy and Communism.	____	____	____
4. Defend position taken between Communism and Democracy.	____	____	____
5. Make choices and explain reasons for choices in other situations.	____	____	____

OPINION POLL

Name_____

There are no right or wrong answers to these questions. Just indicate whether you agree or disagree with the statements.

Agree	Disagree	
____	____	Communism is totally worthless.
____	____	Democracy is totally good.
____	____	People living under Communism would be happy to revolt.
____	____	Russia is a backward nation.
____	____	There is no way Russia can pass the United States in the production.of anything.
____	____	Communist governments have totally banned church attendance.
____	____	The Ku Klux Klan is based on what it considers "American ideals."
____	____	The Czechoslovakian attempt to gain freedoms was justified.
____	____	If you were in Czechoslovakia, then, you would have supported the movement.
____	____	The civil rights activities were justified.
____	____	If given the opportunity, you would join a civil rights demonstration.
____	____	It doesn't matter what government you live under.
____	____	Campus revolts indicate that Democracy doesn't work.
____	____	Russia has law and order, therefore, Communism works.
____	____	We should set up detention camps for violent dissenters.
____	____	Viet Nam is a fight between Communism and Democracy.
____	____	Poverty exists in the United States, so Democracy doesn't work.
____	____	Russia has managed to eliminate all classes.
____	____	Russians are unhappy.
____	____	Americans are unhappy.
____	____	East Europeans are unhappy.
____	____	Campus revolts prove Democracy works.
____	____	Nothings going to change except when forced to be violence.
____	____	Communism and Democracy have some similarities.

TERMS TO BE DEFINED AND COMPARED

Aggression
Democratic Centralism
Dictatorship of the Proletariat
Peaceful Co-existence
National Libersation Wars
Peoples Democracies
Imperialism
Capitalism
Cold war
Civil rights
Secret ballot elections
Grazhdanstvennost
Ideiinost
Partiinost

*The first six definitions are found in "The Meaning of Communism." The next five are found in the text, "Our World and Its People." The last three definitions are found in the article, "What Should Teachers Know About Communism?"

CONTINUUM LINES

Name _____

A——————B——————C

A. Only Communism can be permitted to exist.
B. Any society is okay.
C. Democracy alone can be permitted to exist.

A——————B——————C

A. Avoid war with Communism at any cost.
B. Fight back if attacked.
C. Fight Communism anywhere it is found.

A——————B——————C

A. Avoid getting involved.
B. Take note of occurrances and state displeasure.
C. Rush into situation to support your position.

A——————B——————C

A. Get out of View Nam immediately.
B. Keep level of help as it is, but don't increase it.
C. Stay and fight at all costs.

A——————B——————C

A. Pueblo should not have even been in Asia - apologize
B. Pueblo had right to be in international waters.
C. U.S. should have gone into North Korea with force.

A——————B——————C

A. Riots are absolutely necessary to bring about change.
B. Riots exist; they might do some good.
C. Rioters are absolutely wrong; stop them with force.

A——————B——————C

A. Join militants in civil rights - only solution.
B. Leave things the way they are.
C. Join KKK or a reactionary activist group.

A——————B——————C

A. Burn your draft card and go to prison...or Canada
B. Accept your draft notice.
C. Volunteer for service.

Name_____ Section_____ Date_____ Score_____

26. Life Under Communism

1. **Multiple Choice.** *In each of the spaces at the left, write the letter preceding the word or words which best complete the statement.*

_____ 1. An undemocratic feature of the Soviet government is the fact that (a) only members of the Communist Party can vote in national elections, (b) there is no bill of rights in the Soviet Constitution, (c) the Communist Party is the only legal political party, (d) members of the Supreme Soviet are appointed by the Premier.

_____ 2. The Soviet Union has been called a police state because (a) all members of the Communist Party belong to the police force, (b) secret police are used to discover citizens who disagree with the government, (c) the government is run by policemen, (d) military policemen guard Soviet leaders.

_____ 3. The Soviet Union has been called a "nation of many nationalities" because (a) most of its people are immigrants, (b) nearly all the people speak the same language, but are of different nationalities, (c) there are more than 170 different nationalities in the U.S.S.R., (d) three-fourths of the people are Slavs.

_____ 4. The largest religious group in the U.S.S.R. belongs to the (a) Russian Orthodox Church, (b) Roman Catholic Church, (c) Lutheran Church, (d) Jewish faith.

_____ 5. The religious policy of the Soviet Government differs from that of the United States Government in that (a) all churches have been closed, (b) the government carries on anti-religious propaganda, (c) all the people must belong to the same church, (d) most of the Russians are Lutherans.

_____ 6. A comparison of incomes of Soviet citizens shows that (a) the largest incomes go to officials of the Communist Party and members of the upper class, (b) the differences between rich and poor have been abolished, (c) all receive the same incomes, (d) the middle class is much larger than in the United States.

_____ 7. Since the Soviet system was established in Russia, illiteracy has (a) decreased greatly, (b) decreased among older people but remained the same among young people, (c) remained about the same, (d) shown a slight increase.

_____ 8. Members of the Soviet of the Union are elected by vote of (a) Communist Party members only, (b) men over 21, (c) factory workers, (d) men and women over 18.

_____ 9. Labor unions in the Soviet Union differ from labor unions in the United States chiefly in that they (a) do not provide social and club facilities for members, (b) do not have the right to strike, (c) do not include most workers in key industries, (d) are open only to men.

_____ 10. The Communist Party has prevented the Russian people from knowing about the American way of life by (a) keeping the people from learning to read, (b) reducing the number of schools, (c) using propaganda, (d) not allowing anybody to study English.

_____ 11. Of over 225,000,000 people in the U.S.S.R., Communist Party members make up about (a) 75 per cent, (b) 30 per cent, (c) 40 per cent, (d) 4 per cent.

_____ 12. One difference between Soviet and American education is (a) fewer Soviet people go to school, (b) Soviet scientists are poorly trained, (c) Soviet students must work before they reach sixteen, (d) Soviet schools stress religious training.

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___ 13. An example of a nationality in the U.S.S.R. which is not Slavic is the (a) Byelorussian, (b) Ukrainian, (c) White Russian, (d) Armenian.

___ 14. Which of the following groups in the U.S.S.R. has the lowest average income? (a) factory workers, (b) farmers, (c) engineers, (d) collective-farm managers.

___ 15. Dentists in the Soviet Union are paid by (a) their patients, (b) cooperatives, (c) the government, (d) trade unions.

II. **Modified True-False.** ***In some of the following statements the word or expression in italics makes the statement incorrect. For each incorrect statement write on the line provided the word or words which help to make the statement correct. For each correct statement write the word TRUE on the line provided.***

___ 1. The present chief executive of the Soviet Union is *Stalin*.

___ 2. There are more *Great Russians* in the U.S.S.R. than any other nationality.

___ 3. The Poles, Czechs and Yugoslavs are related to the *Slavs* of the U.S.S.R.

___ 4. The *Baptists* are the second largest religious group in the U.S.S.R.

___ 5. Labor unions in the U.S.S.R. are controlled by the *government*.

___ 6. Most Soviet farmers live on *state* farms.

___ 7. Students in Russia usually attend *private schools*.

___ 8. The legislature of the U.S.S.R. is called the *Supreme Soviet*.

___ 9. Each nationality in the U.S.S.R. is represented in the *Soviet of the Union*.

___ 10. Candidates for office in the Soviet Union are chosen by *primary elec-*

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U.S.S.R.

A	Dniester river	1	Leningrad
B	Dnieper river	2	Kiev
C	Don river	3	Moscow
D	Volga river	4	Murmansk
E	Dvina river	5	Archangel
F	Ob river	6	Kazan
G	Yenisey river	7	Omsk
H	Lena river	8	Irkutsk
I	Black sea	9	Khabarovsk
J	Caspian sea	10	Vladivostok
K	Aral sea		
L	Lake Baikal		
M	Sea of Okhotsk		Oddessa
N	White sea		Sevastapool
O	Gulf of Finland		
P	Ural mountains		
Q	Caucasus mountains		
R	Arctic ocean		

Eastern Europe

East Germany	East Berlin
Poland	Warsaw
Czechoslovakia	Prague
Hungary	Budapest
Romania	Bucharest
Yugoslavia	Belgrade
Bulgaria	Sofia
Albania	Tirana
Greece	Athens

Danube River

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Name _____
Section _____

Eastern Europe

Fill in the blanks:

1. All East European nations except one, belong to an alliance called the _____. The one exception is _____.
2. The Eastern European nations are controlled by _____.
3. The most important river in Eastern Europe is the _____.
4. Four major bodies of water touching the coasts of Eastern European nations include:

   _____
   _____
   _____
   _____

5. _____ was the East European nation settled by the Romans.
6. Alexander Dubchek was recently removed from a position of power in _____.

Name the countries of Eastern Europe and six of the capitals (correctly matched with the countries).

Extra Credit may include mountains, rivers, or cities found in Eastern Europe.

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Name _____
Section #1111

Europe

Fill In The Blank:

1. The _____ is the name given to the area in Northwest Europe which includes the main coal and steel centers of Europe.
2. The "Inner Six" created an organization called the _____, with France as the key nation.
3. Most European nations which don't belong to the organization mentioned in #2 belong to the _____, nick named the "Outer Seven".
4. After World War II, European nations need economic help to recover from the war's effects; that help came from the U.S in the _____ _____ (name of the program).
5. Because of the fear of Soviet take-over, the European nations were happy to form an alliance with the U.S. and Canada, called the _____.
6. After the war (WW II), Europe started to reestablish its world trade. Several problems hampered them; four of the main five problems were

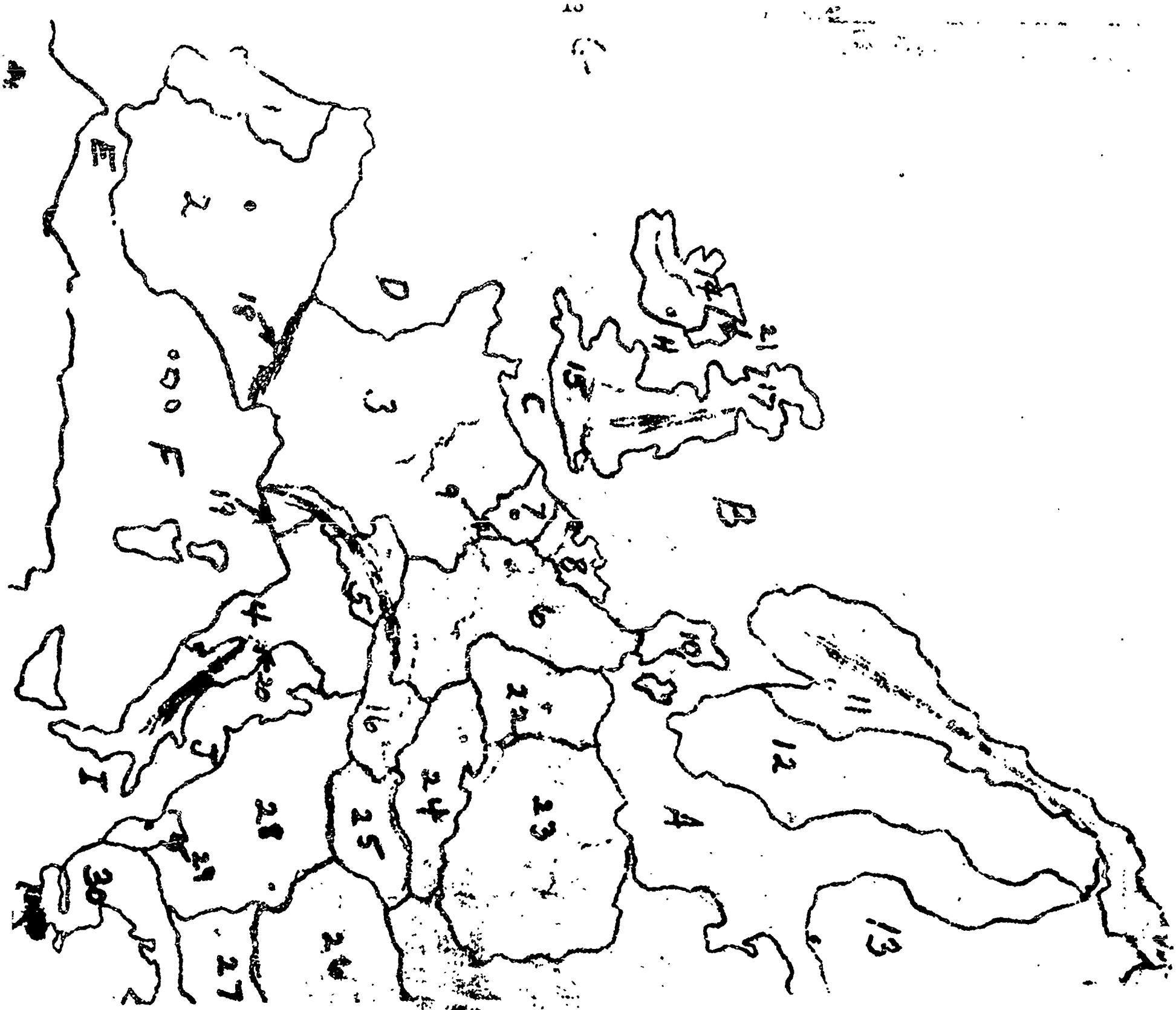
   _____
   _____
   _____
   _____

7. The nation defeated in World War II was split into four sections to be watched over by the allied nations. The nations besides Russia were;

   _____
   _____
   _____

8. Within the capital of Rome, there is an independent piece of land not controlled by Rome or its nation. This area is called _____ _____ and belongs to the _____.
9. The European nation involved in Viet Nam before the U.S. involvement was _____.
10. The strongest economy in western Europe today seems to be the economy of _____

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Countries and Bodies of Water:

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
10 _____
11 _____
12 _____
13 _____
14 _____
15 _____
16. _____
17 _____
18 _____
19 _____
20 _____
21 _____
22 _____
23 _____
24 _____
25 _____
26 _____
27 _____
28 _____
29 _____
30 _____

A _____ Madrid
B _____ Brussels
C _____ Bonn
D _____ Vienna
E _____ Oslo
F _____ Helsinki
G _____ The Hague
H _____ Copenhagen
I _____
J _____

Capitals:

_____ Rome
_____ Lisbon
_____ Paris
_____ Amsterdam

Mountain Ranges: (4 of 5)

_____ _____
_____ _____

Rivers

_____ _____
_____ _____

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Weekly [NEWS] Spotlight

Fifty Years of Russian Communism

"We have thought it good to abdicate from the throne of the Russian State, and to lay down supreme pow... May the Lord God help Russia!" With these words, Czar Nicholas II, the last monarch of the Romanov line, surrendered on March 15, 1917, to the irresistible forces of revolution, and for the first time in nearly five centuries there was no czar in Russia. Suddenly, without leaders, and nearly bloodless, the week-long March revolution overthrew the czar's government and planted the seed of democracy. But the seed, imperfect from the start, did not survive another winter and a second revolution.

Even before the misery of life in czarist Russia and the slaughter of World War I brought mobs 50 years ago to the czar's palace in Petrograd (now Leningrad), the Bolsheviks, extreme radicals guided by the Communist principles of Karl Marx, were plotting their own "workers' revolution."

The March revolution, though, caught the Bolsheviks by surprise, without many followers, and badly in need of funds. Most of their leaders had been forced to flee to other European countries and the United States or were in the czar's Siberian prison camps. Nevertheless, within eight months the Bolshevik leader, whose brother was executed for plotting to assassinate the czar, would return from hiding in Switzerland to lead the Communists to power in the Bolshevik revolution and to rule Russia. This fanatic was Vladimir Illyich Lenin (pronounced vlah-DEE-mir il-YEECH LEN-in).

As matters stood in March 1917 after Nicholas II abdicated, governing authority in the new Russia was divided. A government was formed by democracy-minded aristocrats and professional men but the Soviet of Workers' Deputies, a council organized by revolutionaries in 1905, claimed to speak for all workers, soldiers, and peasants. The workers' council soon swelled with Bolsheviks and other radicals the new government released from jail and allowed to return from abroad. A struggle for power quickly developed between the government and the revolutionist council.

In April 1917 the government made a fatal decision—Russia would keep its badly beaten and demoralized army fighting on World War I's eastern front. Lenin returned from Switzerland to Petrograd about this time and quickly took control of the Bolsheviks and the workers' council. In short time he aroused the war-weariness of the people, turning it into hatred toward the ineffective government.

In July pleasant bitterness toward the war, whipped up by Lenin's Communist slogans and promises, flared into widespread violence. A revolt was put down by loyal troops, but not before the government jailed many Bolsheviks and chased Lenin into hiding in Finland. In hiding and on the run, nevertheless, the Bolshevik machinery for revolution was in motion.

During the rest of the summer there was a series of government changes, and Alexander Kerensky (pronounced ke-REN-ski) became premier. By this time the military leaders decided the government was a failure, withdrew their support, and ordered the army to march on Petrograd. The battle-tired soldiers, however, refused to fight in Petrograd as well as on the eastern front. With the army in retreat, its leaders in jail, and the government without loyal troops, Lenin secretly returned to Petrograd from Finland. The time had come for the Bolsheviks, later renamed the Communist Party, to seize power.

This week is the 50th anniversary of that cold autumn day November 7, 1917, when the Bolsheviks stormed Petrograd's Winter Palace, the same palace Czar Nicholas II lost only the winter before, and arrested the members of the government. Successful in revolution, Lenin quickly discovered that it is more difficult to keep power than to seize it. Many years of bitter and violent civil war, tyranny, and terror followed the Bolshevik revolution. Yet the Communists and the Russian people have survived the last 50 years by paying a high cost in lives, blood, and tears. The Communist world now covers about a third of the world, some 38 nations from Cuba to Outer Mongolia, and threatens the peace of the others. From a very isolated and backward beginning, the Bolshevik revolution has lifted Russia into the modern world.

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Weekly NEWS Spotlight

VOL. I NO. 16
JAN 22, 1968

Czechoslovakia Gets a New Leader

Czechoslovakia has reshuffled its top leadership Antonin Novotny (pronounced AN-toe-nyen NO-vaht-nee) was ousted this month from his position as leader of the Communist Party, though he retained his less powerful post of president. In Czechoslovakia as in other Communist nations, the true ruling power is held by whomever controls the party organization. Frequently one man holds the top posts in both the government and the Communist Party. Novotny became party boss in 1953 and president in 1957.

Novotny's fall from power is seen as another sign that the once-solid Communist league of nations in Europe, countries behind the so-called Iron Curtain, is cracking apart. Analysts draw a parallel between the crisis in Czechoslovakia with the nationalism and dissent against Russia's leadership that has been rising across Eastern Europe. With Novotny out of the way, some observers expect Czechoslovakia to seek closer ties with the non-Communist West, especially in the area of economics and foreign trade.

To the citizens of Czechoslovakia, the naming of Alexander Dubcek (pronounced DOOB-check) to replace Novotny as boss of the country's Communist Party considered a victory for the 4.5 million Slovaks—the minority group of people who live in the country's eastern region. Dubcek is the first Slovak to acquire supreme power in Czechoslovakia, a country that has always been dominated by the 9 million Czechs in the Bohemian-Moravian regions. Novotny, a Czech, was repeatedly accused of suppressing the Slovak minority. Some observers say that the minority issue brought Novotny's downfall.

Reports from Prague indicated that the move to oust Novotny, who had been in trouble off and on since 1963, began last fall. At that time the Slovak members of the government, including Dubcek, demanded that Novotny resign both his posts. They charged not only that he discriminated against the underdeveloped Slovakia but also that he was responsible for the party's collapsing authority and the country's stagnating economy.

Czechoslovakia, which has been a nation for only 50 years, became a leading industrial nation before World War II. Although occupied early in the war by Germany, Czechoslovakia's economy survived almost without damage. But after the Communist take-over in 1948 its economy began slowing and then skidding backwards. About five years ago Czechoslovakia began experimenting with non-Communist ways in business and industry. The government agreed to allow factory managers more freedom to make decisions, to work for profit, to tailor their production to buyer demands, and more. Novotny endorsed these economic reforms at the time, though they broke the rigid mold of party-line economics. But his critics accused him of clumsy leadership and of taking little or no action. They blamed him for the continual economic lag and industrial sluggishness. Novotny, too, was blamed for the unhappy results of last summer's crackdown on writers and churches in Czechoslovakia, which sparked widespread criticism of the party and the government.

By December it appeared that Novotny was on his way out as party boss and president. Unexpectedly Leonid I. Brezhnev (pronounced BRESH-nef), the boss of Russia's Communist Party, appeared in Prague. The Russian urged Czechoslovakia's leading Communists to leave 63-year old Novotny in charge of their party. But Brezhnev was successful only in causing a temporary deadlock. This, however, gave Novotny time to make a last attempt to save himself. On New Year's Day he promised that the development of the neglected Slovak region would be one of the government's goals this year. But this concession to the minority came too late to stop his ouster the following week.

New party-leader Dubcek, 46, is a Communist and no one believes he will lead his country very far from the edge of communism in Europe. But he also is a nationalist. During World War II he fought with a group of partisans in what is now called the Slovak National Uprising against the Nazi occupation. His Czechoslovakian nationalism, observers are betting, will lead him to seek more self-rule of Czech affairs, long dominated by Russia, and to open new bridges of cooperation with West Germany and other non-Communist nations.

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Weekly NEWS Spotlight

VOL. I NO. 21
FEB. 26, 1968

Communists Choose Up Sides in Power Struggle

Against a background of over 10 years of increasingly bitter quarreling between Russia and Red China, Communist Party leaders from more than 50 nations are meeting this week in Budapest, Hungary. They are supposed to work out details for a formal world Communist summit conference the Russians want held later this year. But the atmosphere is troubled. The Communist Chinese, its allies, and a few independent members of the Russian camp, such as Cuba, are not attending. Rumania and some others are coming reluctantly to the Hungarian capital and will oppose the Russian-backed idea for a Communist summit.

The Russians have stated that the purpose of the meeting February 26 and the hoped-for conference is to strengthen Communist unity against the United States and its "imperialist" friends. But the meetings also are seen as a stage to force other parties to support Russia in its struggle with the Chinese for leadership of the Communist movement. Many national parties do not want to get involved in the quarrel that has weakened the Communist world by dividing loyalties between the arguing giants of communism.

The seeds of the conflict were planted while Stalin was still dictator of Russia, but until his death in 1953 the Chinese were careful to express public attitudes of friendship. Then as now the major issue between the two countries was in trade. The Russians poured economic aid into China during the early years following the Communist takeover there in 1949. To speed communism in China, Russia shipped complete factories, farm equipment, and military material to their new Asian comrades. Some 11,000 Russian technicians went to China and many Chinese students streamed into Russian universities for training. In addition, the Russians signed a 30-year friendship treaty and pledged to defend China if it was attacked.

One of the earliest public hints that their friendship was little more than a paper one came in 1954 when the Chinese demanded Mongolia be returned to them. Russia supports Mongolia as an independent nation, and keeps troops on the Mongolian-Chinese border to counter China's threats. Then, in 1956, Stalin's successor, Nikita Khrushchev, announced a new policy. Stalin was wrong, he said. Communism would win over capitalism not by revolution or war, but by "peaceful co-existence" and competition between the countries in social, economic, and political spheres.

In China, the reaction was shock. To the Chinese Russia's new emphasis on peaceful co-existence and competition violated Communist doctrine that violence is the only way to pave the way to communism. Therefore China moved out on its own, promoting revolution in the underdeveloped countries of Asia, Africa, and Latin America. By 1958 the Chinese were calling their leader, Mao Tse-tung (pronounced mow tuh-dong), a "great prophet" who held the key to Communist development in the world. Russia and China were now rivals.

Early in the 1960s the rivalry broke into public name calling, and the split began to grow. Yugoslavia, which broke with Stalin in 1948 to take its own path to communism, supported Khrushchev in the debate, though it still refused to rejoin the Russian camp. Albania sided with the Chinese, and has been Red China's only friend in Europe.

In recent years relations have continued to sour and the bitter quarrel has hastened the split. Frequently the Chinese storm the Russian embassy in Peking and Russians jeer Chinese officials in Moscow. The two countries respect only formal diplomatic ties, which are often strained by the constant exchange of insults. Russia pulled all its technicians out of China several years ago and its economic aid to Peking is dwindling.

Such is the background to the quarrel between Russia and China disturbing the talks in Budapest this week. Russia held a similar meeting three years ago in Moscow, then as now hoping it would lead to a world Communist conference for obtaining unity against China. But in 1965 the idea aroused so much opposition that the Russians dropped their plans. Now Moscow is trying again. Top Russian leaders may have found Eastern Europe more agreeable to an anti-Chinese stand during their rapid series of discussions this winter.

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Weekly NEWS Spotlight

FEBRUARY 3, 1969

Russia's Big Steps in Space

Russia's recent manned space flights around earth was a significant step, though its successes might not sound as exciting as the American Apollo 8 flight around the moon last December.

Two Russian Soyuz space craft rendezvoused and docked about 150 miles above earth. Then two cosmonauts floated out through the hatch of one ship and made their way into the other. Both maneuvers were firsts in space history. Even more, the Russians dropped their familiar policy of secrecy and showed the take-off, docking, and cosmonaut-transfer on television.



U.S. space officials are not overly impressed by the new Russian scores. Most still predict that the Russians are at least a year behind the United States in putting a man on the moon.

American astronauts repeatedly performed docking and separation of manned and unmanned space craft during the Gemini series a few years ago. A number of astronauts have spent considerably more time outside orbiting space craft than the Russians. A mission nearly duplicating the Russian "firsts" is set for later this month as a part of the Apollo 9 flight.

What last month's Russian maneuvers did, most U.S. scientists say, was to confirm that Russia and the United States are not using comparable methods for space exploration. There's a key difference: The Russians do not seem to favor direct earth-to-moon manned flights, such as U.S. space officials are scheduling for Apollo this summer. Rather, they apparently are planning to assemble space stations above earth from which cosmonauts could be launched toward the moon.

There seems little doubt that the Russian accomplishments in mid-January put them far ahead in building such space stations. While Americans still expect to be the first to the moon, the earliest the United States is planning to orbit a space station is 1971 or later. In the near future, according to some U.S. estimates, the Russians may dock a number of Soyuz craft in space. This would be a new one in the history of scientific and military exploration of outer space.

Before the Russians build their first space station, however, they will probably practice last month's maneuvers again and again.

While in earth orbit the two space craft, Soyuz 4 and 5, docked for over 4 hours. One cosmonaut, alone in Soyuz 4, piloted his craft to hook up with the other, in which there were three Russians. Then, for about an hour, two Soyuz 5 crewmen space-walked to Soyuz 4, where they remained for the return trip to earth. The third Soyuz 5 crewman, now alone, followed them down later. Both craft made safe landings in the snow-covered fields of south-central Russia, about 300 miles from the launch pads of Baykonur.

Apollo 9 is set to take off on February 28, weather and systems permitting. Once in earth orbit, the American space craft will dock with an unmanned lunar module, a smaller craft in which astronauts will try to land on the moon in July. Two crewmen will transfer from Apollo 9 through a docking hatch into the moon-landing craft. They will separate from the mother ship and put the lunar module through a series of performance tests. Then the two manned craft will rendezvous and dock, and the lunar module crewmen will transfer back to Apollo 9.

The Soyuz craft seems to be the basic building unit for Russia's space stations. It is about the same length (34 feet) as America's Apollo craft, but Soyuz has two crew cabins, while Apollo has only one. Cosmonauts sit in the small, bullet-shaped pilot cabin for launch and certain space maneuvers. Here is where most of the steering controls and navigation instruments are housed.

While in orbit, the cosmonauts spend a great deal of time working and resting in the roomier forward cabin. There's a hatch connecting the two cabins, and several portholes in both for observing outside the space craft.

The rocket engines are located in the rear propul-

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Weekly Review Spotlight

VOL. NO 25
MARCH 5, 1968

Signs of Discontent in Eastern Europe

Russian leaders are nervously watching the rising wave of unrest that is sweeping across the Communist nations from the Baltic Sea to the Black Sea. Nationalism and political rivalry appear to be undermining the unity of the Communist Bloc. Now the people's desire for more freedom is causing increasing trouble in Eastern Europe.

Within the past month Romania repeatedly defied Soviet authority, Czechoslovakia plunged deeper into a political struggle over governmental reforms, and Poland battled crowds of angry students who wanted "freedom" and "democracy." Russia is disturbed because it is trying to quiet the demands of some of its own people for more freedom of expression. The disorder in Eastern Europe, Soviet authorities fear, could encourage more Russian protest and demonstrations. These fears are shared by the Communist regimes in East Germany, Hungary, and Bulgaria.

Poland has been troubled with unrest for some time. Students, writers and others are opposed to the Communist-imposed censorship in Poland's cultural affairs. In January the government's censors closed a nineteenth Century play about Russian czarist rule in Poland. The play, a Polish classic, was banned because it was too critical of Russia. Several hundred students in Warsaw held protest meetings that were broken up by the secret police. A number of students were arrested and later expelled from Warsaw University.

Student discontent over the censorship, police action, and expulsions smoldered for several weeks. Then, on March 8, the unrest burst into large demonstrations in Warsaw. Club-swinging police attacked thousands of rock-throwing Polish students in the streets. During the following week, the protests spread to other Polish cities. These students, moved away from classes, attended protest rallies, and marched in the streets chanting, "Warsaw students are not alone." About 500 Germans in West Berlin marched in show of support for the student protests in Poland.

The Polish government has been unable to quiet the campaign for more freedom in Polish life. But the government has launched a large-scale propaganda campaign of their own. In the government-controlled newspapers and at party-staged rallies the Communists demanded punishment for the student leaders and blamed Poland's Jewish minority and "Israeli terrorists" for the disturbances. The students answered with their own demands, calling on Poland to release arrested protesters and to respect the freedom of speech and assembly. Whether the Polish government will give in to these student demands remains a question.

The struggle for more freedom is also being waged in Czechoslovakia but the government in Prague is leading the way. Since January, Czech leaders have been on a campaign to free their countrymen of some of the old, harsh Communist controls. Press censorship, for example, has been lifted and free discussion, even criticism, is now allowed. Old-line Communists, who are loyal followers of Moscow, have opposed the growing freedom in Czechoslovakia. But many of them have been swept from power by the reformers, and others are currently fighting for their political lives.

Romania is causing Russia a different kind of problem: nationalism. Its leaders are rebelling against the domination of Russia. They insist that as a nation Romania has the right to determine its own foreign and domestic policies. Finding Russia reluctant to allow such political independence, Romania has followed a course in Communist and world affairs more and more separate from Russia. Twice in recent weeks Romania sharply rejected Russia's attempts to create a show of unity among the European Communists. The first result came in late February when Romania walked out of Russia's world meeting of Communist parties in Budapest, Hungary. Then, earlier this month, the Romanians refused to endorse the draft treaty proposed by Russia and the United States to halt the spread of nuclear weapons.

The increased freedom in Czechoslovakia, the protests in Poland, and the nationalism in Romania set explosive precedents dangerous for the rest of Eastern Europe. It appears that perhaps Russia will not be able to ignore

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Weekly NEWS Spotlight

APRIL 28, 1969

What Future for NATO?

The North Atlantic Treaty Organization (NATO) is entering its third decade, uncertain which of two paths to follow; defense or detente. On the one hand, NATO recognizes the need to keep up its military defenses against Soviet aggression. But on the other, a growing cry is being sounded for peace-seeking negotiations with the Communist nations.



The world in which the alliance enters its 21st year is very different from that of April 4, 1949, when 12 governments signed the North Atlantic Treaty in Washington. (Three other nations later signed in the 1950s.)

Europe then was a conglomerate of feeble countries—weak militarily, economically, and politically. It shuddered under the threat of Soviet invasion and watched in horror as the Russians overtook Czechoslovakia, turning the country into a Communist ally.

In such a position of weakness, Europe was in no mood to discuss detente. This was even more true in 1955 when eight Communist countries formed a counterpart to NATO—the Warsaw Pact.

Now the picture has changed. NATO has largely fulfilled its role. In 20 years, no Russian troops have ventured into Western Europe.

By stretching the facts only a little, it might be argued that the alliance even pushed the Red tide back—when Austria managed to slip out of the Communist orbit. And most important of all, there has been no war in Europe, the most flammable of all the world's continents.

Since 1949, most of the European countries have rebuilt their economies and their defenses. The real worry now is that NATO is threatened by its very success. The question is: what to do with the alliance? Should it be abandoned, restructured, or kept going as is?

Representatives of the 15 NATO countries met in Washington April 10-11 to celebrate the alliance's 20th anniversary and to discuss the defense-or-detente issue.

President Nixon, in addressing the group, cautioned against taking extremes in either direction. He told the diplomats: "Living in the real world of today, means understanding and unfreezing our old concepts of East versus West, while never losing sight of great ideological differences."

Topping the meeting agenda was discussion of a Communist proposal for an all-European conference aimed at dissolving both the Warsaw Pact and NATO. The proposal was issued following the meeting of the Warsaw countries in Budapest, March 17.

Before the discussion, many diplomats were confident that NATO would approve the plan, at least in principle. But after much debate, NATO brushed aside the proposal and called instead for a step-by-step exploration of specific issues. One reason for the cool response may have been a harshly worded statement issued by Russia the day before the Washington conference.

This statement accused NATO of aggressiveness, spying, and subversion. It charged that NATO has prevented a relaxation of tension in Europe. It further stated that Moscow expected all European countries to agree to the proposed all-European security conference.

Furthermore, it demanded that the West must meet three demands that are prerequisites for a lessening of tensions in Europe. The demands are (1) recognition of East Germany, (2) a ban on any West German access to nuclear arms, and (3) abandonment of West German claims to West Berlin. It is doubtful if the West would agree to such demands.

On that same day, seven Russian ships, including four submarines, slipped through the Straits of Gibraltar into the Mediterranean, increasing the Soviet fleet in that area to about 37 vessels.

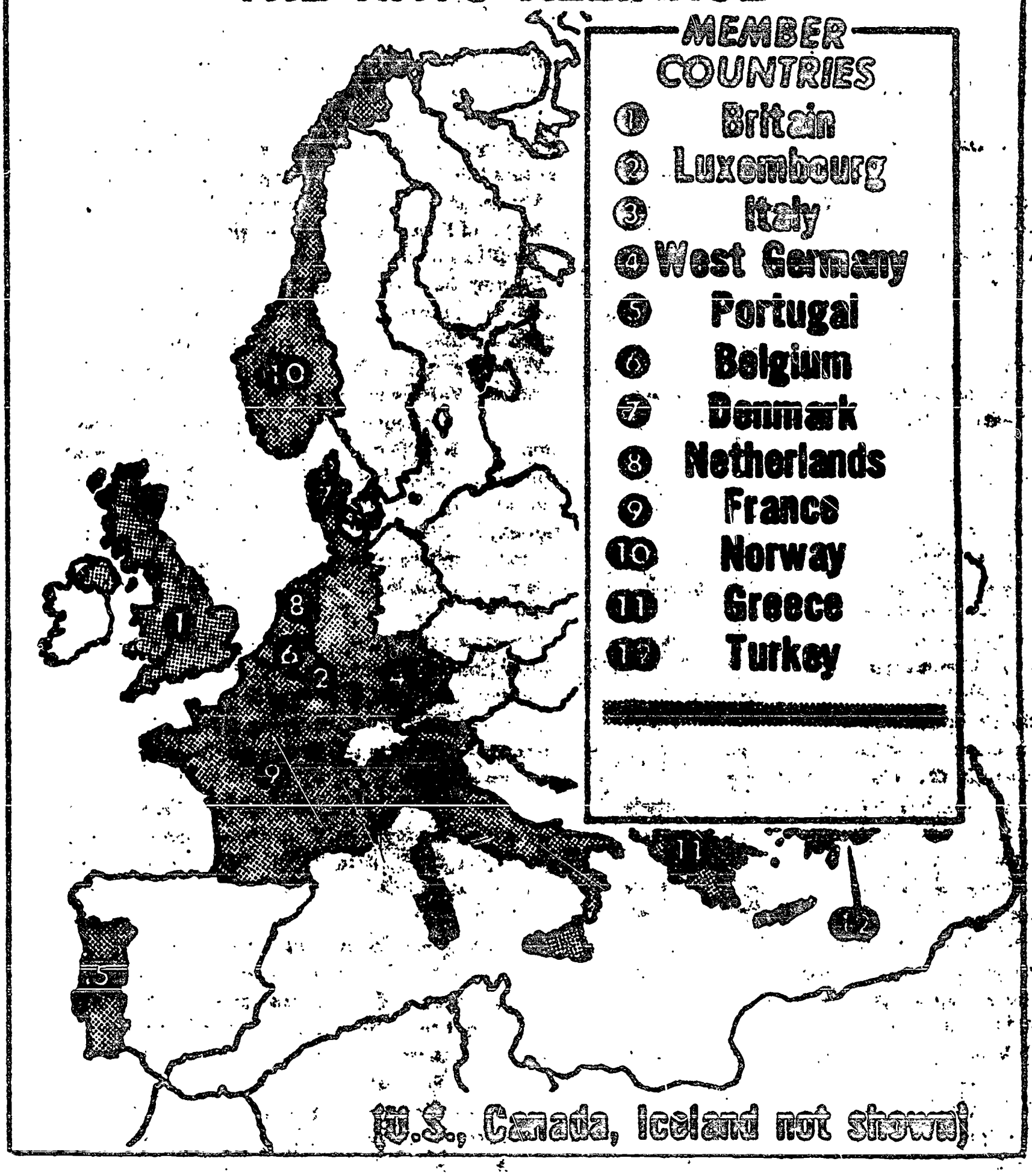
In light of these developments, many NATO officials feared the Communist proposal was not meant to be taken seriously—that it was merely a propaganda ploy.

In response to the Warsaw proposal, NATO issued this statement. "The allies propose, while re-

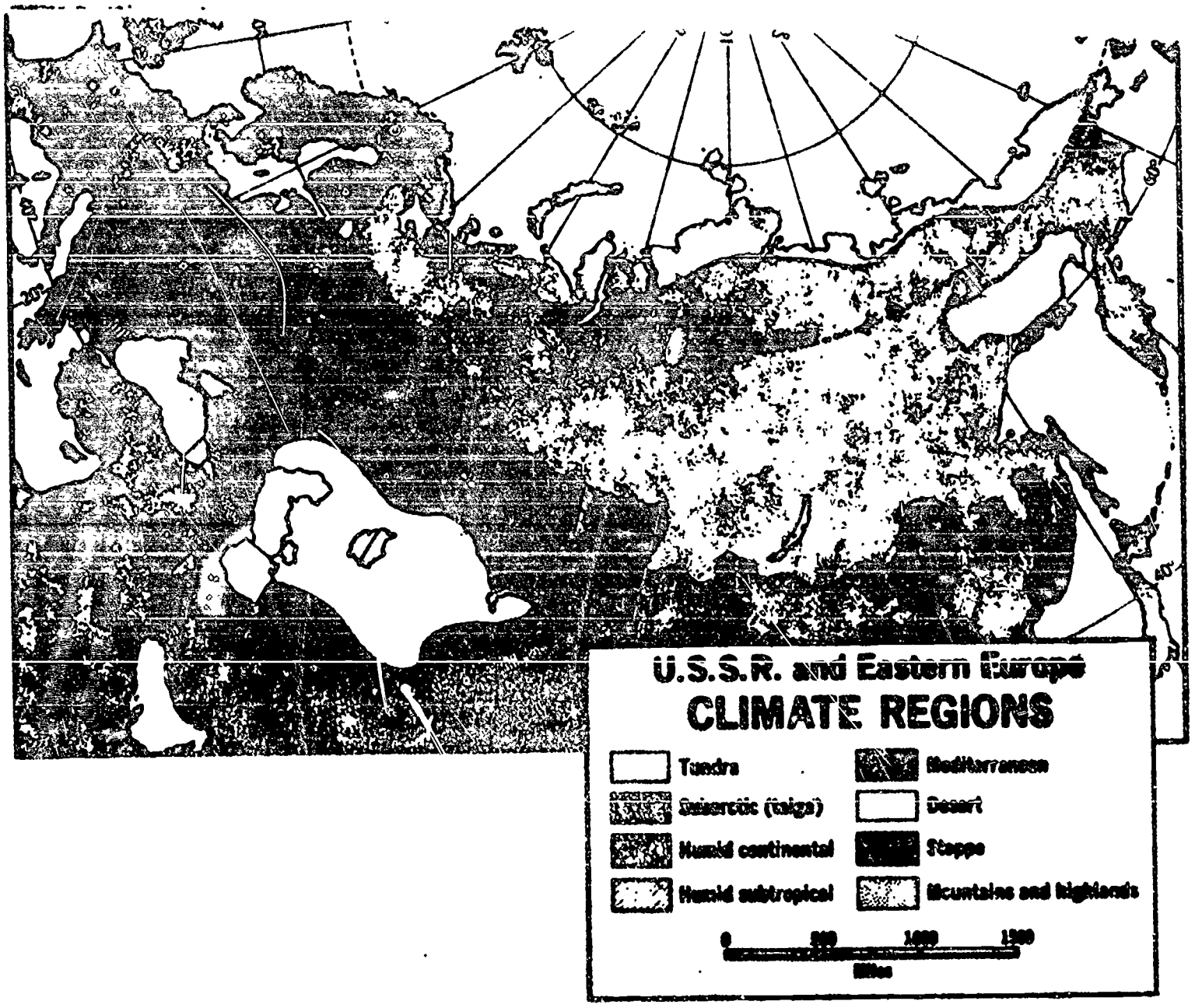
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THE NATO ALLIANCE



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members. This system assures that a small number of men in the leadership of the party make all of the country's important decisions.

could not legally buy or sell it.

For many peasants this situation was an improvement over past conditions, even though most of them were still

Newspapers are an excellent way of controlling the spread of ideas. In the U.S.S.R. they are posted in public places where all may read the government's views.



The U.S.S.R. and Eastern Europe

COUNTRY	AREA (in sq. miles)	POPULATION	CHIEF INDUSTRIES
Albania	11,000	1,762,000	livestock, agriculture, crude oil
Bulgaria	43,000	8,144,000	grains, tobacco, iron, steel, coal, textiles
Czechoslovakia	49,000	14,058,000	grains, cattle, fruit, iron ore, coal, uranium, iron, steel, textiles
Hungary	36,000	10,119,000	grains, fruit, livestock, coal, iron, steel, machinery
Poland	120,000	31,161,000	grains, potatoes, sugar beets, livestock, salt, petroleum, iron ore, coal, textiles, chemicals, heavy industry
Rumania	92,000	18,927,000	grains, fruit, petroleum, coal, iron ore, textiles, iron, steel
Union of Soviet Socialist Republics	8,649,000	224,764,000	grains, potatoes, sugar beets, fruit, livestock, furs, fishing, timber, iron ore, petroleum, coal, tin, gold, diamonds, copper, uranium, iron, steel, textiles, chemicals, machinery, oil refining
Yugoslavia	99,000	19,279,000	fruit, corn, tobacco, livestock, bauxite, iron, steel, textiles

very poor. Nevertheless, most peasant and work it as one large farm. Al-
plots were too sm: each family is allowed to keep

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The
UNIVERSITY BOOKMAN

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What Should Teachers Know about Communism?

HENRY WINTHROP

A major mistake is being made in these years now taught to teachers about Communism in the modern world. Nearly all other states have introduced such courses in their public school systems.

This mistake has three aspects, all of overemphasis: 1) overemphasis in the imparting of knowledge concerning the external, institutional forms of Communism in different Communist states; 2) overemphasis of the political expansionist policies of world Communism; 3) overemphasis of the opportunistic techniques employed by the Communists in international relations. It is true that teachers, and students who are prospective teachers, should be well acquainted with these matters, so that they may deal intelligently with such concerns at the secondary level of schooling.

But I speak of "overemphasis" for good reason: the study of this sort constitutes most, or virtually all, of a course on Communism, unbalanced results. This unbalance occurs if the course either treats inadequately the mentality and modes of thought of the Communist, or else fails to treat of such matters at all. In relation to the mentality and modes of thought, I do not mean merely that orthodox Marxists call direct or disguised opportunism. Thus, dialectical materialism is a form of theoretical casuistry by which Communists everywhere endeavor to justify any political act, conviction, or value that they wish to see generally approved or accepted. Yet dialectical materialism is only a small part of the Communist mentality and modes of thought.

Here I propose to discuss those features of Communist mentality and thought-patterns which are outside strict dialectical materialism. I do so because I believe that a course on Communism, when properly taught to teachers who will transmit what they have learned, should emphasize these subjects fully as much as it does the matters I have mentioned above as overemphasized for now. We cannot expect high school courses to replace the classical

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Communist's outlook, values, confusions, distortions, and decay of spirit, unless they have achieved some understanding of the way in which he perceives life and the world of our time.

At the University of South Florida, the course called "Communism in the Modern World" (taught within the Department of Interdisciplinary Social Studies) still emphasizes those matters mentioned in my second paragraph. But as they accumulate experience, the staff will move toward achievement of the balance I commend.

The choice of a textbook for such a course, at most institutions, is left to the instructor. Still, it is difficult to find a manual which does not concentrate chiefly upon the standard content of institutional forms, expansionism, and opportunistic techniques. This overemphasis may be discerned in such standard books as the following: *The Theory and Practice of Communism*, by R. N. Carew-Hunt (Pelican); *Main Street, U.S.S.R.*, by Irving R. Levine (Signet Books); *Contemporary Communism: Theory and Practice*, edited by Howard R. Swearer and Richard P. Longaker (Wadsworth Publishing Company); *The Many Faces of Communism*, edited by Harry Schwartz (Berkeley Publishing Company); *World Communism*, by Franz Borkenau (University of Michigan Press); *Inside Russia Today*, by John Gunther (Harper); *The Dynamics of Soviet Society*, by W. W. Rostow (Mentor Books); *Russia and America, Dangers and Prospects*, by Harry L. Roberts (Mentor Books); *What We Should Know about Communism*, by Harry and Bonaro Overstreet (Pocket Books); *Khrushchev's Russia*, by Edward Crankshaw (Pelican), and several others.

The two important things to note here are 1) that these volumes are representative of materials properly used in an introductory course about Communism, and 2) that they contain little material which introduces the student to the character of Communist mentality and modes of thought through which the Communist views social change.

Let me employ a convenient phrase to describe what I have in mind when I refer to the Communist mentality and its typical modes of thought—"the adaptive outlook." The first thing to note about the adaptive outlook is that it is subject to political and cultural pressures, and to onslaughts from the Soviet press and from the image-makers and public-relations people of the Communist world. This

is true whether such propagandists live in the [illegible] country. An imaginative picture of the power of [illegible] dramatically presented in Orwell's *1984*. The mind which has been molded by the adaptive outlook is a captive mind.

The character of the Communists' adaptive outlook has been profoundly and extensively described by Czeslaw Milosz in *The Captive Mind* (Vintage Books). A volume of this sort is what should be added to a course about Communism in the modern world, to redress the balance in a fashion that may convey the adaptive outlook under Communism. *The Captive Mind* not only explains the meaning of dialectical materialism into flesh-and-blood apprehension of everyday life in the Communist world, but it reveals dramatically the monolithic reasoning of the adaptive outlook—a line of reasoning expressed through action in a thousand ways, in private and in public, throughout Communist lands.

There are certain forms of the adaptive outlook—discussed by Milosz, by Hadley Cantril in his book *Soviet Leaders and Mastery Over Men* (Rutgers University Press) and by others—which should be brought to the attention of students in a course on Communism in the modern world. The first and most commonplace form of the adaptive outlook occurs in what the Russians call *partinost*. This term refers both to the whole complex of sentiments associated with unswerving fidelity to party doctrines and to the recognition of the complete and eternal rectitude of the party apparatus. *Partinost*, as a psychological and spiritual state, must be accompanied by the conviction that high party officials are modern versions of the ancient Russian heroes or demigods, the *bogatyri*. Milosz points out that the ability to make the average credulous Communist swallow this, and other convictions, depends upon a powerful technique of brainwashing that is used to overwhelm the individual.

Milosz calls this technique the intellectual equivalent of "the pill of Murti-Bing." Murti-Bing is a fictitious Mongolian philosopher described in a novel written in 1932 by Stanislaw Ignacy Witkiewicz, a Polish painter, writer, and philosopher. In the novel, Murti-Bing invents a happiness pill which enables those who take it to see the most horrible circumstances of everyday life as beatitudes. By analogy, the adaptive outlook—whether in the form of *partinost* or some of the other attitudes to be described below—is a psychological and intellectual form of the pill of Murti-Bing. The important

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to note in this connection is that *partiinost* fails to do away entirely with the still, small voice of reason, human conscience, and human fellow-feeling. Those who swallow *partiinost* uncritically are converted, in effect, into socially approved types of schizophrenics.

A second form of the adaptive outlook in the Communist world is called *grazhdanstvennost*. This is a term that refers to the whole complex of sentiments which relate the individual to society—that is, to Communist society—rather than to the party. *Grazhdanstvennost* is a sort of official Soviet humanism which recognizes the acceptance of the Soviet way of life as a form of salvation, as well as a form of recantation and purgatory for indigenous counter-revolutionaries and fallen-away Communists. The stress is on fidelity to the group. It is *grazhdanstvennost* that makes defendants in Soviet treason trials wallow publicly in guilt and remorse. Therefore, in *grazhdanstvennost*, one automatically adopts Group-Think and Togetherness. Group-Think and Togetherness are brought about by education, beginning with the pressure of the "links" system or the Junior Soviet Cell—a classroom group which combines the attributes of the Cub Scouts and pint-size informers. The civic objectives of *grazhdanstvennost* are really the Soviet form of the Greek educational ideal of *paideia*—self-development and civic responsibility.

Frequently a student introduced to the notion of *grazhdanstvennost* will ask what the difference is between Soviet Group-Think and the type of conformity in America which has been the butt of criticism by many American writers. Some students will insist that there is no difference. This challenge can be met, I believe, by pointing out that social pluralism in American democracy offers us the opportunity of affiliating with many publics, including some nonconformist ones. By contrast, there is only one public in the USSR, and no opportunity to ally oneself with an unofficial point of view. Furthermore, since the principle of voluntary association is practiced only in a democracy, it would be treasonable in the USSR if Soviet citizens tried to form any group with a point of view which ran counter to the official one.

Such are the semantic distortions of Soviet New-Think that "self-development" does not mean what it would mean in the West—viz., the liberty to choose alternative modes of self-expression. It is only the "liberty" to choose one of the paths which the Kremlin's leaders

feel will forward the purposes of the classless society. In the Soviet analogue of Henry Ford's day humor when, in bringing out old model Fords, he remarked that the customer could choose a car in any color, provided it was black. The phrase "civic responsibility" likewise suffers a distortion in meaning. It means nothing more than compliance with the will of the state's decision-makers. It is the Comintern's form of social conformity.

The third form of the adaptive outlook occurs in what the Communists call *ideinost*. This term refers to the loyalty expected of the dedicated Communist in relation to the whole complex of Marxist ideological commitments. Foremost among the things it would include are 1) an appreciation of and reverence for dialectical materialism, 2) an appreciation and employment of the Soviet grammar of politics, and 3) the manifestation of "high principle" which is supposed to be characteristic of the new Soviet man. In general it may be said that if one shows *ideinost*, then one is willing to sacrifice one's personal life and, unfortunately, also the lives of others to high-flown abstractions and to Marxist forms of cant. Every culture, of course, including our own, has forms of the same commodity. Clearly, however, an American's ideas may deviate from forms of our own racial and political myths without his suffering punishment while, at the same time, he stands a good chance of a hearing from some minority public. In fact, social criticism is respected in the American tradition. But social criticism does not have a shred of a chance to survive in a Communist world that makes every and systematic deviation from *ideinost* punishable in some form or other.

In dealing with the adaptive outlook of the Communists, it is important to convey in a course of the type to which we have referred, the mental straitjacket created by Communist New-Speak. The manner in which the traditional meanings of words are distorted or reversed works efficiently to promote many forms of alienation that depersonalize and dehumanize the citizens of the Communist world. These forms of alienation created by New-Speak prevent genuine communication from occurring. New-Speak in this sense reflects the cultivation of word-fluency—a psychological ability which may be defined as the capacity to speak beautifully but emptily about much that matters very little. Let us illustrate Communist New-Speak

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with three examples of the twisted meanings so characteristic of it.

Self-Criticism (sometimes called "Bolshevik" self-criticism). When the Communists employ this term, they do not refer to an evaluation of one's assets and liabilities but rather to the process of public confession of errors in order to save oneself from the consequence of such errors. Confession or self-criticism consists of violations, in one form or another, of *partiinost*, *grazhdanstvennost*, or *ideiinost*, or any combination of these.

Initiative. In the Soviet vocabulary this is defined as "not just blind obedience but as an independent search for the best way to fulfill a command." Independence and initiative are displayed by great self-denial and the readiness and ability to obey an order absolutely, regardless of obstacles and dangers involved. Any effort to think through the morality of the order or to provoke public discussion concerning that morality would, of course, be a violation of *partiinost*, *grazhdanstvennost*, and *ideiinost*.

Charity. The *Great Soviet Encyclopedia* defines this term as "bestowed hypocritically by representatives of the dominant classes of societies of exploiters to a certain fraction of the disinherited sections of the population in order to deceive the workers and to divert their attention from the class struggle." This is how charity appears when you have *grazhdanstvennost*.

THE ADAPTIVE OUTLOOK goes hand-in-hand with all those factors which, in the West, work against what we call independence of mind. Among the factors which we must include—but without limitation—are such considerations as 1) the inability to speak one's mind if this will endanger one's bread and butter, and 2) the Communist use of Hitler's technique of the "big lie." If things are repeated often enough, people will believe them, no matter how absurd and fantastic they may be and no matter how obviously they conflict with common sense or the evidence of one's own experience. The technique of the big lie is, in general, assured of success because of the unfortunate fact that most people decide the truth in terms of hearsay, gossip, opinion, and by in-lining themselves with the beliefs of those they like. 3) Even if one should try to exercise intellectual independence, it is difficult to do so when one is a member of a group. The modern social psychologist is aware of the fact that natural and aggressive opinion-leaders arise in any group. Members

of groups typically go along with such opinion-leaders. If one fails to do so, he will be ostracized in one way or another by all the sheep who "follow the leader." This is true to some extent even in a democracy. This in-lining phenomenon is multiplied a hundredfold psychologically in the atmosphere of the adaptive outlook so characteristic of the Communist world. Combine 2) and 3) of the preceding, and you have it made. That is why psychological, spiritual, and intellectual reconstruction is so difficult under Communism.

What can be done to immunize the American student against the damage that could conceivably be created by the adaptive outlook assuming that it could take successful root here and there? I believe that a genuine rebirth of the religious impulse—coupled, of course, with the requisite knowledge of the institutional behavior of the Communist world—can do much to prevent Communist ideas and modes of evaluation from taking successful root here.

By "the religious impulse," I refer to three of its basic characteristics. These are 1) the effort to improve man's relationship to man, the reduction of human egocentricity by sponsoring interest in, and devotion on behalf of, the plight of others, and 2) the vision of a supernal, mundane, creative, and intelligent power, the embodiment of perfect love in the sense of what theologians call *Agape*—a power always concerned with man's fate.

The knowledge that is the proper content of a course on Communism in the modern world must be balanced by a genuine understanding of Communist mentality and modes of thought—that is, the adaptive outlook. If the achievement of such a balance is coupled with the instructor's capacity to illuminate Communist behavior and modes of thinking, so that these may be seen as the destruction of the religious impulse as we have just defined that impulse—then the value of such a course becomes immeasurable in this our "time of troubles." Armed by a course of this type, our current and prospective high school teachers may really be able to make the issue of Communism versus a just society come alive for their students.

GRID

	Films	Books	Discussion	Tests	Text	Dittoes Articles	Transpar-encies	Pictures	
1a	3.7				3.7				7.4
1b		3.7							3.7
1c	3.7	3.7				3.7			11.1
1d	3.7	3.7	3.7		3.7				14.7
2			3.7	3.7		3.7			7.4
3			3.7	3.7					11:1
4			3.7	3.7					7.4
5			3.7						3.7
6			3.7	3.7					7.4
7			3.7	3.7					7.4
8	3.7					3.7	1.85	1.85	11.1
9				3.7					3.7
10				3.7					3.7

Numbers refer to General Objectives listed on pages 3 and 4.

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B. References for Material on Communism, Russia, East and West Europe

1. The University Bookman Spring, 1969 - "What Should Teachers Know About Communism?" - H. Winthrop
2. The Meaning of Communism - Miller, Roberts, and Shulman
3. What You Should Know about Communism - Scholastic Books
4. Rights in Conflicts
5. Report of the National Advisory Commission on Civil Disorders
6. Poland Fact Book
7. Communism - John Cope Caldwell
8. Let's Travel in Russia - D. Geis
9. Russia - Charles Thayer
10. Main Street, U.S.S.R. - Irving R. Levine
11. First Book of the Soviet Union - L. L. Snyder
12. Wyoming Library books (kept on shelf in classroom)
    a. The Balkans
    b. Switzerland
    c. Europe
    d. The Land and People of Germany
    e. The Land of the Italian People
    f. The Land and People of Austria
    g. The Land and People of Yugoslavia
    h. The Land and People of France
    i. The Land of the Russian People
    j. Spain
    k. Portugal
    l. The Land of William of Orange
    m. Communism in Our World
    n. International Communism After Krushchev
    o. The Land and People of Finland
    p. International Relations Among Communists
    q. The Land and People of the Balkans
    r. Communism - An American's View
13. Peking Review
14. Pravda
15. In the Eastern Hemisphere - Holt, Rhinehart, and Winston

C. Films

1. Soviet Union - filmstrip/record set
2. People of Russia - 16mm
3. Russia Today - 16mm

4. Russia Today - filmstrip-record set
5. The Rise of Communism - filmstrip-record set
6. Meet Comrade Student Parts I & II - 16mm
7. Poland - 16mm
8. 24 Hours in Berlin - 16mm
9. Cities of Europe - 5 filmstrips
10. France

D. Tape Exchange Program

Exhange set up with Balliol School. Barnard Castle, England

Second year in 1968-1969

Addition: Films

Russia and Communism - filmstrip/record set

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COOPERATION CAN BE UNDERSTOOD AND DEVELOPED THROUGH CAREFULLY CHOSEN LITERATURE SELECTIONS*

Specific Value:	Cooperation
Subject Area:	English
Grade Level:	Eighth
Time:	Eleven weeks

*Revised from initial materials prepared by Sister Celestia Quaranta, M. C.

COOPERATION CAN BE UNDERSTOOD AND DEVELOPED THROUGH CAREFULLY CHOSEN LITERATURE SELECTIONS

Abstract

I. Philosophical Statement. Educational situations deal with human beings since values are related to human life, value education fits very well into the educational setup of our schools.

II. General Objectives. This unit tried to combine the development of desirable academic notions such as appreciation and comprehension of Literature and of one's language with the realization that conflicts are ever present in the world of man and that cooperation is an indispensible tool in our daily dealings with others.

III. Specific Objectives. Students should understand and practice cooperation in accepting correction, in showing respect for others; ideas, in being ready to help others, and in appreciating the contributions of their fellow men.

IV. Context. 8th grade level.

V. Content. Selected writings, both in prose and in poetry, constituted the main fare of the unit. The selections chosen were written by both American and English authors and exemplified modern as well as classical Literature. The characters portrayed were from different walks of life and belonged to different age levels.

VI. Methods. The methods included a pretest, three tests at the end of a definite period of time, and a final test. Individual readings, class readings, oral reports, class discussions, comparisons of events and characters, written compositions, drawings and dramatizations were used to convey ideas both in the non-value education domain and in the value education program.

VII. Time Schedule. Eleven weeks.

COOPERATION CAN BE UNDERSTOOD AND DEVELOPED THROUGH CAREFULLY CHOSEN LITERATURE SELECTIONS

I. Philosophical Statement. One cannot think of values without relating these values to some aspects of human life in terms of what an individual person chooses as the result of a conflict that has presented itself. It is clear, then, that values must fit, and they do fit, in any educational situation since in such a situation we are dealing with human beings.

The development of a certain set of values can easily be incorporated in a Literature course, provided the selections that are taken into consideration have enough material for a positive approach to the acquisition of the desired values. When working with Literature, the students are exposed to quite a variety of values as they are presented explicitly or implicitly in the characters, or as they are displayed by the writer in the development of his theme.

II. General Objectives. The general objectives the teacher tried to reach were:

A. Accustom the students to recall the main events they read about and to detect any meaningful relationship between event and event.
B. Help them to see, understand, and interpret descriptive details.
C. Help them appreciate mythological allusions and etymological meanings.
D. Call the youngsters' attention to the role of imagery both in prose and poetry and to the fact that rhythm in a poem is often chosen to emphasize a definite idea.
E. Help the students realize that they must read critically, ask questions, and evaluate what has been read.
F. Lead them to see that a person's language, thoughts, and actions reveal a great deal about his character.
G. Help make the students aware of the manifold conflicts man has to face and of their constant recurrence in history.
H. Stimulate the children's interest by asking them to identify and to react to the emotions of the literature characters.
I. Have them relate literature to their own life and personal experiences.
J. Have them discuss and investigate other possible solutions to the problems presented in the selections.

The above mentioned objectives belong to the non-value education domain, but they seemed ideal for the presentation and emphasis of the particular value, i.e. cooperation, in the many facets it can present. In fact very often the students were faced with the necessity of considering the values of the main characters in order to ascertain what had prompted them to choose certain alternatives. The student's main effort was to

study and investigate what role cooperation played in the poem or the story. It was only after they saw the value at work that they were able to make significant comparisons between an event permeated with cooperation and one devoid of it and to come to the conclusion that this might be a desirable value, one that could become their own in time of conflict.

III. Specific Objectives. The entire unit has been based on the development and/or improvement of students' cooperation; therefore, it was imperative to observe the students (in and out of class, in formal and informal meetings) in order to see whether the students' cooperation was viewed in terms of the three fields in which the desirable behavior was more likely to show if the values had been internalized:

A. Students' cooperation with their fellow students.
B. Students' cooperation with their inferiors.
C. Students' cooperation with their superiors.

Behavioral objectives:

A. A more willful and intelligent readiness to accept corrections: the youngsters were guided to become more aware of the fact that the teachers and the parents who correct them do not do so because of an impulsive and arbitrary interpretation of some rules, but because these rules, when obeyed, help the persons involved to reach their goal in a more effective way.

B. The formation of a certain amount of respect for others' ideas with less and less petty and unhealthy criticism.

C. The desire to be sincerely ready to help those that need help, being conscious that a helping hand, materially, spiritually, or otherwise, in time of need gives the recipient a feeling of security and belonging.

D. The elimination of useless criticism for other students' contributions and the building up of a wholehearted appreciation of what others do.

IV. Context. This unit of study on the development and/or the improvement of cooperation took place in a heterogeneous group of 32 8th graders, their IQ's ranging from 90 to 134 according to the Lorge-Thorndike verbal and non-verbal Intelligence Tests.

The majority of these students came from a middle class community which has an interesting variety of occupations: from lawyers to factory workers, from teachers to policemen, from businessmen to farmers.

Only one of the 32 students had been with this school for less than two years; everybody else had attended this school for a much longer period of time: of these 20 were in the 1960-61 first grade group.

The unit on cooperation was mainly developed in the regular English Literature classes, but occasionally the oral discussions were resumed during the Reading period and often during other classes.

V. Outline of Content. The content developed in this unit was taken from the regular Literature textbook used in the 8th grade: All Around America, Chicago: Scott, Foresman, and Company, 1966. In the proposal the use of selections were to be taken from other books, but subsequently it was decided in the students' interest to limit the unit to the material presented in the textbook.

The selections from the textbook were:

A. "Ulysses and the Cyclops" retold by Charles Lamb, p. 484.
   1. The mythological allusions were clarified.
   2. The biographical sketch of Lamb and of Homer were studied after two students gave an oral report on them.
   3. Important details were pointed out, analyzed, and related to one another.
   4. Polyphemus and Ulysses were compared both in oral discussions and in written compositions.
   5. Every event described was carefully examined: their development indicated that they had to be seen not only as the glorification of Ulysses' genius but also as the natural result of the unconditioned help given to Ulysses by his men: these men recognized him as their leader and respected his decisions.

      This selection, being an adaptation, did not present many details that would have been found in the original, but it had enough material for the illustration of the value in question.

B. "The Song of Beowulf" retold by Olivia E. Coolidge, p. 491.
   1. Explanation of what is meant by "epic poem"
   2. Investigation of the place and time setting and how these related to the mood of the story.
   3. Comparison of the physical and moral traits of the main characters.
   4. Consideration of what might have prompted Beowulf to risk his life.
   5. Drawing parallels between Ulysses and Beowulf.

C. A Christmas Carol by Charles Dickens, p. 544.
   1. Understanding that a story is the result of a plan.
   2. Recognizing the meaning and technique of a flashback.
   3. Establishing the point of view of a story and what effect a first person point of view might have in a story.

4. Considering the relationship between parents and children, employers and employees, neighbor and neighbor.
5. Checking when and how the values of the main characters were revealed to the readers.
6. Contrasting the spirit of cooperation within the Cratchit family with the obvious lack of it in Scrooge.
7. Understanding the steps that brought Scrooge to a complete change.

D. "The Charge of the Light Brigade" by Alfred, Lord Tennyson, p. 498.
1. Check briefly the European historical situation in 1854-56.
2. Learn how to relate the rhythmic pattern of the poem to the meaning behind the words.
3. Review the poetic devices (repetition, alliteration, assonance, etc.).
4. Consider how the failure of the action does not minimize the greatness of the Brigade nor the respect and cooperation shown on the battlefield.

E. "The Password" by Janet Craig-James, p. 66.
1. Discovering details that tell about the characters' hobbies.
2. Understanding that happiness is the result of cooperation.
3. Seeing others' contributions as a sign of how interested they are in what is going on.
4. Acknowledging that cooperation is of paramount importance when persons of different temperaments and different personalities live and work together.
5. Accepting a correction is not a sign of a weak character but of a strong one.

F. "The Old Soldier" by Dorothy Canfield Fisher, p. 134.
1. Relating the pictorial material to the story.
2. Understanding a detail that becomes the turning point in the story.
3. Distinguishing between a democratic form of government and a non-democratic form of government.
4. Imagining the possible change of events if cooperation and respect for others' contributions had been left out of the picture.
5. Comparing the reactions of both the young and the old.

G. "The Diary of Anne Frank, translated by B. M. Mooyaart, p. 314.
1. Give a brief background of World War II.
2. Stress the precarious position the Jewish people found themselves in.
3. Compare the life of a Jewish teenager during World War II and that of an American teenager today.
4. Consider how many things are taken for granted in everyday, ordinary life.

5. Realize that the life at the "Secret Annexe" was possible through the help of faithful friends.

H. "The Strangers That Came to Town" by Ambrose Flack, p. 97.
1. Understanding how to choose the word meaning needed for a specific context.
2. Noting character traits and how they are revealed by one's actions.
3. Detecting motives and how to relate them to the events.
4. Seeing cooperation as a way to smooth out innate differences.
5. Building a wholesome attitude towards accepting corrections.

I. "Dunkirk" by Robert Nathan p. 328.
1. Reviewing the geographical location and the historical significance of the event.
2. Outlining the qualities of a character as he appears when he talks and acts.
3. Concluding that enterprises like the one described in the poem could not take place unless they are prompted by a sincere desire to help others.

J. "The Ordeal of Chaplain Kapaun" by R. M. Dowe as told to Harold H. Martin. p. 462.
1. Summarize briefly the Korean War.
2. Consider the importance of conviction in regard to one's beliefs.
3. Stress the generosity which characterized the Chaplain's total commitment to his duty both as a minister of God and as an American soldier.
4. Notice the impression that his generosity in helping others left both in friends and enemies.

K. "Captain Colin P. Kelly, Jr." by Robert Nathan, p. 467.
1. Review the attack on Pearl Harbor and the situation in the Philippines during the second World War.
2. Try to interpret what the figures of speech used might have conveyed.
3. Compare this poem with "Dunkirk" by the same author, mood-wise and story-wise.
4. Compare the illustrations in both poems and see how they exemplify the mood.
5. Consider how this is not an isolated and unique event, but only one of many such deeds.

L. "Paul Revers's Ride" by Henry W. Longfellow, p. 122.
1. Identify the friend introduced in the poem.
2. Relate the rhythm of the poem to its mood and setting.
3. Review the distinctive qualities of narrative poetry.
4. Realize that the success of the enterprise was mainly due to the cooperation of those involved.
5. Compare the historical facts with those presented by the poet.

VI. Methods. In the presentation of the methods both the strategies that were used in the academic field (facts, concepts, skills) as well as those that were employed in order to achieve the desired behavioral outcomes were included.

Under the title of each of the twelve chosen selections a list of the strategies that were followed in the classroom illustrate the approach used.

A. "Ulysses and the Cyclops"
The characters' proper names were listed and explained in terms of their position both in the story and in mythology. Individual students reported on their etymological meaning.

The biographical sketch of Lamb and Homer were assigned as individual research work.

A general discussion on the important details included the description of Plyphemus' cave, the events that happened at Ismarus, the experiences in the land of the lotus-eaters, and the consideration of how the illustrator had emphasized some of the characteristics of this story in his pictures.

The class was divided in groups; each group investigated one of the following items and gave a report to the class:

1. Polyphemus is the personification of brutish strength.
2. Ulysses is the personification of cunning and daring.
3. Ulysses' men and their role in the epic.

Another discussion was based on the relationship between Ulysses and his sailors; the conclusion the students came to was that Ulysses could not have accomplished what he did accomplish if his men had chosen not to cooperate, likewise, that Polyphemus who had all the odds in his favor (he knew the island and the cave, he was extremely strong) was easily baffled because he had no one to help him out in the hour of need.

B. "The Charge of the Light Brigade"
A small European map was used to encourage the students to locate "The Valley of Death". The most important names and dates connected with the event were written on the board and referred to whenever necessary. To put the class in the mood for this poem several pictures of soldiers marching in a parade were shown and discussed. Some of the many unpleasant aspects of a war were mentioned.

The class enjoyed the recording of the poem; for a better understanding of it, especially because of the auditory qualities present in the poem itself, the children were asked to keep their book closed as they listened to the record: in this way they were able to capture the rhythmic pattern so evident and effective in Tennyson's poetry.

A short review of the poetic devices preceded the discussion on how faithfully the Brigade had obeyed orders. The values portrayed in this tragedy are evident: the cavalry troops true to their love of country and their loyalty to the superiors did not question the command but acted as directed.

C. "The Password"

The most interesting words present in this story were on the board at the beginning of the period; the first students to arrive checked their etymological meaning and got ready to tell the class about it.

Most of the dialogues were read in class in order to provide something to base our discussion on. The consideration of the various characters and how they reacted to a given situation readily recalled similar experiences in real life. It was also pointed out that as the story unfolded cooperation took place in a more tangible manner until, at the end, it was well established.

A composition about "The time I got 'mad' " puzzled the class at first, but they all enjoyed writing it and listening to the reading of the most interesting works; this gave the class more to talk about; more values were introduced and it became clear that where cooperation was present things were taken care of faster and better.

D. "The Old Soldier"

The class was asked to read the story silently. When all the students had finished the reading, the teacher posed the question: "What is the turning point of the story?" and encouraged the students to express on paper their opinion. The papers were then collected and marked for the following class. Since not all the students agreed on what the turning point of the story was, the discussion started out by trying to establish a turning point that was accepted by the students and was supported by the development of the events presented in the textbook. Possible pros and cons were carefully considered as well as the values the characters chose to follow as they were making some important decisions.

As the class read over again the passage in which Dr. White made an amazing discovery, actually the turning point of the story, the students realized that cooperation played an important role.

E. "The Diary of Anne Frank"
A short introduction was given concerning the position of Jewish people during World War II and a map was used to clarify the location of Germany and Holland.

As the reading progressed, the students became aware of the selfishness involved in taking so very many things for granted. This reading took place just before Thanksgiving and helped the students to understa.. that one has many things to be thankful for.

Since the Diary mentions only indirectly those who helped the Franks, questions were asked concerning the relationship between the members of the "Secret Annexe" and the outside world. It became clear that those who did help actually risked their lives and their property in order to do so. Parallels were made between these unknown individuals and ourselves; some personal experiences were contributed by the students and commented upon in the light of what cooperation should mean.

F. "The Strangers That Came to Town"
The students were first asked to recall the impression they had and the feelings they experienced the first time they met a "stranger" who had come to live in their neighborhood. One particular student remembered when she came to school: she walked into a classroom that presented all strange faces with eyes that looked inquiringly at the new comer. Her feelings were considered, then the story was read.

G. "Dunkirk"
A student was asked to check in his history book the major events that led to the Dunkirk episode in order to tell the class; all then turned to the same textbook and checked the map that indicated the exact location of the place in question. This put the students in the right mood for the reading of the poem.

It was easy to see how the desire to help those that were in need pervades the entire poem, which in turn shows that young people are capable of heroic deeds too. The students selected the most tangible proofs of cooperation as they were described in the selection; the most effective ones were commented upon.

H. "The Ordeal of Chaplain Kapaun"
A newspaper article about an American chaplain recently killed in Vietnam seemed to be an appropriate starting point for this poignant story of Chaplain Kapaun which the youngsters loved.

When the story was read, some quotations taken from the text led to the consideration of the beliefs that made the Chaplain in

question so well liked by his men. It was apparent that his generosity in helping others, no matter how difficult or dangerous if was, stemmed from his unlimited desire to be of service: a helping hand was always available when he was around.

The events described in the selection unfortunately match the news from Vietnam: the youngsters were able to retell some of the marvelous examples of cooperation that we often find on a battlefield.

I. "Captain Colin P. Kelly, Jr."
A short report on the bombing of Pearl Harbor set up the mood for this extremely short poem and gave the students a better understanding of the world situation.

The names of Japan, the Phillippines, Luzon, Corregidor were written on the board and a student was asked to locate them on a map. Few words were said about their strategic importance.

Some of the most striking figures of speech were discussed and their meaning was related to the rest of the poem.

Since the students had previously read "Dunkirk" (by the same author it was inevitable to compare the two poems: with this in mind the main characters and thier undertaking were compared and the success of one and the apparent failure of the other were discussed.

Likewise, the pictures had their share of attention: the lack of horizontal and vertical lines indicates a chaotic atmosphere that well matched both stories; the general shape of the sketches was irregular; both the sea with its tilted boats and the sky with its smoke seem to emphasize the utter despair which animated the human beings caught in an unpleasant situation.

J. "Paul Revere's Ride"
The proverb "A friend in need is a friend indeed" began the discussion. In fact the whole affair could not have become history had the "friend" chosen not to cooperate.

Separate groups were formed to investigate items such as:

1. The organization of the "alerting affair"
2. The friend's role
3. Paul Revere's role
4. Paul Revere's biographical sketch
5. Differences between history and the poem

After the presentation of report 4 when the class was made to realize that, although Paul Revere was now mainly remembered for his historic ride, he was well known for other accomplishments.

The teacher pointed out that the ride on April 18, 1775 was not a sporadic event in his life, but the result of his love for his country coupled with his generosity in helping others: after all cooperation becomes a habit only if it is valued and if it is practiced.

The records that were available with the selections that were included in this unit were used extensively but at different stages of the development of the selection itself in order to diminish the boredom that a routine method would create in the classroom.

Drawings, sketches, outlines, compositions, summaries, reports, discussions were the means used to impart academic notions as well as to impress the students with the importance of value understanding and value application in their life.

VII. Time Schedule. According to the original proposal the unit should have started at the beginning of October and should have ended at the end of the third week in November, thus covering a period of six weeks. Actually the unit was started on October 2 with a preliminary test and was concluded on December 18 with the final test. The revised unit covered, therefore, 11 weeks. The unit was developed during three Literature periods a week, but occasionally the discussion continued during the Reading period, too. Some reading and some written assignments were given as part of their homework. Between the pretest and the final test three other tests were administered to the class.

The largest amount of time, corresponding probably to the length of fifteen periods, was devoted to oral discussions and appreciation activities. The tests along with other written assignments never took the entire lesson and covered the length of six periods. The equivalent of six periods was spent in individual work, group work and research work for reports. The remainder of the lessons was devoted to the actual reading of the selections, the preliminary remarks, and a "transition" time necessary to link a new selection to the old ones.

VIII. Evaluation Data. The following data were collected during the development of the unit on cooperation.

Preliminary Test (See Appendix 1)

1. 30 students liked to read, one did not.
2. 24 students preferred to read about persons, 6 about things.
3. Many failed to give plausible reasor for their choices.

The three items that were mentioned more frequently were:

1. Good jobs, good food, good houses.
2. Good education, good manners, good friends.
3. Responsibility, loyalty-sincerity, cooperation.

4. Truthfulness, understanding, sense of duty.
5. Doctors-policemen, social workers, politicians.

1. Loyalty, friendliness, politeness.
2. Good manners, honesty, kindness.

3-4 They all offered a solution.
5. They all knew what they wanted.

1.	3	agreed	27	disagreed
2.	12	"	17	"
3.	30	"	0	"
4.	0	"	30	"
5.	26	"	4	"
6.	5	"	25	"
7.	6	"	24	"

First test (See Appendix 1)

Multiple Choice: (The number in parentheses indicates how many students chose that answer)

1.	a.	(0)	b.	(17)	c.	(14)	d.	(0)
2.	a.	(1)	b.	(15)	c.	(10)	d.	(5)
3.	a.	(4)	b.	(11)	c.	(15)	d.	(1)
4.	a.	(15)	b.	(2)	c.	(5)	d.	(9)
5.	a.	(1)	b.	(24)	c.	(0)	d.	(3)
6.	a.	(3)	b.	(7)	c.	(20)	d.	(0)
7.	a.	(18)	b.	(4)	c.	(8)	d.	(1)

8. Because of the nature of the question the answers were varied
9. a. (20) b. (14) c. (11) d. (13)
10. Understanding was chosen by 19 as lst, by 7 as 2nd, by 1 as 3rd
    Cooperation was chosen by 8 as 1st, by 17 as 2nd, by 1 as 3rd
    Courage was chosen by 0 as 1st, by 2 as 2nd, by 22 as 3rd
    Shrewdness was chosen by 4 as 1st, by 23 as 4th

The rest of the test had no implication of value.

Second test (See Appendix 1)

Matching test: no implication of value

True and False: no implication of value

1. What did you like the best in: Most of the reactions given implied the recognition of a positive value. However, some students simply named the value without explaining the reason for their choice. Most of those who skipped one left "e".

2. Most students gave the solution the problem presented. Some stated that they would have done exactly what the character did.

the last item in this section was not too popular with the students. Most students gave stereotyped answers. Most of those who answered gave ideas that were acceptable "value-wise".

Third test (See Appendix 1)

True and False: no implication of value

Choice of a friend:

15 chose Tom	17 chose Andrew
17 chose Dr. White	15 chose Mr. Duvitch
10 chose Bess	22 chose Barbie
28 chose the Chaplain	4 chose Mr. Duvitch
14 chose Mr. Cratchit	18 chose Tom's father
9 chose Scrooge	23 chose the Old Soldier
19 chose Barbie's father	13 chose Mr. Duvitch
18 chose Mrs. Cratchit	14 chose Mrs. Duvitch
16 chose Anne Frank	16 chose Barbie
20 chose Paul Revere	12 chose the Chaplain

Reasons for choosing "that" friend:

Most of the students gave acceptable answers with regard to values.

Section on the opinions:

Some did not answer the question in its entirety. Those who did gave acceptable answers with regard to values.

Choice of the most cooperative character:

10 chose Barbie	6 chose Scrooge
4 chose Tom and Andy	3 chose Duvitches

All the other characters were mentioned only once.

Choice of a story to be continued:

6 students chose The Diary of Anne Frank
5 students chose The Old Soldier
3 students chose A Christmas Carol
3 students chose The Password
3 students chose Paul Revere's Ride

All the other stories were chosen by one or two students.

Definition of friendship: all the answers were acceptable with regard to values.

The story or poem that best exemplifies "A friend in need is a friend indeed":

7 students chose "The Strangers That Came to Town"
4 students chose "Dunkirk"
4 students chose "The Diary of Anne Frank"
4 students chose "The Ordeal of Chaplain Kapaun"
4 students chose "The Password"

All the other stories were chosen only by one or two students.

Final test (See Appendix 1)

1. 2. All like to read and give answers acceptable with regard to values.
3. Yes, 24 students — no, 5 students
4. All have yes.
5. Few students failed to name the magazines
6. No, 23 students — yes, 4 students — Sometimes, 1 student
7. Yes, 17 students — no, 14 students
8. Yes, 4 students — no, 19 students — Sometimes, 6 students
9. Yes, 14 students — no, 7 students — Sometimes, 8 students

10. Cooperation, 23

11. All suggest stories with important values

12. 23 chose responsibility, 5 obedience, 1 cooperation

a.	0 agree	28 disagree
b.	7 agree	21 disagree
c.	21 "	7 "
d.	8 "	20 "
e.	21 "	7 "
f.	3 "	25 "
g.	19 "	9 "

2. 24 students, yes — 4 students, no

3-4 Different opinions were given

Report of soft and hard data

Student	Pretest	1st test Soft data	1st test Hard data	2nd test Soft data	2nd test Hard data	3rd test Soft data	3rd test Hard data	Final Test
1	90	100	92	91	95	--	--	92
2	90	90	90	92	91	95	84	96

Report of soft and hard data

Student	Pretest	1st test Soft data	1st test Hard data	2nd test Soft data	2nd test Hard data	3rd test Soft data	3rd test Hard data	Final Test
3	85	60	60	79	80	80	92	--
4	60	61	84	64	60	64	76	84
5	95	100	100	97	100	96	92	92
6	90	90	100	82	95	92	84	88
7	85	90	84	91	80	72	84	88
8	85	80	76	82	95	80	76	92
9	--	60	84	88	85	72	50	88
10	85	90	84	91	95	100	100	96
11	60	70	60	67	70	88	84	84
12	84	100	100	88	90	96	92	84
13	90	70	52	--	--	76	76	92
14	88	80	76	100	90	88	84	92
15	95	100	84	88	90	80	84	100
16	90	--	--	85	80	88	84	92
17	80	90	76	79	80	84	92	96
18	80	80	76	94	95	84	84	100
19	85	80	52	79	70	72	68	100
20	80	80	52	79	90	76	84	92
21	75	90	84	100	95	92	84	96
22	70	80	76	88	80	76	76	88
23	95	80	76	94	100	84	92	--
24	80	90	84	97	90	88	84	92
25	80	70	76	97	95	88	84	92
26	85	100	100	97	95	96	92	100
27	90	90	84	82	80	80	84	80
28	90	90	100	97	100	84	84	100
29	90	100	100	--	--	84	92	--
30	--	90	76	97	90	76	84	88
31	88	70	92	100	100	80	92	--
32	90	90	84	94	90	88	84	96

The sign "--" indicates that the student was absent when the test was given.

Compositions

1. "The time I got very 'mad' "
   All the students reported true to life incidents and all agreed that to lose one's temper as well as to be stubborn does not help any situation.

2. "Which one of the characters I read about so far would I like to have as a friend?"

The list included 10 characters; the class was evenly divided into three groups: 10 students chose Barbie, 10, Chaplain Kapaun, and the rest was spread among the others.

3. "If you touch that phone..."
This was a completion story; the youngsters had to think hard because the situation presented in the first part of the selection (which was read to the class) was quite involved and the decision the characters were faced with was extremely important. Here the idea of cooperation had been purposely left out of the picture, but most of the students brought it in either directly or indirectly.

4. "The most cooperative person"
This composition had to be based not on the selections read and discussed together, but on their library reading. Some students failed to determine exactly the nature of the cooperation displayed by the character that was chosen.

5. "Compare any two characters from any two stories or poems studied in this unit"
These papers brought up new items and ideas, since many students did not limit themselves to a mere repetition of what had been pointed out in our class discussions.

6. "The incident of the fish changed the life of the Duvitches...How? Why? This particular story was a favorite with the children: they could readily explain the "how?" and the "Why?" included in the topic given to them. They praised the father for the decision taken and sympathized heartily with the immigrant family.

7. "What is the turning point in the story of the Old Soldier?"
Although the answers were quite varied, the students tried to give plausible reasons for their choice.

Drawing

The students were asked, toward the end of the unit, to make up their slogan on cooperation and to illustrate it. In order to get their own ideas as genuinely as possible the assignment was given without any warning. Even those who at first were surprised at the teacher's request did quite well.

Some of the slogans presented were:

"Cooperation is serving your country", the Navy, the Air Force and the Army were pictured.

"Cooperation is the ability of working together", sets of hands made up most of the drawing.

"Cooperation is the ability of working together hand in hand creating new and useful things," an atomic energy plant was sketched.

"Cooperation is doing the right thing at the right time", five scenes represented different activities.

"Cooperation is living peacefully with others", a country scene had on the foreground two skaters.

"Cooperation is helping one another in doing something", a well on the left and a house burning on the right were united by a line of people passing buckets of water.

"Cooperation is taking part in community affairs", four sketches exemplified four possibilities.

Illustration

Since the textbook usually has a few paragraphs about the illustration of a certain story, it was decided to use the information given in order to interpret the sketches in the book. Often students simply looked at the pictures without seeing or trying to understand their implication. So little by little, the youngsters learned to find a definite relationship between the story or the poem and the illustrations: the value emphasized in the selection was always present in the pictures.

Biographical sketches

Each author's biographical sketch was read and discussed; for some of the most important writers the students turned to encyclopedias and other books. Some students experienced their first meeting with the lives of these writers and they needed help to realize that a better understanding of the values they portrayed in their writings was possible if one can detect these values in his own private life.

How well did you read?

Most of the questions listed at the end of the selections chosen were answered either on paper or orally. These exercises were good from the standpoint of value education.

Class and group discussions

These were always very good. To make the students relax and feel at ease the teacher seldom gave marks for their contributions, but she made certain everyone said something. Of course some of them participated more than others; the exchange of ideas was always rewarding. It was mainly during these informal discussions that maps, outlines, pictures, sketches were used.

Dramatizations

Only once the students were asked to dramatize a scene on cooperation; they wrote their own scene (the class was divided into six groups) and then they presented it to the rest of the class. The result was rather poor, because the teacher could not follow them too much in the preparation of the skit. The children enjoyed it though and had to practice cooperation right there and then since not always they agreed on what to say or do.

Informal talks with students

Several informal talks that took place accidentally between classes or after school were very interesting and helpful to the students who were too shy to talk in front of the class.

IX. Evaluation and Interpretation. The data which have been reported in the preceding section were studied in relation to one another, in relation to what was known about the students, and in relation to how they behaved in different circumstances.

The pretest, given at the beginning of the unit was meant to establish where the students stood, cooperation-wise, in relationship to others and to the desired standards to be achieved. Actually the pretest did not give precise information about the students' opinion of cooperation since the test had been prepared on very general guidelines, but it gave a very interesting insight into the personality of the youngsters. When this test was administered it was made clear to the students that "thought" was more important than time, so that they could calmly study the questions and calmly word their ideas without pressure from the outside.

Classroom activities such as discussions, research, and reports were at first rather cold and the students seemed either reluctant or indifferent to the development of an idea, the presentation of personal experiences, and the understanding of a relationship existing between one event portrayed in the selection and a similar event in one's everyday life.

The summary of the test scores as it was given on p. 24-25 seemed to indicate that in some cases there had been no improvement at all between the pretest and the final test.

X. Recommendations.

1. Organize at least two or three panel discussions, possibly in the presence of a guest who has not read the selections.

2. Reword some of the questions listed in the tests for clarity.

3. Try to administer the tests to the students that were absent when the tests were scheduled.

4. Prepare a list of outside reading material to be read by interested students. Every other week the discussion could be based on the values discovered in these selections.

5. Use more audio-visual materials; choose one or two good TV programs that have value-education situations and invite the students to watch them and give their reactions.

6. At the Parent-Teacher Conference that precedes the beginning of the unit talk to the parents about it and seek their cooperation.

Appendix 1

Pre test (October 2, 1967)
Key

First Test (October 23, 1967)
Key

Second Test (November 20, 1967)
Key

Third Test (December 15, 1967)
Key

Final Test (December 18, 1967)
Key

Name_____ Grade _____ Date_____

1. Do you like to read?_____ Why?_____

2. Do you prefer to read about persons or things?_____

3. What person or thing has impressed you the most in the stories you read last year? Why?_____

In each group of words underline the three items that you think are the most important:

1. Good clothes, good food, good jobs, good houses, good stores, good cars.

2. Good books, good education, good manners, good job opportunities, good friends.

3. Responsibility, cooperation, generosity, courage, loyalty, sincerity.

4. Truthfulness, sense of duty, desire to help, gentleness, politeness, understanding.

5. Doctors, storekeepers, social workers, lawyers, politicians, policemen.

Briefly answer the following questions:

1. What do you consider the best characteristic of your best friend?

2. What is the thing that you would like others to say about you?

3. What is, in your opinion, the greatest mistake you made?

4. If you had a chance to go through the same experience, what would you do instead?

5. If tomorrow you had a free day and you could do whatever you wanted, what would you do and why?

With a check indicate whether you agree or disagree:

	I agree	I disagree
1. A student who reacts unfavorably to a correction made by his parents shows a mature personality.	____	____
2. The best type of cooperation is to give material assistance to the needy.	____	____
3. Each of us has the responsibility of contributing something for the good of society.	____	____
4. It is a sign of weakness to listen to others' ideas and opinions.	____	____
5. A student who stands up and contributes his opinion to a class discussion shows more interest than the one who for fear of being wrong keeps quiet all the time.	____	____
6. A student who babysits for his parents has the right to be bossy since he is in charge.	____	____
7. Since all of us have different ideas and talents, we should all work independently.	____	____

Briefly but clearly express your opinion regarding the purpose of this test.

Pretest

Key

Answers will vary in most of the exercises.

Answers to the "agree-disagree" section:

1. Disagree
2. Disagree
3. Agree
4. Disagree
5. Agree
6. Disagree
7. Disagree

Name_____ Grade_____ Date _____

In each exercise choose the item that best fits the description:

1. What really made the difference between life and death in the story about Ulysses was

   a. His strength
   b. His intelligence
   c. His acceptance of others' help
   d. His knowledge of the island

2. Beowulf tried to kill Grendel because

   a. He wanted to be praised
   b. He desired to rescue his friends
   c. He despised evil
   d. He wanted to show strength

3. Which adjective would best describe Scrooge as he is presented in the following quotation: "I wish to be left alone....Since you ask me what I wish, gentlemen, that is my answer...."

   a. Stingy
   b. Uncharitable
   c. Uncooperative
   d. Tired

4. Ulysses' men mainly admired him for

   a. His leadership
   b. His shrewdness
   c. His concern for others
   d. His determination

5. Ulysses' men showed clearly

   a. Their obedience
   b. Their cooperation
   c. Their intelligence
   d. Their faithfulness

6. King Hrothgar can be considered a good example of someone who

   a. ....is unable to overcome a difficulty on his own.
   b. ....keeps to himself and wants peace and quiet around him.
   c. ....needs the cooperation of a faithful friend for the good of his people.
   d. ....is desirous to overcome an obstacle for the glory and praise that might come from the success of the undertaking.

7. People regarded Scrooge's attitude as

   a. Stingy
   b. Proud
   c. Insolent
   d. Uncooperative

8. The main characters you read about are: Ulysses, Polyphemus, Beowulf, Grendel, Scrooge, the Ghosts, Mr. Cratchit. Considering each character in terms of his qualities who could take the place of

   a. Ulysses
   b. Grendel
   c. Hrothgar
   d. Mr. Cratchit

9. Do you know someone who is

   a. as cooperative as Ulysses' men?
   b. as courageous as Beowulf?
   c. as inconsiderate as Scrooge?
   d. as poor as the Cratchits?

10. Number the following good qualities displayed by the characters mentioned above in the order in which you would like them to be present in your friends and in yourself.

    a. Shrewdness _____
    b. Courage _____
    c. Cooperation _____
    d. Understanding _____

Match the items in column A with those in column B

A	B
a. Lotus fruit	____Odysseus, the King
b. Monster	____odious
c. Epic poem	____cunning
d. Ulysses	____Ghost of the Christmas Yet to Come
e. Polyphemus	____Forgetfulness
f. Cyclops	____Polyphemus
g. Ithaca	____Grendel
h. Tim Cratchit	____Charles Dickens
i. Ghost of Christmas Present	____Song of Beowulf
j. Homer	____Odyssey
k. Scrooge	____Hrothgar
l. The Christmas Carol	____No-Man
	____Cripple boy

First Test

Key

Answers will vary.

Answers for the matching test:

In column B they should have:

g
e
k
i
a
f
b
l
c
j
leave
d
h

Name_____ Grade _____ Date _____

Match the items in column A with those in column B:

A	B
a. For Barbie happiness meant...	_____The novelty of the place
b. The twins were fascinated by the...	_____feelings
c. Barbie was prompt in considering other people's...	_____privacy
	_____responsibility
d. Andy and Tom learned to show more...	_____consideration
e. The two boys understood how important it is to accept...	_____cooperation
f. At the end of "The Password" each member of the family showed and practiced...	_____directions
	_____danger
g. The occupants of the "Secret Annexe" were victims of...	_____upbringing
h. Mrs. Van Daan was quite concerned with Anne's...	_____hardships
	_____injustice
i. The Franks had to suffer many...	_____liberation
j. All those who helped Jewish people faced more than one...	

In the space provided indicate whether the statements are True or False:

_____"The Charge of the Light Brigade" has no relationship to any historical event.

_____Barbie's decision to have her family over for a party showed that she was willing to be a welcome part of her family.

_____Terry tried Barbie's patience by going into her room without permission.

_____The townspeople did not show much patriotism when they decided to carry on a celebration involving a Hessian soldier.

_____The story of the old soldier shows that details are not important.

_____Chaplain Kapaun might have escaped if he had refused to stay behind to help his soldiers.

_____The neighbors reacted favorable to the Duvitches right from the beginning.

_____Anne Frank got along very well with her mother.

_____You can show whether you love your neighbor or not, even though you do not talk about him.

In one short, but clear, sentence formulate your reaction to the following questions:

1. What did you like the best in:

    a. Barbie

    b. Anne Frank

    c. Chaplain Kapaun

    d. Doctor White in the "Old Soldier"

    e. The "Father" of the two boys in the "The Strangers That Came to Town"

2. Suppose you "are" the following characters; you are faced with the very same problems: how would you solve them? Do not choose what each of them has done in the stories you have read.

    a. Barbie finds Terry and the twins in her room..

    b. Doctor White sees a particular mark on the gun.

    c. The "father" finds out that his two boys have killed 61 fish.

    d. Andrew realizes that the news about the Hessian gun has thrown a blanket of silence on the audience.

    e. _____(supply your name) tells her/his parents that she/he will be spending the afternoon with a friend at the friend's house, but goes to see a movie instead. Upon returning home she/he finds out that her/his parents know already the whole story.

Second Test

Key

Matching Test:

Column B should have:

b
c
a
e
d
f
leave
j
h
i
g
leave

True and false test:

False
True
True
False
False
True
True
False
False
False

The others answers will vary.

Name_____ Grade _____ Date _____

In the spaces provided indicate whether the statements are True or False:

1. _____ Will and Bess should not have undertaken the trip.

2. _____ Bess insisted on going because she wanted to have fun.

3. _____ The youngsters' trip shows their consideration and desire to help.

4. _____ Paul Revere is the person solely responsible for the success of the ride.

5. _____ Lyric poetry is easier to remember than narrative poetry.

6. _____ What counts in a poem is the rhyme pattern.

7. _____ A metaphor is an implied comparison.

8. _____ "Paul Revere's Ride" was written by Longfellow.

9. _____ The poem "Captain Colin P. Kelly, Jr." recounts an event that took place during the Korean War.

10. _____ During a war only soldiers are in real danger.

11. _____ Charles Lamb is the author of a book that retells the story of Beowulf.

12. _____ To read is to enrich one's mind.

Which one of the two characters in each line would you like to number among your friends?

Tom or Andrew Bostwick? _____

Dr. White or Mr. Duvitch? _____

Bess or Barbie? _____

Chaplain Kapaun or Mr. Duvitch? _____

Mr. Cratchit or Tom's father? _____

Scrooge or the Old Soldier? _____

Barbie's father or Mr. Duvitch? _____

Mrs. Cratchit or Mrs. Duvitch? _____

Anne Frank or Barbie? _____

Paul Revere or Chaplain Kapaun? _____

For each of your ten choices write a statement explaining why you chose that particular character.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Take any two characters from any two stories or poems and compare them by considering:

a. The opinion they had of themselves.

b. The opinion others had of them.

c. The opinion you have of them.

Choose one of the characters you have met in your reading and show how he or she could have been more cooperative and give some reasons for your ideas:

If there were to be a sequel to any of the stories or poems you have read, which would you choose? Why?

Define "Friendship".

Which story or poem best exemplifies in your opinion the saying that "A friend in need is a friend indeed?"

Third Test

Key

Matching test:

1. False
2. False
3. True
4. False
5. False
6. False
7. True
8. True
9. False
10. False
11. False
12. True

All the other answers will vary.

Name_____ Grade_____ Date _____

1. Why do you read?

2. Why would you want to read a story?

3. Do you wish to take library books home?_____

4. Do you have books or magazines at home?_____

5. If you have magazines at home, mention some of them.

6. When you write an assignment is the "mark" you might be getting the only thing you have in mind?

7. Have you ever found any relationship between your readings and your life?

   If yes, give some examples.

8. Are you ready to give up your point of view in favor of someone else's opinion?

9. When you realize you are wrong, do you acknowledge the fact or do you try to find a reason that might excuse your behavior?

10. What do you think is the main item you have learned from all the selections you have read?

11. What story would you suggest to someone who wants to read a good story?

12. If you were to have another unit on a definite value, what value would you choose?

    a. Responsibility b. Obedience c. Cooperation

1. Indicate with a check whether you agree or disagree.

	I agree	I disagree
a. A youngster who disagrees with his parents when he is corrected, shows that he is mature enough to do what he wants.	_____	_____
b. Mrs. Jones is the most co-operative person in her community because she gives material assistance to the poor.	_____	_____
c. It is important to see what each has to contribute for the good of society.	_____	_____
d. Bill Brown is an extremely weak character because because he listens to others' opinions and ideas.	_____	_____
e. When a student contributes something to a class discussion, he shows more interest than another student who never says anything for fear of being wrong.	_____	_____
f. When you babysit for your parents, you can be as bossy as you like since you are in charge.	_____	_____
g. To work independently of one another is good because all of us have different ideas, talents, and likings.	_____	_____

2. Do you think it is important to learn something about the author's life?

   Why?

3. What is the thing you are looking forward to the most in your High School years?

4. If someone had to write your biographical sketch, what is the information you would mainly want to have included?

Final Test

Key

All the answers will vary.

COOPERATION CAN BE UNDERSTOOD AND DEVELOPED THROUGH CAREFULLY CHOSEN LITERATURE SELECTIONS

Percentage of emphasis

Objectives	Readiness in accepting corrections	Respect for others' ideas	Generosity in helping others	Appreciation for others' contributions	Totals
Test	1	1	2	1	5
Class and group discussions	8	8	10	8	34
Reading of poems	5	3	2	5	15
Short stories	5	5	10	10	30
Writers' biographies			2	2	4
Compositions		2	3	2	7
Other Activities			3	2	5
Totals	19	19	32	30	100

RESPECT FOR AFRO-AMERICANS AND SYMPATHY FOR THEIR SPECIAL PROBLEMS IN AMERICAN SOCIETY*

Specific Value:	**Respect**
Subject Area:	**American History**
Grade Level:	**Seventh**
Time:	**Six Weeks**

Project on Student Values
3860 Plainfield Ave.
Grand Rapids, Michigan 49505

***Materials prepared by Robert Ritsema**

RESPECT FOR AFRO-AMERICANS AND SYMPATHY FOR THEIR SPECIAL PROBLEMS IN AMERICAN SOCIETY

Abstract

I. Philosophical Statement. The major domestic problem in America is that of race relations. The home probably does more than any other institution in teaching values, but the school in a democratic society has an important role also. Distrust for Negroes comes from either lack of knowledge or selective perception by members of the white race.

II. General Objectives. Through the study of the Afro-American in American history and the affect slavery and discrimination had upon him, the students will understand their responsibilities in the area of better race relations.

III. Specific Objectives. The students will:

A. demonstrate a knowledge of the American Negro and his past
B. identify and be willing to exhibit his own prejudices
C. consider alternatives for action today and write his own proposals
D. gather information and organize it into a booklet to be handed in at the end of the project
E. Demonstrate open-mindedness regarding all people.

IV. Context. Seventh grade.

V. Content. The main content of this unit will be a survey study of the American Negro in American History.

VI. Methods.

A. Discrimination days
B. Filmstrips
C. Movies
D. Play
E. Devils Advocate
F. Unfinished Story
G. Reports
H. Value Sheet
I. Write Theme

VII. Time Schedule - Six Weeks

Respect for Afro-Americans and Sympathy for Their Special Problems in American Society.

Philosophical Statement

The major problem in the United States today is the lack of social harmony. The Report of the National Advisory Commission on Civil Disorders says that our country is dividing into two societies, "separate and unequal." They state that the major portion of the blame for racial disharmony is white racism. Concerning the ghetto the Commission goes on to say, "white institutions create it, white institutions maintain it, and white society condones it."

While psychologists believe most values are learned at home, the school also has a role in the area of values in a democratic society. The study of American history affords an excellent opportunity. The Christian school has a strong philosophical base from which to operate in this area. The Bible teaches that one must love his neighbor as himself. It also teaches that if one treats others with disrespect it is a sin. James 2:8-9 says, "Howbeit if ye fulfill the royal law, according to scripture, thou shalt love thy neighbor as thyself, ye do well; but if ye have respect of persons, ye commit sin, being convicted of the law as transgressors."

Gordon Allport in his book, The Nature of Prejudice estimates that 80 percent of the people of the United States have prejudices against people of other races. This prejudice is not only harmful to those discriminated against but also the discriminator. He is

violating the law of God and deprives himself of cultural diversity. It is also costly economically. Former Secretary of Labor Willard Wirtz has estimated that every dropout costs the nation $1000 a year. To this expense can be added the waste of untapped talent to the nation, the high crime rates and the social problems caused by the lack of hope and dignity.

Much of the attitude that suburban whites hold in regards to Negroes comes from both a lack of information or the type of information that reinforces negative stereotypes of Negroes. As our principal has said, "I don't know one Negro as a person. My knowledge comes from what I have read on the front page of the newspaper and that is not usually good."

In American history, if one studies from conventional textbooks, one gets the idea that there are only two kinds of Negroes. One is the super-Negro like Booker T. Washington or George Washington Carver who are supposed to be rare exceptions. The other type of Negro that is studied is the slave and his descendants who are happy, contented, easy-going, ignorant, lazy and irresponsible. In this unit the attempt will be made to show that Negroes are people with their own proud heritage but have the same aspirations and hopes as all human beings.

Statement of General Objectives

This unit will be taught to a seventh grade history class which will be studying American history from its Old World origins through the period of Reconstruction. The purposes of this unit will be supplement the history book, This is America's Story,

and to gain an understanding of the most serious domestic problem of our time. It will attempt to bring about an attitude of respect for Negroes as individuals and sympathy for their problems. This unit will encourage an open mind and an inquiring mind. We will not work from the assumption that what Americans have done is always right. Neither will we attempt to make the Negro a superman who can do no wrong or has not contributed to his problems.

Statement of Specific Objectives

The student will:

1. demonstrate a knowledge of the American Negro and his past.
2. identify and be willing to exhibit his own prejudices
3. consider alternatives for action today and write his own proposals
4. gather information and organize it into a booklet concerning the Afro-American
5. demonstrate open-mindedness regarding all people

Statement of Context

This unit will be taught to three seventh grade classes of about twenty-five students each. The school is Grandville Christian which includes about five hundred students in grades K-7. The school is rooted in Calvinistic philosophy and subscribes to the basic tenets of the Reformed faith. A very large percentage of the students are either Reformed or Christian Reformed. The

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constituency is mostly Dutch in nationality and the children tend to be third or fourth generation immigrants. The parents are largely Republican in voting and conservative to moderate in political philosophy. They favor receding (traditional) rather than emerging values.

The students live in a bedroom community that would be classified as middle or upper middle class. The school has no Negroes presently attending the school and there are few in the community. The athletic program is conducted with similar suburban Christian schools. The students have few opportunities for getting to know Negroes as persons.

Content (The numbers in the right hand margin indicate the corresponding method in the following section.)

I. Motivation and Introduction to the Study of the Negro and his Problems.

A. Hold two discrimination days followed by a day of evaluation concerning the feeling of second class citizenship. (1)

B. Assign the writing of a paragraph on what they think an American is, followed by a time of discussion (10)

C. Hand out the poem, "We Are Americans, Too." (13)

D. Assign a booklet on the contributions of Negroes to America. (4)

E. Read portions of the book Black Like Me. (8)

II. From Africa to America (2)

A. African Heritage

1. culture

2. economics

3. politics

4. religion

B. Origin of slave trade (2)

1. Reasons why slavery was needed.

2. Reasons why the African was used.

3. The nations who were leaders in slave trade.

C. The difficulty of the passage "The Story of the Middle Passage." (8)

D. Negroes were first made indentured servants in America but became slaves in the mid 1600's. (2)

III. Slavery in the new nation.

A. Role of the Negro in the American Revolution

1. Contributions of the Negro play, "The First to Fall for Freedom." (see appendix a) (6)

2. The place of the Negro in the new government. (2)

B. The dying institution of slavery is revived by industrialism in England and the invention of the cotton gin. (2)

C. Cultural contributions of Negroes in early America. (2)

D. Contributions in the War of 1812. (2)

E. Slave trade ends legally in 1808 but continues because of loose enforcement. (2)

IV. Slavery in a House divided

A. Slave revolts occur (8)

B. Abolitionist movement gains strength (2)

C. Republican Party forms to keep slavery out of the territories (2)

D. Three views of slavery (5)

1. "Case of Cato" (5)

2. A Second visit to the United States, "an Englishman's view of slavery." (8)

3. "The Case of Frederick Douglass" (5)

E. Underground Railroad - Harriet Tubman (2)

V. Civil War and Reconstruction (2)

A. Role in the Civil War

B. Lincoln's reasons for the Emancipation Proclamation (11)

C. Reaction to the Emancipation Proclamation

1. Foreign support for the Union

2. Race riots in the North (14)

D. Problems in the South after the War (2)

1. The Negro was poorly prepared for freedom

2. The problem of the relationship of the rebellious states to the Federal government

3. The problem of who would rule the Southern states

4. The problem of repairing the destruction of the war

E. The Ex-Confederates retake control of the South, "The Story of Hayes' election." (2)

F. Moire - The Third Chance (3)

VI. The Negro in the late 1800's. (2)

A. Jim Crow laws passed to subjugate freed Negro

B. Anti-Negro riots and lynching become common (8)

C. The failure of political parties to deal with the problems of the Negro.

1. The Democratic Party was controlled by Southern whites

2. The Republican Party became the party of big business

D. Most Negroes became share-croppers or laborers in rural areas and got menial jobs in the city. (2)

E. Exodus to the North begins (8)

F. The Negro turns to religion for comfort (2)

G. Outstanding contributions of Negroes (2)

1. Booker T. Washington

2. Paul Dunbar

3. Spanish American War

VII. The Negro in the Twentieth Century (2)

A. The formation of organizations for Negro rights

1. N.A.A.C.P.

2. National Urban League

B. Contributions in World War I

C. Harlem Renaissance

D. Effect of the depression on Negroes - last hired and first fired

VIII. The Fight for Freedom (2)

A. The election of Roosevelt - Negroes begin leaving the Republican Party.

B. Works Progress Administration and others benefit the unemployed.

C. Roosevelt forms a group of black advisors called his "Black Cabinet" - "The Story of Mary McLeod Bethune"

D. Franklin establishes the Fair Employment Practices Committee which opens job opportunities

E. The Negro fights in World War II but is discriminated

against

F. The Korean War - Truman integrates the Armed Forces

G. The Cold War - The nation who is the leader of freedom in the world discriminates at home - "The Youngers Buy A House" (8)

H. Public Housing becomes integrated but neighborhoods resist.

I. The Executive and Judicial branches of the Federal government push integration

1. 1954 Supreme Court decision, Brown vs Topeko.

2. The Interstate Commerce Commission push integration in jobs

IX. Threshold of Equality

A. Poverty, slum conditions, lack of education, and racial discrimination hold Negroes down (2)

1. "The Case of Johnie Scott" (8)

2. "The Case of Adam Henry" (8)

B. Negroes excel in Sports, Music and Entertainment - "Jackie Robinson Breaks the Color Line" (8)

C. Some elite Negroes lead the fight for equality but others seem closer to whites - "Meeting the Market" (5)

D. Non-violent Action works to break down segregation (2)

E. New Negro organizations are formed

1. Congress of Racial Equality (2)

2. Student Non-Violent Coordinating Committee

F. Riots break out in the large cities (2)

1. Comparison of the American Revolution against the

British and the Negro Revolution

2. Some leaders lose patience and form black separatist movements

G. The War on Poverty attempts to solve problems.

X. Discussion of Future Action

A. Three theories of racial differences (5)

1. Genetic
2. Discrimination
3. Cultural Despair

B. Movie - We Shall Overcome (3)

C. The differences between the assimilation of Europeans and the attempt by Negroes (2)

D. The story "Graduation Day" (12)

E. What alternatives are there for action? (10)

Methods

1. Discrimination days - use three days as an introduction to the unit (see appendix b)
2. Filmstrips - The History of the American Negro Series. Mimeograph the words and hand out.
3. Movies. The Third Chance and We Shall Overcome.
4. A booklet to be constructed by the pupils. They will be given class time but will be expected to work outside of class.
5. Use of the booklet Negro Views of America by American Education Publications & assign readings and answer questions.
6. Play - The First to Fall for Freedom.
7. Devils advocate method used by the teacher. The students will

be expected to refute the teacher's racism.

8. Readings from the books Black Like Me, Black Boy, The American Reader, and The Negro in American History.
9. Discussion comparing the causes of the American Revolution against the British with the causes of the Negro Revolution.
10. Write themes - "What is an American?" and "My Solutions to the Race Problem in America."
11. Use of reprints from Scholastic Magazine.
12. Value sheet and value continuum.
13. Use of poem "We Are Americans, Too." (appendix c)
14. Reprint from Mankind Magazine.

Evaluation Data

1. One form of evaluation data to be used with this Unit will be the theme, "What would you do to solve the race problem?" This will be completed after the values pre-test and before the values post-test.
2. Another form of information the booklet to be completed at the end of the six weeks test.
3. The third form of evaluation will be the values test (see appendix D)

Grid

Experience Methods	Specific Objectives 1	2	3	4	5	Totals
Discrimination Days		5				5
Filmstrips	9			5		14
Motion Pictures	5					5
Booklet	8			10		18
Readings - Negro Views of America	5		5			10
Play	2					2
Devils advocate		3	3		3	9
Readings	2		2			4
Discussion	2		2		2	6
Writing Themes	2	2	5			9
Reprints - Scholastic Magazine	3		1			4
Value Sheet			3		5	8
Poem - We Are Americans Too			2		2	4
Reprint - Mankind Magazine	2					2
Totals	40	10	23	15	12	100%

GOAL SHEET

Behavioral Factors	Initial	Sustained	Quality
1. Collects and organizes data.	_____	_____	_____
2. Considers alternatives for action.	_____	_____	_____
3. Demonstrates a knowledge of the American Negro.	_____	_____	_____
4. Identifies his own prejudice.	_____	_____	_____
5. Take part in role playing.	_____	_____	_____
6. Show an increase in knowledge concerning American history.	_____	_____	_____
7. Edit data collected.	_____	_____	_____
8. Understand the Negroes contribution to American History.	_____	_____	_____
9. Identify Negro culture.	_____	_____	_____
10. Create a Value Sheet.	_____	_____	_____

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Appendix A.

Discrimination days

A. Purpose

1. Awaken an interest in the problem of the Negro
2. An attempt to teach students what second class citizenship is like

B. Procedure

1. Choose a physical characteristic as basis for discrimination such as eye color.
2. Announce at the beginning of the day that all those having a certain characteristic will follow certain rules.
   a) They can use only the far away drinking fountain
   b) They can only use the bathrooms at the end of the hall
   c) They are the last to leave the room
   d) They are disregarded in class discussions
   e) Punishments are more severe
3. On the second day change the rules so that those favored on the first day are discriminated against the second and vice-versa.
4. On the third day there is a discussion on what it felt like to be a second class citizen.

Appendix B

THE FIRST TO FALL FOR FREEDOM

Dolly Millender
Librarian, Pulaska School
Gary, Indiana

Time: 1770

Place: Boston, Mass.

Setting: In the square which had the town hall, shops, and some houses, and was completely enclosed with each building adjoining the other. Many men were milling about, murmuring resentfully to each other, soldiers with bayonetts and guns strutting around in a hostile fashion.

One Patriot: (Speaks out loud) We are unwilling to be taxed by the British Government three thousand miles away. We do not send representatives to the English Parliament: I thought we settled this tax business three years ago.

Second Patriot: (Sadly) Yes, we did. Samuel Adams wrote in a "Circuler Letter" our American Rights long before that, but it has done no good.

Third Patriot: But what can we do about all this? We came to this country to be free, but the King is holding us in bondage.

Fourth Patriot: That's right, for when he demands our money, he has all we have, and conditions will be no better than they were in England. (He pauses and touches Third Patriot's shoulder.) Who's that man talking over there? (Points to a crowd around a mulotto on an elevated platform.) (The four patriots move into that crowd of about 25.)

CRISPUS ATTUCKS IS SPEAKING

Attucks: And these laws interfere with our trade so that the merchants of England make greater profits. And now that we refuse to pay, look what the King has done. (He waves to the soldiers stalking about with guns.) He has sent soldiers over here to enforce these unjust laws.

Capt. of the Soldiers: Stop all that confusion. (Everyone ignores him.) Hey, you there. (Points to Attucks.) Come down from there and stop upsetting people.

THE CROWD MURMURS AND SHUFFLES FEET

Attucks: Upsetting people. What do you think you and your gun-drawn men are doing? You are the one upsetting things. Your sight is just like waving a red flag in our faces.

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First Patriot: That's right. We don't want you here.

Second Patriot: Go home where you belong. We didn't send for you.

Third Patriot: (Shakes his fist in a rage.) We'll make you pay if you don't watch out.

Captain: (Moving forward, drops gun and as he does ten soldiers do the same and come from everywhere. As they rush forward, the crowd of patriots meet them in hand to hand conflict.)

Samuel Adams: (Rushes in with three other officials.) Halt! Stop this disgraceful exhibition. Stop, I say. Captain, control your men. Aren't you ashamed of such conduct?

(4 soldiers and 8 patriots don't get up. They are injured.)

Samuel Adams: (To other patriots standing together and still shaking fists and murmuring.) Make stretchers. Take these men inside Faneuil Hall. Get a doctor (he says to one specific patriot).

STRETCHERS ARE MADE. MEN ARE CARRIED AWAY. THE CAPTAIN TAKES HIS SOLDIERS IN ANOTHER DIRECTION.

CURTAIN CLOSES AS THIS IS GOING ON

SCENE II

Back in the square Attucks is on the platform speaking: About 28 are there. Soldiers in background with guns.

Attucks: Saturday and Sunday we have thought about the street fight where our men were injured. This is a bad situation. The king must know this situation will get worse, not better.

First Patriot: (Raises his hand to speak.) (Attucks recognizes him.) This is the end. Blood will surely flow from now on. The soldiers are bold now. They come out from their barracks and threaten people, rushing them with swords, bayonets, clubs and whatever else they can put their hands on.

[illegible] Patriot: The women are afraid to come out. Children are becoming fearful and do not play outside anymore. What are we to do?

[illegible] Patriot: Maybe they mean only to frighten us, but they are only enraging us.

[illegible] Patriot: Let us arm ourselves also, lest we be taken by surprise again.

(THE FIREBELL BEGINS TO RING.)

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First Patriot: Why is the firebell ringing? Where is the fire?

Attucks: There isn't any fire. Don't you know these bells are ringing to call out the other patriots to protect the people from the redcoats? Did you not see the soldier arguing with Squire Holt's young boy? No one is safe.

A LARGE CROWD COMES OUT NOW AND ALL SORTS OF BELLS BEGIN TO RING -- CHURCH BELLS, COW BELLS, ANY KIND OF BELL. PATRIOTS BEGIN TO SCREAM AT SOLDIERS, SOLDIERS YELL AT THEM. SOLDIERS FORM A SEMI-CIRCLE, POINT THEIR BAYONETS AT THE PEOPLE AND TELL THEM TO MOVE ON. SOME DID, MANY REMAINED.

Attucks: (4 patriots move up with Attucks and form a semi-circle behind him, others are behind.) You are cowardly rascals for bringing arms against unarmed men. Lay aside your guns and we are ready for you.

THE GROUP WAVES THEIR CLUBS IN THE FACES OF THE SOLDIERS AND GIVE THREE LUSTY CHEERS AND CHARGE FORWARD INTO THE BAYONETS.

First Patriot: Come on you scoundrels. Fire if you dare, we know you dare not.

Attucks: We are not afraid of you and your weapons. Only cowards need guns to protect them. We dare you to fire.

SOLDIERS SHOW RAGE. SOMEONE IN THE CROWD THROWS A ROCK INTO THE SOLDIERS' LINE. OTHERS HIT AT THE GUNS WITH THEIR STICKS. A SHOT RINGS OUT. ATTUCKS FALLS, OTHER SHOTS RING OUT, 3 others fall. (1st, 2nd, and 3rd patriots.) The 4th is injured. The shots stop as Samuel Adams runs out waving his arms: SAMUEL ADAMS STOPS THIS DISGRACEFUL EXHIBITION. (He stops when he sees the still forms of men.) Lord have mercy on us all. (He drops his head as if in prayer.)

THE CROWD CARRIES THE BODIES AWAY AND AS THIS HAPPENS THE CURTAIN CLOSES.

SCENE III

Wednesday, March 7, 1770

BELLS TOLL MOURNFULLY. A CROWD IS IN THE SQUARE: THEIR HEADS ARE BOWED AND UNCOVERED: THEIR EYES ARE FILLED WITH TEARS: THEY ARE STANDING OVER 4 GRAVES LAID SIDE BY SIDE IN THE SAME SPOT.

THE MINISTER SAYS AS HE CLOSES HIS BIBLE: Let us not condemn these men as saucy boys, as has been said by John Adams after these deaths, but let us remember we all came here seeking freedom and tyranny still exists. The ironic thing is that the first to fall, Crispus Attucks, 47 years old Negro slave, who ran away from his Framingham master, has made a living 20 years by working on ships out of our Boston Harbor. As a seaman he felt keenly the

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restrictions which England was imposing. His death is significant because it points out his loyalty to a country in which he was not as free as we, yet he gave his life to help us get rid of the shackles that bind us. His daring sacrifice will become a rallying cry for our freedom.

THE CURTAIN CLOSES

SCENE IV

A century later in the square. Standing around a momument. In dedication of it the Mayor reads the inscription:

Mayor: These words are carved in this stone that men may always remember what these dead did in the early days of the struggle for independence.

"Long as in Freedom's cause the wise contend,
Dear to Your Country shall your fame extend;
While to the world the lettered stone shall tell,
Where Caldwell, Attucks, Gray, and Maverich fell."

Reference: For Freedom by Arthur Huff Fauset and others.

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appendix C.

retype

We Are Americans Too!

At Valley Forge we must admit
With Washington we did our bit;
In 1812 we did our share
With Andrew Jackson, we were there.

Again in 1865
We helped our nation to survive.
Tho Lincoln said, "All should be free"
We helped to earn our liberty.

In 1898 we still
Had work to do at San Juan Hill.
We more than made our presence felt
To dear old Teddy Roosevelt.

And then came 1917
Again they saw us on the scene,
Among the first to cross the sea
To battle for Democracy.

We love the soul and heart of it:
Our country which to us is best.
And that means every part of it
The North, the South, the East and West.

At home there is no place for hate,
Division or disloyalty:
All that we have we dedicate
To unity and harmony.

When given any kind of chance
We've made the grade and shown advance
In business, science, letters, art
We've played a most surprising part.

In ring, on cinder path and field
True sportsmanship we have revealed.
And for all opportunity
We're grateful to Democracy.

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Appendix D

Directions: Read each question and then decide how you feel about it. Write one of the following symbols to indicate your feeling in the blank in front of the statement.

SA = strongly agree

A = agree

D = disagree

SD - strongly disagree

_____ 1. Negro culture in Africa was much less civilized than European culture.

_____ 2. I have no prejudices.

_____ 3. Negroes are good athletes because they are loose-jointed.

_____ 4. Negroes are irresponsible.

_____ 5. Negroes are not as clean as whites.

_____ 6. Most Negroes are involved in riots.

_____ 7. Segregation is harmful to Negroes.

_____ 8. Segregation is harmful to whites.

_____ 9. All Negroes are concerned for their race.

_____ 10. Most Negroes expect something for nothing.

_____ 11. Negroes don't want my help, so I don't try.

_____ 12. White people should offer financial help to Negroes so they can get a better start in life.

_____ 13. Whites should vote for laws that temporarily give Negroes an advantage.

_____ 14. Property values go down when Negroes move in.

_____ 15. Negroes don't keep their property up.

_____ 16. People of different races should not marry.

_____ 17. A Negro should never become President of the United States.

_____ 18. Most Negroes are superstitious.

_____ 19. Most Negroes would rather spend their money on flashy cars and clothes than on their family and clothes.

_____ 20. There have never been any advanced Negro civilizations.

_____ 21. Negroes have contributed very little to our culture in literature and art.

_____ 22. Whites have a right to sell their house to whomever they wish.

_____ 23. I have little in common with people of other races.

_____ 24. You can't legislate love so laws will not help the race problem.

_____ 25. Negroes are trying to push too fast for their rights.

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Appendix E

Sale International Portrait Gallery

Marian Anderson

James Baldwin

Mary McLeod Bethune

Ralph Bunche

George W. Carver

E. E. Cummings

Frederick Douglass

Marcus Garvey

Felix Houphouet-Boigny

Langston Hughes

Kenneth David Kaunda

Dr. Martin Luther King

Thurgood Marshall

Tom Mboya

Leontyne Price

A. Philip Randolph

Haile Selassie

Leopold Senghor

Ahmed Sekou Toure

Harriet Tubman

Booker T. Washington

Richard Wright

MAN'S NEED FOR RECOGNITION CAN BE UNDERSTOOD BY TEACHING ITS IMPORTANCE IN READING CLASSES*

Specific Value:	Recognition
Subject Area:	Reading
Grade Level:	Seventh and Eighth
Time:	Ten Weeks

Project on Student Values
3860 Plainfield Ave., N.E.
Grand Rapids, Michigan 49505

*Materials prepared by William H. Thueme

MAN'S NEED FOR RECOGNITION MAY BE UNDERSTOOD BY TEACHING
ITS IMPORTANCE IN READING CLASS

Abstract

I. Philosophical statement. Man is a social animal and values being recognized as a successful human being in his peer group. He works to be recognized as successful in the real world as well as in reading class.

II. Statement of General Objectives. Observe recognition situations in the external world as well as in an individual reading class. Develop reading skills.

III. Statement of Specific Objectives for Value Education. The students should learn how to identify successful persons, build a larger vocabulary, read more books, identify behaviors on quizes, as well as co-operating both inside and outside of class.

IV. Statement of Context. This unit will take place in a remedial reading class with fifteen students, at Charlotte, Michigan. The study will take place in junior high school.

V. Outline of Content. Textbooks, records, as well as a tape-recorder and a record player will be used in the unit.

VI. The Methods. Numerous value methods as suggested by Rath, et. al. Values and Teaching, pre and post evaluation tests, classroom and teacher evaluations, discussions, essays. Also review games: college bowls: vocabulary football, baseball, and basketball.

VII. Time Schedule. The unit will cover a period of ten weeks. Classes will meet on five forty-five minute sessions per week.

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MAN'S NEED FOR RECOGNITION CAN BE UNDERSTOOD BY TEACHING ITS IMPORTANCE IN READING CLASS

Philosophical Statement

Man is a social animal. As a social animal he must by definition be a part of the society in which he finds himself at any given point in time.

There seems to be a basic value characteristic of any member of society. This is the value of being recognized as a successful, and important human being in ones most important element of society, his peer group.

Man works to be recognized. Every effort has been inspired by a type of hoped for recognization. Whether it be the personal satisfaction one has upon the successful completion of a desired objective, or whether it be a more public confirmation of this effort he has expended, we find this need quite evident.

Students in reading class also want recognition. Through competition and co-operation they will realize that success is often realized only through a team effort.

Statement of General Objectives

1. Observe how other members of society receive recognition.
2. Observe that members of society place a high value on recognition.
3. Set up a classroom situation where individual recognition can be realized for effort expended.
4. Have students recognize the fact that despite a person's race, nationality or physical appearance, he deserves recognition for superior efforts expended.
5. To have students strive for a team win via co-operation and a team effort.

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6. Get students to realize through reading stories and class practice that one must work hard if he as an individual or his team is to be recognized as successful.

7. To learn the facts concerning why certain persons in our society were considered successful or unsuccessful.

8. To develop an individual concept of what is a good man or a successful person.

9. Develop reading skills.

10. To set up a classroom environment stressing both competition and co-operation.

11. To instill in class members a desire to finish high in the weekly and final standings of our Acedemic Olympics.

Statement of Specific Objectives for Value Education

The specific objectives for value education in terms of observable behavior are:

1. Each student will describe successful persons in general, and in particular, by identifying those personality qualities that they would look for when searching for successful persons throughout the values unit.

This will take place during the first class session and a pre-test will be given at this time. The activity will be repeated on the final session and a post test will be given. This activity will also take place following most stories and records. 2.1 Commitment level of Bloom's TAXONOMY.

2. To identify the correct meaning of 80% of the new vocabulary words used in the values unit studied in class.

This will take place at the completion of most stories. 2.1 Commitment level of Bloom's TAXONOMY.

3. To check out of the school library, and answer questions about, successful human beings found in two library books during the values unit.

The class will go to the library each week. Each person will answer the questions related to the success or failure of one of the characters that the student selects in the book. See appendix E for the forms these questions will take. The student will complete this objective on Mondays in class and during his spare time outside of class. 2.1 Commitment level of Bloom's TAXONOMY.

4. To correctly identify 80% of the behaviors called for on quizzes and tests during the unit on values.

Specific Objective four will be realized at several points in time. These times are mentioned in the time schedule. 2.1 Commitment level of Bloom's TAXONOMY.

5. The student will be willing to respond to questions in review activities, participate in the taping of a play, and write an autobiography during the values unit.

These attempts at co-operation will be designated on a 2.2 Commitment level on Bloom's TAXONOMY.

Statement of Context

This study unit will take place in a forty-five minute per session remedial reading class in Charlotte Junior High School. The students will be selected on the basis of test scores and previous reading teachers recommendations, and will all be reading below grade-level. Scores used in placement will come from the scores obtained on their California Test of Mental Maturity.

The students will come from the community of Charlotte, Michigan, a city of approximately 7500 persons, as well as from the surrounding rural areas. About one-third of Charlotte's seniors go on to college.

Fifteen students will participate in this study. Classroom conditions will be: a large room formerly used for choir, filled with two folding cafeteria tables, sixteen folding chairs, a teacher's desk, and no student desks.

Because every effort will be made to "ability group" this reading class, we are assuming that any recognition these students get will be based on effort put forth as a result of internal and/or external stimuli.

Outline of content:

1. Textbook: Wagner, Guy W., Lillian A Wilcox, and Gladys L. Persons. Reader's Digest Reading Skill Builder, level 6 pt. 1 Reader's Digest Services, Inc., 1959.

   A. Lou Gehrig: Man of Courage

2. Textbook: Kincheloe, Isabel M., and Harold Anderson. Reader's Digest Advanced Reading Skill Builder, book three, Reader's Digest Services, Inc., 1958.

   A. Abe Lincoln's First Big Fee

   B. The Strange Story of Dr. Goddard

   C. A Boy Who Was Traded for a Horse

3. Textbook: Carrillo, Lawrence W., and Helen F. Campbell. Reader's Digest Reading Skill Builder, level 6 pt. 3. Reader's Digest Services, Inc., 1960.

   A. The Picture That Thrilled The Nation

4. Textbook: Pumphrey, Eva Meushaw, and Isabel M. Kincheloe. Adventures Ahead, Har court, Brace and World, Inc., 1962.

   A. Queen of the Ice

   B. Marian Anderson

   C. Two Fathoms Deep

5. Tape recording of play:

   A. "Two Fathoms Deep"

6. Records: Xerox Corporation, "The Way It Is", 1967.

   A. Not Poor, Just Broke

   B. Young Convicts

7. Records: United States Navy. Portraits in Patriotism, Freedom Foundation, Valley Forge, Pennsylvania.

   A. George Washington Carver

   B. Marian Anderson

8. Records: Bill Cosby

9. Workbook (learner log). Xerox Corporation. The Way it is., 1967.

1. Lou Gehrig: Man of Courage

A. The class will learn why Lou Gehrig was successful by identifying those personality qualities that contributed to his success.

B. The students will be able to identify new vocabulary words.

C. To correctly identify 80% of the behaviors called for on the quiz at the end of the story.

D. Stressed the importance of effort and reliability.

E. Gave individual class members an opportunity to attain confidence or success by correctly identifying key items that were necessary for understanding the story.

2. <u>Abe Lincoln's First Big Fee</u>

A. The class will learn why Abe Lincoln was successful by identifying those personality qualities that contributed to his success.

B. The students will be able to identify new vocabulary words.

C. The students will be able to correctly identify 80% of the behaviors called for on the quiz at the end of the story.

D. Stressed the importance of the following personality characteristics: Humility, forgiveness, patience, sincerity.

E. Gave individual class members confidence by correctly identifying those behaviors that were necessary to enable Abe Lincoln to become a successful man.

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3. The Strange Story of Dr. Goddard

A. The class will learn why Dr. Goddard was successful by identifying those personality qualities that contributed to his success.

B. The class will be able to identify new vocabulary words.

C. Provides an opportunity to correctly identify 80% of the behaviors called for at the end of the story.

D. Stresses the importance of hard work and perseverance.

E. Will give individual class members an opportunity to attain confidence and success by correctly identifying key items that will be necessary for understanding the story.

4. A Boy Who Was Traded For A Horse

A. The class will learn why Dr. Carver was successful by identifying those personality qualities that contributed to his success.

B. The class will be able to identify new vocabulary words.

C. Provides an opportunity to correctly identify 80% of the behaviors called for at the end of the story.

D. Gives students a genuine inspiration.

E. Stresses the importance of helping others, working hard, not being selfish.

F. Will give individual class members an opportunity to attain success by correctly identifying the key items that needed in order to grasp full meaning from the story.

5. The Picture That Thrilled The Nation

A. The class will learn why Joe Rosenthal was successful by identifying those personality characteristics that contributed to his success.

B. The class will be able to identify new vocabulary words.

C. Provides an opportunity to correctly identify 80% of the behaviors called for at the end of the story.

D. Stresses the importance of courage.

E. Shows that five-foot-five inch people can acually be quite tall in ways other than physical height.

6. Queen of the Ice

A. The class will learn why Carol Heiss was successful by identifying those personality qualities that contributed to her success.

B. The class will be able to identify new vocabulary words.

C. Stresses the importance of hard work over a period of years.

D. Shows that one must give up many pleasures others enjoy if one wants to become proficient in a particular undertaking.

E. Will give individual class members an opportunity to attain success by correctly identifying the key items that are needed in order to grasp full meaning from the story.

7. Marian Anderson

A. The class will learn why Marian Anderson was successful by identifying those personality qualities that contributed to her success.

B. The class will be able to identify new vocabulary words.

C. Stresses the importance of hard work over a period of years.

D. Shows that one must overcome handicaps to attain success.

E. Will give individual class members an opportunity to attain success by correctly identifying the key items that are needed in order to grasp full meaning from the story.

8. Two Fathoms Deep

A. The class will learn why Samuel Clemens was successful by identifying those personality qualities that contributed to his success.

B. The class will be able to identify new vocabulary words.

C. Shows the importance of perseverance, and humor.

D. Will give individual class members an opportunity to attain success by correctly identifying the key items that are needed in order to grasp full meaning from the story.

Records:

1. Young Convicts

   A. Students will learn that success is different things to different people.

   B. Students will realize that some forms of individual success can actually be viewed by society as failure.

   C. Students will be able to identify new vocabulary words.

   D. Will give individual class members an opportunity to attain success by correctly identifying the key items that are needed in order to grasp the full meaning of the story.

2. Not Poor, Just Broke

   A. The class will learn why Dick Gregory was successful by identifying those personality qualities that contributed to his success.

   B. A sincere interest in sports can lead to success in sports, but can also carry over to success in other aspects of ones life.

   C. The students will be able to identify new vocabulary words.

   D. Shows the importance of hard work.

   E. An inspiration to allwho read it.

   F. Will give individual class members an opportunity to attain success by correctly identifying the key items that are needed in order to grasp full meaning from the story.

3. Portraits in Patriotism

   A. The class will learn why various famous as well as comparatively unknown Americans were successful by identifying those personality qualities that contributed to their success.

   B. Success only comes with self-sacrifice.

4. Bill Cosby

   A. The class will learn why Bill Cosby was successful by identifying those personalityequalities that contributed to his success.

   B. The importance of humor in a success story.

METHODS

ACADEMIC OLYMPICS

This contest will go on continuously throughout the unit. Each time a quiz or test is administered, it will carry with it a certain number of points. These points will be added to the students previous total so that daily "success checks" will be easily seen by all members of class via the "top ten" list located on the chalkboard.

At the end of the unit, the top three students will receive large, medium, and small dictionaries representing the gold, silver, and bronze medals won in actual Olympic competition. From this activity the students will learn that when in races with those of ones own ability, one must put forth much effort if he is to become successful. These top three winners will be photographed holding their respective awards in an Olympic pose--gold highest, silver below gold, and bronze below silver. These pictures will remain posted on a bulletin board in the classroom for the remainder of the academic year, providing both internal and external recognition for those who put forth supreme efforts.

This appreach offers several advantages in terms of student motivation. Many students gain more in a situation where they are competing with each other, striving toward a specific goal. Another advantage is that there are students who through academic achievement, will be able to obtain dictionaries that they otherwise might not have been able to obtain.

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COLLEGE BOWLS

Vocabulary college bowl using team approach:

A. Make up list of words and their definitions from stories covered so far in unit.

B. Split class into two teams. (Boys/girls or any other workable division)

C. Ask for volunteers to:
   1) Keep time
   2) Keep score

D) Teacher reads a definition of a word on this list which is passed out several days before, and summarizes all the new words learned since the last test.

E) If a student knows an answer, he must respond by raising his hand. If student describes/defines word accurately within the five second time limit he gets one point.
   1) If he does not define the word correctly, he does not get a point and a member of the opposing team gets a five second crack at the same word.
   2) If he gets the word correct, he gets a bonus word, or an opportunity to gain an additional team point by defining a more difficult word in five seconds time.

F) This technique is excellent for a vocabulary review and can take anywhere from fifteen to forty-five minutes per session prior to the actual test.

Vocabulary college bowl using individual approach:

The same general procedure is followed as in the group approach. The exception lies chiefly in the fact that rather than emphasizing team work we are emphasizing the importance of individual effort for the purpose of individual recognition. This is the case in the actual test situation which will follow. Everyone in class is eligible to participate. As soon as a player has ten points he must stop and his name is written on the board. This procedure is followed until ten players get ten points. This recognition is prized and hard sought by most class members.

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VOCABULARY BASEBALL

This is a review technique stressing teamwork and co-operation.

1. Arrange class in a baseball infield pa rn.
2. Pick sides and captains.
3. Rules are very close to actual baseball game.
4. Divide word list (these are passed out before this session) into four levels of difficulty: 1 for easy up to 4 for hard words.
5. The student comes up to bat and asks the pitcher for a (1) single, (2) double, (3) triple, (4) home-run, and has five seconds to give an answer.
6. An out results from:
   a. A student is not able to answer his question on time.
   b. A student who is not batting or pitching talks.
   c. Additional rules can be added to fit class situation.
7. When a team makes three outs, the teams switch sides.
8. Bases can be stolen by a runner on first or second raising his hand and asking the pitcher for a word. If he gets it in five seconds he advances one base, if not, he is out.
9. Practically everyone in class will know the rules of the "national pastime". Additional rules can be added to fit the specific situation.

VOCABULARY BASKETBALL

A technique stressing teamwork and co-operation.

1. Five players on a team.
2. The teacher reads off a word from the "review sheet"
3. Captain calls on player he thinks stood up first indicating that this player knew what a word meant.
4. If player correctly answers the question in five seconds, the team gets two points.
5. Fouls are the result of the other team talking or anything else the class feels should be included. These foul shots count one point and are easier questions.
6. Period length can vary depending on time--from four to twelve minutes. (four periods)
7. Teacher uses microphone over tape recorder to say name of scorer on each two point shot from the field.
8. A score keeper will post total scores at quarter, half, three-quarter, and end of the game.
9. An individual score keeper will keep track of individual points and fouls for each team.
10. After five fouls the talker or "goof-off" will be asked to leave the game and the kids will take care of him better than most "conventional" forms of discipline.

VOCABULARY FOOTBALL

The number of players used in this game will depend on: 1) the number in class on a given day, and 2) the number in class willing to participate.

A football field is drawn on the chalkboard with segments representing actual five yard divisions on a regualtion size playing field. There is an actual tossing of the coin with the winning captain electing to either kick-off or to receive the ball. The captain losing the toss elects the goal he wishes to defend. The ball is drawn on the winning captains twenty yard line by one member of the class. The teacher then reads off a series of four words--one at a time. The team that has the ball must devise some system of answering each question within five seconds. (usually the captain will answer--"quarterback sneak") The captain may elect to hand off or pass to one of his teammates who indicate they knew the answer by raising their hands. If the team answers all four words right they get a first down and move up to the thirty yard line. This is continued until:

1) Someone on the other team talks. This means that the team possessing the ball at that time can advance it fifteen yards on the field.
2) If someone on the team with the ball talks while a teammate is speaking, it is considered to be a fumble and they lose the ball at that point.
3) A team reaches the enemy thirty yard line:
   A. At this point the captain can elect to go for three points by preperly identifying a word --or--

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B. Go on ten yards per four words until the end zone or six points is reached.

Upon reaching the end zone, the cartain can elect to go for one point (kick) by answering one question within two seconds, or two points by answering 2 questions in two seconds (per question). He must get both right or no points.

The teacher announces who carries the ball on each play over the microphone on a taperecorder. A timekeeper will keep four equal quarters (depending on class length this can vary from five to fifteen minutes), or can extend from one day to the next. (Example--first half on Wednesday, second half on Thursday, test on Friday). The teacher should be familiar with the rules of football; however, the class can fill her in if she is stuck on particulars. The class will help on penalties for disciplining those unco-operative ones who disrupt their"fun", which is actually work, but don't tell them that.

This technique really develops spirit and team work. It also develops a concept of team recognition. The important thing with this technique as well as others using sports as a context is the word enthusiasm. It will only take a few moments to light a fire that will burn all hour and longer in most cases, provided that it has the proper fuel supplied by a person who can actually look, sound, and act like he or she enjoys this technique. (A lot of this can be done by the teachers announcing on the mike.) This job however, can be delegated like any other job--to a volunteer student.

TIME SCHEDULE

Week one:

Monday- 1. Administer pre test in appendix B. Each student will write a short essay as mentioned in specific objective 1. Each student will describe successful persons in general by identifying these personality qualities that they look for when searching for successful persons throughout the unit.

2. Informal discussion of essays.

Tues. 1. Read story of Lou Gehrig: Man of Courage.

2. Answer discussion questions in appendix A in writing

3. Use Proud Whip technique and follow this by a discussion of the story,(teacher starts out by saying "I am proud that" and class follows completing the sentence. Example- I am proud that I am trying to be a successful teacher. The definition I use of a successful teacher can be found in appendix D.)

Wed. 1. Quiz on Lou Gehrig- parts four and five pages 79,80.

2. Correct quiz

3. Start reading Abe Lincoln's First Big Fee

Thurs. 1. Finish reading Abe Lincoln

2. Answer discussion questions in appendix A

3. quiz-parts two and three pages 132-134

Friday 1. Selections from Portraits in Patriotism

a. Capt. James Sulpizi

b. Jimmy Doolittle

c. Discussion on why these men were successful.

Week two:

Monday- 1. Students work on Specific objective 3 all hour in library.

Tue. 1. Students read "The Strange Story of Dr. Goddard".
2. Answer discussion questions in appendix A.
3. Discussion-Devils Advocate used here.(Different people aren't much use to us.)

Wed. 1. Quiz on Dr. Goddard -pts. II and III pgs. 14-16.
2. Start reading "The Boy Who Was Traded For A Horse".

Thursday1. Finish reading "The Boy Who Was Traded For A Horse"
2. Quiz - on Dr. Carver. pts. III and IV pgs. 147-148.

Friday 1. Record from Portraits in Patriotism
a. George Washington Carver
b. Discussion of record using Devils Advocate.(A successful man must have many material goods.)

Week three:

Monday. 1. Students work on specific objective 3 all hour in library.

Tue. 1. Pass out first set of vocabulary words on review sheets 1&2.
2. Introduce rules of college bowl.
3. Play short team college bowl until hour elapses.

Wed. 1. A team or individual college bowl review all hour.

Thurs. 1. TEST #1.

Friday 1. Study Bill Cosby's life. Introduce class to the pre-rich Bill Cosby.
2. Listen to selected Bill Cosby records dealing with poverty.
a. 9th street bridge.
b. Street football
3. Discussion-keep students on specific objective one.

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Week four:

Mon. 1. Specific objective 3 all hour in library.

Tue. 1. Read play "TWO FATHOMS DEEP".

2. Answer questions in appendix A. Hand in.

Wed. 1. Correct and discuss questions.

2. Start try-outs for taping of play. Let class pick players.

Thurs. 1. Finish try outs for play.

2. Start taping play.

Fri. 1. Finish taping play.

2. Play back tape, and discuss it informally.

Week five:

Mon. 1. Specific objective 3 all hour in library.

Tue. 1. Do preview exercises, page 2 in ~~their~~ workbooks, "The Way it is".

2. Record-"Not Poor Just Broke"-28 minutes.

3. Discuss pages three through five in part one.

Wed. 1. Write out answers to part II, pages 5-9.

2. Discuss answers informally with teacher guiding discussion.

Thurs. 1. Write out answers to part III, pages 9-12.

2. Discuss answers with teacher guidance.

Friday 1. Quiz- parts A,B, and TEST YOUR MEMORY, pgs. 12-15 in workbooks.

Week six:

Mon. 1. Specific objective 3 all hour in library.

Tue. 1. Pass out second set of review sheets.

2. Give class choice of review game.

3. Introduce class to rules of vocabulary (basketball, football, or baseball).

4. Ask for volunteers to be captains.

5. Pick sides.

6. If baseball-begin first 2-4 innings.

Wed. 1. Complete game.

2. Game is called on account of rain if played 4 1/2 innings and bell rings ending hour.

Thurs. 1. Test #2.

Fri. 1. Continue study of Bill Cosby's life and humor.

2. Record: TO RUSSEL MY BROTHER, WHOM I SLEPT WITH.

Week seven:

Mon. 1. Specific objective 3 all hour in library.

Tue. 1. Read-"Queen of the Ice"

2. Do questions in Appendix A.

3. Hand in questions.

Wed. 1. Correct and discuss questions.

2. Start reading "Marian Andersen".

Thurs. 1. Finish "Marian Andersen".

2. Do questions in Appendix A.

3. Discuss questions.

4. quiz optional.

Fri. 1. Excerpts from "Portraits in Patriotism".

2. Cover "Marian Andersen" excerpt and others if time permits.

3. Discuss these emphasizing the persons qualities that contributed to their success.

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Week eight:

Mon. 1. Specific objective 3 all hour in library.

Tue. 1. Do preview exercise on p. 236 of Xerox workbook.

2. Record-"Young Convicts".

3. Answer discussion questions p. 236-242 in workbook.

Wed. 1. Discuss questions with slant toward accepted successes in our society.

2. Activity A at end of story in workbook, page 244. (mock trial)

Thurs. 1. Quiz on "Young Convicts", parts A,B,C, pages 242-244 in Xerox workbooks.

2. Grades optional

Fri. 1. Continue Study of Bill Cosby's life and comedy.

2. "Noah"

3. "200 M.P.H.

Week nine:

Mon. 1. Specific objective 3 all hour in library.

Tue. 1. Pass out third set of review sheets.

2. Have class vote as to the type of review they want this time.

3. Go over rules if it's a new game.

4. Start game.

Wed. 1. Complete review game.

Thurs. 1. Test # 3

Fri. 1. A debate.

2. Two students negative-two affirmative on one of the following topics.

a. "Resolved that every man should try to become rich"

b. "Resolved that every man should try to become famous".

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Week ten:

Mon. 1. Complete and hand in specific objective no. three.

Tue. 1. Read "The Picture that Thrilled the Nation"

2. Answer discussion questions in appendix A.

3. Discuss discussion questions.

Wed. 1. Quiz on "The Picture that Thrilled the Nation", parts III and IV, pages 129-130.

2. Grades optional

Thurs. & Fri. 1. Making up missed quizzes or tests

2. Complete post testing and continuums

3. General discussion of success.

Appendix A

Queen of the Ice

Almost everyone enjoys the success story of a young person who won fame the hard way. Certainly Carol Heiss did not become a world champion figure skater without problems and setbacks. Many of the qualities that make a world champion skater show in the things that Carol does and says. Find an example in the article to prove each of the statements below :

Reaction to and integration of ideas:

a) Carol did not fight against the hard work and long hours of training.

b) Carol did not let an injury end her career.

c) Carol welcomes competition.

d) Carol has been able to take defeat and still keep trying.

Marian Anderson

Reaction to and integration of ideas:

Marian Anderson, too, had fears to overcome, but hers were not imagined ones.

a) Against what handicaps did she struggle in her career as a singer?

b) What personal qualities have made her respected around the world?

c) Did she know the requirements for a career as a singer? Explain your answer.

d) Prove from this article that even with talent a young singer spends many years building a career.

Not Poor, Just Broke

Many times a young person has to help his family by working after school. Sometimes young people also undergo many hardships. As one example, Lou Gehrig, a great baseball player of the 1930's, often went to school without a coat in the winter because he was poor. We also know that Abraham Lincoln often walked many miles each day to get to his school. Many young people, even if they

have enough food and clothing, help their families in some way.

Reaction to and integration of Ideas:

a) What are some of the ways in which young people can help their families?

b) On pages 15-16 there's a description of what goes in the mind of a winning runner. This description also helps to give us an idea of <u>why</u> some runners win while others lose. Read the entire description aloud. Select groups of words which show Dick's strong desire to win.

c) Of what does Dick sometimes dream immediately after a race?

d) How does this dream help explain what is driving him?

e) How do your day dreams compare to his?

f) In the three sections you have read, you have come across many examples of Dick Gregory's desire to succeed, and his persistence. In your own words describe at least one such example and explain how it illustrates his desire to succeed.

<u>Lou Gehrig: Man of Courage</u>

This is the story of one of the best first basemen in all baseball history. Read to learn why the two well known expressions, "He could take it" , and "He never let anyone down", fit Lou Gehrig so well.

Reaction to and integration of ideas:

a) What qualities of character in Lou Gehrig do you most admire? Dislike?

b) What motive influenced his life?

c) Was there a principal turning point in his or her life? If so, what was it?

d) Why do you think Lou Gehrig was (or was not) successful? What is success?

e) Do you agree with the writer "that there is no greater inspiration to any American boy than Lou Gehrig"? Explain your answer.

f) In what ways was Lou lucky? Unlucky? Brave? Wise? Unwise?

<u>The Picture That Thrilled the Nation</u>

Reaction to and integration of Ideas:

a) What qualities of character in Joe Rosenthal do you most admire? Dislike?

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b) What physical handicaps did Joe have to overcome in order to be successful?

c) What motives influenced his life?

d) Was there a principal t g point in his life? If so, what was it?

Abe Lincoln's First Big Fee

A dramatic turning point in the life of a little known country lawyer.

Reaction to and Integration of Ideas:

a) What qualities of Abe Lincoln do you most admire? Dislike?

b) What motives influenced his life?

c) Was there a principal turning point in his life? If so, what was it?

d) Why do you think Abe Lincoln was (or was not) successful?

The Strange Story of Mr. Goddard

The forsighted man whose 30 years of almost single-handed research brought forth the rocket and the guided missle.

Reaction to and Integration of Ideas:

a) What personality qualities did you admire most in Dr. Goddard?

b) What is 'strange' about the story of Dr. Goddard?

c) What did you like best about his achievements?

d) Was the attitude displayed by the general public a natural one?

e) Why are obstacles frequently met by men who are ahead of their times?

Young Convicts

James T. Farrel was born of Irish parents on Chicago's South Side in 1904. He went to the University of Chicago, but he had to leave in order to help support his family.

He was a very young man when he began to write stories about his family and friends. They are now considered among the great-

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est in American literature. In his stories you will find his dialogue, the speech between characters, very life-like. You will discover that he understands how men and women search for meaning to life and for a way to express their joys and sorrows.

Reaction to and integration of Ideas:

a) There is an old saying that "nothing succeeds like success". What do you think this means?

b) This has sometimes been changed to read, "nothing fails like success". How is this d ifferent? Explain.

c) Do you think the boys could have been stopped from "pulling off holdings" before they were caught? How?

d) Why was the Judge annoyed?

e) "Tony, Stevie and Clement were all sentenced to six months in the Juvenile Detention Home, and the others were put on probation. The mothers cried. They looked with bewildered grief at the judge; their pleading eyes almost like those of sick animals. The boys were pulled from their parent's arms and taken off".
Was the judge's decision fair? Why or why not? What else could the judge have done?

f) Why do boys join gangs? Explain.

g) Does punishment stop crime? Explain.

h) Does this story sound real? Why?

i) Do you know boys or girls who have had similar experiences? What were their experiences?

j) What do you think the author is trying to say to us? Can you express it in one sentence? Do you agree or disagree? Why?

<u>A Boy Who Was Traded for a Horse</u>

His miracles of chemistry brought fame to him and inspiration to his people.

Reaction to and integration of Ideas:

a) What personality qualities did you admire most in Dr. Carver?

b) What inspiration can you find in Dr. Carver's story?

c) What motives influenced his life?

d) What was the principal turning point in his life?

e) Why do you think Dr. Carver was successful?

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Two Fathoms Deep (story)

Samuel Clemen's writing is American in style—strong, clear and exciting. The first career Clemens chose was full of the excitment that Americans have always loved.

Reaction to a nd integration of Ideas:

a) According to this writer, how did he decide to become an author?

b) What is the author trying to tell us about the work of a river pilot?

Two Fathoms Deep (play)

This radio play is given in its complete form, with directions to the actors, directions for music, and directions for sound effects.

Boyhood on the River:

a) What is the main idea about Sam Clemens that the author tries to give us here?

b) What phrase describes Mrs. Clemen's feeling toward the river?

Young Printer:

c) How does the author let us know that Sam's first love is still the Mississippi?

d) What shows us that Sam has a sense of humor and loves a tall tale?

Boy into Cub:

e) Why are we sure that Sam does not know much about the business he wants to enter?

f) How does the author show us that Bixby has a soft heart in spite of his rough way?

g) Why does the leadsman begin to take such an important place in the story?

Chief Pilot:

h) How does Langdon make it possible for the author to remind us of Sam's sense of humor and story-telling? Ability?

i) How do we find out that Sam has become really a master pilot?

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Appendix B

Pre-Test & Post Test

I. Write a 1 to 4 page essay describing a successful person.

II. Answer the following questions:

1. A successful person is rich. Yes No
2. A successful person is famous. Yes No
3. A successful person has many people working for him. Yes No
4. A successful person helps others. Yes No
5. A successful person believes in God. Yes No
6. A successful person must graduate from High School. Yes No

III. A successful person is: (Rank order)

1. a) is rich
   b) is famous
   c) has many people working for him
2. a) helps others
   b) believes in God
   c) must graduate from High School
3. a) famous
   b) helps others
   c) must graduate from High School
4. a) rich
   b) has many people working for him
   c) believes in God
5. a) rich
   b) famous
   c) helps others
6. a) rich
   b) famous
   c) believes in God

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7. a) rich

   b) famous

   c) must graduate from High School

8. a) famous

   b) has many people working for him

   c) helps others

9. a) famous

   b) has many people working for him

   c) believes in God

10. a) famous

   b) has many people working for him

   c) must graduate from High School

11. a) has many working for him

   b) helps others

   c) believes in God

12. a) has many people working for him

   b) helps others

   c) must graduate from High School

13. a) has many people working for him

   b) helps others

   c) is rich

14. a) has many people working for him

   b) helps others

   c) is famous

15. a) helps others

   b) believes in God

   c) must graduate from High School

16. a) helps others

   b) believes in God

   c) is rich

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I7. a) helps others

b) believes in God

c) is famous

I8. a) helps others

b) believes in God

c) has many people working for him

I9. a) must graduate from High School

b) is rich

c) is famous

20. a) must graduate from High School

b) is rich

c) has many people working for him

2I. a) must graduate from High School

b) is rich

c) helps others

22. a) must graduate from High School

b) is rich

c) believes in God

23. a) is famous

b) has many people working for him

c) helps others

24. a) is famous

b) has many people working for him

c) believes in God

25. a) is famous

b) has many people working for him

c) must graduate from High School

26. a) is famous

b) has many people working for him

c) is rich

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27. a) is rich
    b) has many people working for him
    c) must graduate from High School
28. a) is rich
    b) has many people working for him
    c) believes in God
29. a) is rich
    b) has many people working for him
    c) helps others
30. a) is rich
    b) helps others
    c) must graduate from High School

This instrument is designed to measure the intensity of a student's feeling toward one of the following six items as an indicator of an individual's success. This pre-test score will have a bearing on the student's answers to written and oral questions throughout the unit, and will be compared to the post-test score after the unit is completed. The variables to be measured by the instrument are:

1. Economic- A successful person is rich.
2. Fame- A successful person is famous.
3. Power- A successful person has many persons working for him.
4. Humanitarian- A successful person helps others.
5. Religious- A successful person believes in God.
6. Education- A successful person must graduate from High School.

Appendix B (continued)

Information on pre and post test scoring.

1. The test is basically a confrontation of variables test.

2. Each variable is matched against the remaining five in numerous situations.

3. We are concerned primarily with the frequency counts of one's or firsts in both the pre and post test situation.

4. This concern lies primarily in the fact that a students number one variable at any given point in time will effect his entire perception of the situation at hand.

5. The variable with the greatest number of firsts in the pre-test will be called that students VIP (value in prominence).

6. To measure the effect of the value unit on each student, we will administer the test again at the end of the unit and compare scores.

Appendix B (continued)

VALUE CONTINUUMS:

Put a check above the position that best describes an ideal teacher.

The ideal teacher should:

1.	have everyone's respect	have no one's respect
2.	give objective grades	give the grade he thinks you deserve
3.	be physically strong	be physically weak
4.	always call students by nick names	never call students by nick names
5.	make you sit in your seat all hour	not care if you sit in your seat at all
6.	be superman like	be pathetic looking
7.	work hard	be lazy
8.	be humble	be a show off
9.	be a world traveler	never leave Charlotte
10.	be enthusiastic	be apathetic
11.	be friendly	be mean
12.	care about you	not care about you
13.	be healthy	be sickly
14.	be flexible	be rigid

15.	be reliable	be unreliable
16.	be intelligent	be stupid
17.	be funny all of the time	be serious all of the time
18.	be openminded	be closedminded
19.	understand your problems	not understand your problems
20.	love you	not love you
21.	believe in God	not believe in God
22.	be on time every day	be late almost every day
23.	never stray from the lesson	talk about his relatives in class
24.	be patient	not be patient
25.	be truthful	not be truthful
26.	use gestures	not use gestures
27.	be a person I can tell secrets to	not be a person I can tell secrets to
28.	have new ideas	use the old ideas we heard before

Appendix C

Student goal sheet Student name_____

Student can correctly identify meaning of 80% of the new vocabulary words used in: Date

1. Lou Gehrig: Man of Courage ____
2. Abe Lincoln's First Big Fee ____
3. The Strange Story of Dr. Goddard ____
4. A Boy Who Was Traded for a Horse ____
5. The Picture That Thrilled The Nation ____
6. Queen of the Ice ____
7. Marian Anderson ____
8. Two Fathoms Deep ____
9. Young Convicts ____
10. Not Poor Just Broke ____

Student completed pre-test evaluation on success ____

Student completed post test evaluation on success____

Student has orally communicated the discovery of at least one personality characteristic in the life of a person studied in class that contributed to that person's success ____

Student checked one book out of the library ____

Student checked two books out of the library ____

Student answers the questions related to the success or failure of one of the characters that the student selected in one book ____

Student answers the questions related to the success or failure of one of the characters that the student selected in a second book ____

Student takes part in college bowls ____

Student takes part in vocabulary baseball ____

Student takes part in vocabulary football ____

Student takes part in vocabulary basketball ____

Student takes part in taping of play ____

Student goal sheet 2 Student name_____

Student handed in an autobiography ____

Student correctly identified 80% of the behaviors called for on the following quizzes:

1. Lou Gehrig: Man of Courage ____
2. Abe Lincoln's First Big Fee ____
3. The Strange Story of Dr. Goddard ____
4. A Boy Who Was Traded for a Horse ____
5. The Picture That Thrilled The Nation ____
6. Queen of the Ice ____
7. Marian Anderson ____
8. Two Fathoms Deep ____
9. Young Convicts ____
10. Not Poor Just Broke ____

Student correctly identifies 80% of behavior on:

Test 1- ____

2- ____

3- ____

Appendix D

*A poetic indication of the teachers position on the student value continuum in Appendix B.

**Teachers also need recognition!

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That look they call respectfulness

Honesty in grades-right gradeness

Endurance

Informality--nicknameness

Discipline--or in-seatness

Elements found in superness

Ambition

Little bunches of humbleness

Traveling around the worldness

Enthusiasm and go-go-ness

A bent face forefront friendliness

Concern for kids and much kindness

Healthy "bod" and no sickness

Elasticity--bendfulness

Reliability--firmness

Some living proof of learningness

Humor--or just plain jestfulness

Overall views--not closed mindness

Understanding--perceptiveness

Love of children

Divinity or Godliness

Punctuality--on timeness

On the subject--or to pointness

Some patience

Simple item called truthfulness

Every movement of gestureness

Shut-up mouth--confidentialness

Some ideas

The ideal teacher should possess
Twenty-eight items--these I guess I guess
Would be a start
Yet just a part
Of teacher idealness.

Although these items can not do
All things for teachers you once knew
They are a start
Yet just a part
Of ideal teacher--YOU!

And IF as teachers we possess
Tne items mentioned in this text
We'll have a start
And own a part
Of teacher Idealness.

wht 5 Feb. 69 P.M.

The ideal teacher should possess
That look they call <u>respectfulness</u>
And if respect
From them he get
He will see quick progress.

Respect to them in turn he must
Give to students if they're to trust
And if respect
From them he get
Then they must feel he's just

Now justice is so strong a word
That students sometimes leave disturbed
With no respect
Just with regret
For justice not occurred.

wht 5 Dec. '68

The ideal teacher should possess
Honesty in grades-right grades ness
If he does try
To justify
These grades--they'll do their best.

And if he doesn't justify--
Evaluations they'll decry
For teachers must
Beforehand trust
Each class--before they try.

This trusting must not be one-way
And every day you'd better say
Those things that you
Will put them through
On actual testing day.

wht 19 March '69

THE MARGINAL LEGIBILITY OF THIS PAGE IS DUE TO POOR ORIGINAL COPY. BETTER COPY WAS NOT AVAILABLE AT THE TIME OF FILMING. E.D.R.S.

The ideal teacher should possess
Endurance and the willingness
To use this gift
To cause a shift
In those who can't care less.

Endurance seems to come in spurts
And when it isn't there it hurts
For clocks that ring
A new day bring
And with them--little squirts.

Now little squirts without a doubt
Will surely try to wear you out
So dig right in
And give a grin
But never--never-- pout!

wnt 5 Feb. '69 P.M.

The ideal teacher should possess
Informality--nicknameness
For in that name
They will remain
Close to him warmly pressed.

These nicknames seem to do the job.
Much better than a "Jane" or "Bob"
The kids respond
And TEACHERS on
The top--no need to sob.

Now sobbing teachers usually say
"These kids are taking me away"
Yet sane she could
remain--and would
If she'd nickname--today!

wht 17 Feb. '69 P.M.

THE MARGINAL LEGIBILITY OF THIS PAGE IS DUE TO POOR ORIGINAL COPY. BETTER COPY WAS NOT AVAILABLE AT THE TIME OF FILMING. E.D.R.S.

The ideal teacher should possess
Discipline or in-seatness
If they behave
Her mind she'll save
If not they'll be a pest.

In discipline there seems to be
An item there for all to see
It's there on snow
To all who know
Where kids are meant to be.

If discipline we do not find
The class will quickly get behind
And teacher will
With wet eyes spill
Her tears, her heart, her mind.

wht 5 Feb. '69 P.M.

The ideal teacher should possess
Elements found in : erness
For if you teach
Your mind may reach
Its limit when you're pressed.

And when that mind doth seem to give
Because of tense nerves in your lid
Don't let it blow
For if you show
You're mad--they're sure to kid.

How displeasure you can avoid
If they don't know that you're annoyed
And you will get
Much more respect
At times when its (anger) deployed

wht 27 March '69

THE MARGINAL LEGIBILITY OF THIS PAGE IS DUE TO POOR ORIGINAL COPY. BETTER COPY WAS NOT AVAILABLE AT THE TIME OF FILMING. E.D.R.S.

The ideal teacher should possess
Ambition and some willingness
To work with joy
And to deploy
Himself to do his best.

The ideal teacher should work hard
From boring moments he'll be barred
If work is joy
He will deploy
Himself till he is scared.

These scars may come from kids who fight
From kids who don't know wrong from right
These kids bring joy
Joy they'll deploy
And make your burden light.

wht 5 Dec. '68

The ideal teacher should possess
Little bunches of humbleness
If he seems high
In their minds eye
"He seems just right for us".

Now some do hold their noses nigh
They care not to identify
With students or
That gruesome chore
Of helping kids who try.

The other end is just as bad
And may be like some "teach" you've had
He goes too far
His name they mar
He acts their age-poor lad.

wht 19 March '69

THE MARGINAL LEGIBILITY OF THIS PAGE IS DUE TO POOR ORIGINAL COPY. BETTER COPY WAS NOT AVAILABLE AT THE TIME OF FILMING. E.D.R.S.

The ideal teacher should possess
Traveling around the world-ness
If he can draw
On things he saw
They'll think that he's the best.

And if they think you're best--be glad
For kids enjoy the trips you've had
If you will share
From everywhere
They will come in less sad.

Now less sad kids can do much more
Than kids you might have had before
Because of you--
That world you knew--
They'll get a higher score.

wht 19 Feb. '69 P.M.

The ideal teacher should possess
Enthusiasm-go-go-ness
And his desire
Could light a fire
In children who have less.

Enthusiasm can be found
In young and those who've been around
And their desire
To light a fire
In students seems quite sound.

And yet this fire must burn bright
In everything he does in life
For his desire
To light a fire
Must not be out of sight.

wht 5 Dec. '68

THE MARGINAL LEGIBILITY OF THIS PAGE IS DUE TO POOR ORIGINAL COPY. BETTER COPY WAS NOT AVAILABLE AT THE TIME OF FILMING. E.D.R.S.

The ideal teacher should possess
A bent face forefront--friendliness
For in his smile
The kids can dial
Private sunshine line-ness.

A bent face forefront seems to bring
The best of life and everything
That teachers need
To help kids read
It even makes them sing.

Now singing after school can do
A lot for kool-aid lovers too
It means that they
Have found today
A bit of sunshine you!

wnt 5 Feb. '69 P.M.

The ideal teacher should possess
Concern for kids and much kindness
And his concern
For those that learn
Can straighten out their mess.

Concern must come from way down deep
With thoughts about them in your sleep
And deep concern
For those that learn
In every thought you keep.

And if concern for them should die
Good teaching days for you are by
With no concern
For those who learn
Good teaching you deny!

wht 5 Dec. '68

THE MARGINAL LEGIBILITY OF THIS PAGE IS DUE TO POOR ORIGINAL COPY. BETTER COPY WAS NOT AVAILABLE AT THE TIME OF FILMING. E.D.R.S.

The ideal teacher should possess
A healthy bod--with no sickness
If he is well
Things seem to jell
If not there's futileness.

Most classes seem to quick perceive
A teacher's strength--or teacher's need
If strength they find
In bod and mind
They'll learn with greater speed.

And when a class does sense your drive
You'll have a class that seems alive
And all because
Your body was
Something you wore with pride.

wht 19 March '69

The ideal teacher should possess
Elasticity--bendfulness
For he must give
Or blow his lid
Some days you just must flex.

For if you are too rigid you--
Might hurt yourself--your classes too
Some days your plans
Not worth a sham
Then written plans won't do.

In short-the bendful one must see
ALL THINGS if knowledge is his key
For knowledge knows
No even rows
Be bendful and you're free.

wht 19 March '69

THE MARGINAL LEGIBILITY OF THIS PAGE IS DUE TO POOR ORIGINAL COPY. BETTER COPY WAS NOT AVAILABLE AT THE TIME OF FILMING. E.D.R.S.

The ideal teacher should possess
Reliability--firmness
If by his word
They are assured
Their minds will stay at rest.

Now having faith in teacher can
Do wonders to a lesson plan
And if this faith
From them he take
He must be a good man.

For taking faith from kids can lead
To learning with much greater speed.
It goes both ways--
You're both amazed--
This lesson you should heed.

wht 19 March '69

The ideal teacher should possess
Some living proof of learningness
If he expects
His class to get
The most from in seat ness.

Yet knowledge must be in that guy
Who asks his class to try, try, try
Then if when asked
A simple task
His answer they will buy.

Now buying answers can depend
On which grade--one, five, or ten.
The one's accept?
The ten's reject?
Depends on teachers ken.

wht 19 March '69

THE MARGINAL LEGIBILITY OF THIS PAGE IS DUE TO POOR ORIGINAL COPY. BETTER COPY WAS NOT AVAILABLE AT THE TIME OF FILMING. E.D.R.S.

The ideal teacher should possess
Humor or just plain jestfulness
For kids react
With much more tact
If teacher is fun blessed.

We know that ones fun blessed do bring
Much joy to class--and everything
Just seems to click
So take your pick
Enjoy your work or nothing.

Although the days do wear one down
In those first years--and when around
For many days
And yet those grays
Come quick to funless frowns.

wht 19 Feb. '69 P.M.

The ideal teacher should possess
Overall views--not closed mind-ness
If his minds clear
They will hold dear
Class items when discussed.

Now class discussions just won't do
Unless the teachers thoughts seem true
These tnougnts come from
His search for one
Best world--the world he knew.

Now knowing best worlds must be shared.
With classes if the teacher cared
And if it's so
These kids might show
HIS judgement was impaired.

wht 19 March '69

THE MARGINAL LEGIBILITY OF THIS PAGE IS DUE TO POOR ORIGINAL COPY. BETTER COPY WAS NOT AVAILABLE AT THE TIME OF FILMING. E.D.R.S.

The ideal teacher should possess
Understanding--perceptiveness
If he perceives
Their every need
He's sure to find their best.

Now finding best in students can
Help those who just don't give a ***(sweet violet)
For if the "teach"
Would try to reach
His kids--they'd want to cram.

This cramming process just might be
There pre-8 and after 3
And if it is
You've reached your kids
Through you--reality.

wht 19 March '69

The ideal teacher should possess
A love of children-this I guess
Is first if we
Good teacners be
Don't worry 'bout the rest.

This love good teachers show in ways
Quite natural to them so they say
They say that love
Comes from above
Like sun it shines its ray.

If love for kids is found in you
And if you have desire too
To help the young
Feel warmth of sun
You'll be a teacher true.

wht 5 Dec. '68

THE MARGINAL LEGIBILITY OF THIS PAGE IS DUE TO POOR ORIGINAL COPY. BETTER COPY WAS NOT AVAILABLE AT THE TIME OF FILMING. E.D.R.S.

The ideal teacher should possess
Divinity or Godliness
If he believes
The kids will leave
Much better than the rest.

And if beliefs in him they see
There pre-8 and after 3
They might believe
In him and leave
To FACE eternity.

Now faced with life these kids can draw
On teachers words and life they saw
Now they believe
They're every need
Was met in teacher's law.

wht 17 Feb. '69 P.M.

The ideal teacher should possess
Punctuality-on time ness
If he's on time
Things go just fine
If not-a chance to mess.

Now messing up a class is bad
And often gets poor teacher mad
Yet if she cared
She'd find them there
Smiling and looking glad.

Now smiling kids can do for you
What coffee, fags, and rolls can't do
They'll help you find
That peace of mind
Inside of punctual you.

wht 19 March '69

THE MARGINAL LEGIBILITY OF THIS PAGE IS DUE TO POOR ORIGINAL COPY. BETTER COPY WAS NOT AVAILABLE AT THE TIME OF FILMING. E.D.R.S.

The ideal teacher should possess
On the subject--or to point-ness
For tangents are
So very far
From items on a test.

These tangents further could destroy
The interest of a girl or boy
They're there to learn
And they might ourn
At things YOU think--are joy!

If joy you find in Mom and Dad
And if Aunt Gladys makes you glad
Let's hold it back--
For it's just tack--
If they don't say YOU'RE BAD!

wnt 19 March '69

The ideal teacher should possess
Some patience and some willingness
To guide and show
Those who don't know
Just how to do their best.

If patience you don't have today
From teaching you had better stray
For those who show
Those who don't know
Don't do it in a day.

Yet patience can be learned by those
Who really care about kids woes
It's these who show
Those who don't know
A right profession chose.

wht 5 Dec. '68

THE MARGINAL LEGIBILITY OF THIS PAGE IS DUE TO POOR ORIGINAL COPY. BETTER COPY WAS NOT AVAILABLE AT THE TIME OF FILMING. E.D.R.S.

The ideal teacher should possess
A simple word called truthfulness
If truth he bring
His praise they'll sing
And THEY toward truth will press.

If truth in him they see each day
They'll want to go the self same way
If truth he bring
His praise they'll sing
And he'll get more than pay.

This truth they see in him should be
There pre-8 and after 3
If truth he bring
His praise they'll sing
For helping them to see.

wht 5 Feb. '69 P.M.

The ideal teacher should possess
Every movement of gestureness
If moves he make
They'll keep awake
And show much betterness.

Now betterness is what we're for
If they're to get a higher score
So make that move
And they will prove
That gestures produce more.

And if production comes from that
Perhaps missed answers came from chat
For chat alone
Does not drive home
It takes your all--react!

wht 19 Feb. '69 P.M.

THE MARGINAL LEGIBILITY OF THIS PAGE IS DUE TO POOR ORIGINAL COPY. BETTER COPY WAS NOT AVAILABLE AT THE TIME OF FILMING. E.D.R.S.

The ideal teacher should possess
Shut-up mouth--confidentialness
If he instills
Their faith--they will--
They will to him confess.

Confession comes to some quite hard
And teachers names quite oft are marred
For they <u>let out</u>
Right through their mouth
And one young mind they've barred.

Now barring minds just can not do
The job of teaching is--get through
And if you have
Their faith---be glad
A lucky person--you.

wht 19 Feb. '69 P.M.

The ideal teacher should possess
Some ideas and willingness
To do things new
For those with few
Ideas on a test.

Ideas seem to make class move
And lack of them will only prove
That methods past
Will have to last
New trails will not be hued.

Now old trails can be fine that's true
"Remember those they put you through?"
Some did prove fine---
But all the time?
An ideal path seems new.

wht 19 Feb. '69

THE MARGINAL LEGIBILITY OF THIS PAGE IS DUE TO POOR ORIGINAL COPY. BETTER COPY WAS NOT AVAILABLE AT THE TIME OF FILMING. E.D.R.S.

And if this ideal one be found
He sure is rare-there's few around
The world is his
For through his kids
His life is greatness bound.

This rare one is among those few
Who understands his world and knew
The world was his
and through his kids
A future he did hue

This rare one knows that God above
Has blessed him with these kids--their love
The world is his
For through his kids
He's found the fairest judge.

wht 5 Feb. '69 P.M.

Appendix E

Questions to be answered by student at the completion of each book mentioned in specific objective three.

1. What personality qualities did you admire most/least in the main character of your book?

2. What motives influenced his or her life?

3. Was there a principal turning point in his or her life? If so, what was it?

4. Why do you think the person was (or was not) successful?

Appendix F

Autobiographies:

Write as much as you care to about the following:

1. Your past, present, and future friends.

2. Your past, present, and future hobbies.

3. Your past, present, and future vacations and trips.

4. Your past, present, and future classes you did not like.

5. Your past, present, and future classes you did like.

6. Your past, present, and future teachers you did not like.

7. Your past, present, and future teachers you did like.

8. Your past, present, and future groups that you're a member of.

9. Anything else that would help me help you.

*****There will be no scores on this assignment. You do not have to worry about Academic Olympic points. All information will be for Mr. Thueme ONLY. I will not share this information with anyone, the exception being your counselor in the event that this information could help you if you were in some sort of trouble in years ahead. You can ask any of your older friends or relatives that have been in this class before. These autobiographies will be read only by me. I will not return these autobiographies to you. I will place them in my fireproof file at home along with the more than 200 autobiographies that are already on file. You will receive some comments on your autobiography, in writing, shortly after it is handed in.

Mr. Thueme

GRID

Specific Objective	1	2	3	4	5	Total
Content & Methods						
Stories read from books:						
1. Lou Gehrig: Man of Courage	1	2		2		5
2. Abe Lincoln's first Big Fee	2	2		3		7
3. The Strange Story of Dr. Goddard	2	2		2		6
4. A Boy Who Was Traded For A Horse	2	2		3		7
5. The Picture That Thrilled The Nation	1	2		2		5
6. Queen of the Ice	1	2		2		5
7. Marian Anderson	1	2		2		5
8. Two Fathoms Deep	1	2		2		5
Readings of Individual Choice:	1		20			21
Tape recording of Two Fathoms Deep					2	2
Review games:						
1. College Bowls					4	4
2. Vocabulary Baseball					2	2
3. Vocabulary Basketball					2	2
4. Vocabulary Footballl					2	2
Records:						
1. Young Convicts	2	2		3		7
2. Not Poor, Just Broke	2	2		3		7
3. Portraits in Patriotism						
a. George Washington Carver & Marian Anderson	1					1
b. Captain James Sulpizi & Jimmy Doolittle	1					1
Other activities:	6					6
1. Discussions						
2. Proud whip						
3. Devil's Advocate						
4. Rank Ordering						
5. Continuums						
6. Autobiographies						
7. Debates						
Total	24	20	20	24	12	100

The work presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

THE BRAIN

A VALUE RELATED UNIT*

Specific Value:	**Self Esteem**
Study Area:	**Study of the Brain**
Grade Level:	**Junior High age mentally retarded children**
Time:	**Five Weeks**

Project on Student Values
3860 Plainfield Ave., N.E.
Grand Rapids, Michigan 49505

***Materials prepared by Paul Trap**

THE BRAIN

Abstract

I. Philosophical Statement. The brain is the most important part of the body. Its disfunction can cause more problems and agony than any other member. Through studying the brain the special education student can see more value in himself and he can function better in society.

II. General Objectives. To help the students have a better vision of themselves.

III. Specific Objectives. To help students gain a better understanding of:
   A. how their minds have developed
   B. what emotions are and how they affect behavior
   C. some of the physical problems which can affect the brain

IV. Context. Junior high age educable mental retardates

V. Content.

VI. Methods. The unit used both printed and teacher-made materials. The materials and techniques are presented in greater detail in the daily lesson plans in Appendix A.

VII. Time Schedule. Five weeks.

THE BRAIN

Philosophical Statement

The educable mentally retarded student has existed in an environment which gives him a constant feeling of frustration and failure. When an individual has suffered as much as most special education (E. M. H.) students have, he has very little self esteem. Self esteem is a value all people must have to function adequately in society and to feel at ease with themselves.

Self esteem and humanitarianism are related. As a person sees more value in himself he has less need to build his ego at the expense of his fellow man. A person that helps his fellow man will see more value in himself. Seldom do we see a secure man ridiculing another nor do we often see an insecure individual being understanding of another's problems.

The special education student feels least adequate about his ability to think. Often he feels he is of absolutely no value in anything related to use of the mind. If the student can feel that his mind is of some value, he should feel he is of more value. If a person can value himself many of the behavioral characteristics related to insecurity should diminish.

Statement of General Objectives

This unit was designed to help the student see more value in himself and in his fellow man. When the student begins to value himself, he should have fewer behavioral problems related to insecurity. When the student values his fellow man he should be more understanding of his problems.

These values were taught during the study of the brain. The student has learned what the brain is like and how its three main areas function. Emotions and their effect on life were studied. The student was exposed to problems of the brain and how to handle emotions. A good deal of effort was placed on removing the stigma of mental illness.

Specific Value Objectives

A student placing more value upon himself is expected to:

1. be more inclined to study.

   If the student feels that there are areas he can do well in, he will try harder in all areas.

2. have less need for attention-getting mechanisms.

   The student who feels he is of value will have little need to make people aware he is around. There should be a general decrease in minor behavior problems.

3. participate.

   The student who has gained in self esteem should feel like becoming involved in school affairs. He should feel less inclined to withdraw into his shell.

4. less physically aggressive.

   The person who feels of value has less need to be physically hindering the actions of others. There would be a decrease in hitting and shoving during breaks and in the halls.

Of course, all students could not be judged with the same criterion; the same objectives would not hold true for each.

A student placing more value upon his fellow man is expected to:

1. stop ridiculing.

   The student who feels all men are of value would have little desire to make someone feel of less value.

2. refrain from taking advantage of anyone.

   No one tries to cheat what he values.

3. use proper terminology.

   If a student valued people they would not use derogatory terms to describe them or their problems, such as crazy nuts, retard, hair lip, etc.

4. verbalize willingness to support needy causes.

   A student has little opportunity to actively support agencies which help others but they should verbalize desire to help if they do value their fellow man.

Context

This unit is part of a semester master unit on the body and its problems. The brain is one of twelve units relating to the body. This is one of the longest units because of the introduction of emotions and mental problems.

The unit was prepared for seventeen educable mentally handicapped special education students of the Grand Haven Junior High School. These students function between first and fourth grade levels of academic achievement.

Most of these students came from poor rural areas. None of their parents farm but they live out of town because they can live inexpensively. The homes leave much to be desired. These students are as handicapped by their environment as by the condition of their brain. Living in a sub-cultural home is often self defeating for children. The children from these homes often make a poor start in school. As they continue in school they may withdraw from all experiences which present failure. Many of these students become labeled as handicapped and are placed in special education. Most special education students have a very negative self concept.

The values taught in this unit will be repeated many times in the period the students remain here. It has taken many years for the students to become negative in their attitude of themselves and of the people around them. The student cannot be expected to change these values overnight. The value concepts of this unit will be repeated in a variety of contexts.

Content

A. Outline of Content--

1. Introduction

    a. The brain makes man above animals

2. The Brain

    a. Appearance
    b. Areas
        1) The front or cerebrum is center of thought
        2) The back or cerebellum controls movement and reactions
        3) The medulla or middle automatic functions as heart breathing, etc.

3. Ability

    a. What you can do depends on many abilities
    b. No one is good in all areas
    c. Everyone has some abilities

4. Mental Development

    a. Abilities grow through practice
    b. Abilities grow best in happy surroundings
    c. Learn by trying new things
    d. No one has ever learned all he can

5. Emotions

   a. Emotions are feelings
   b. Emotions are part of daily life
   c. Emotions help cause our behavior
   d. Some emotions are good and some are bad

6. Emotional Control

   a. Part of growing up is controlling our emotions
   b. It is adult to control emotions and childlike to allow emotions to control us
   c. People around us determine how we feel

7. Interpersonal Relationships

   a. Other peoples behavior is often determined by the response of others to them
   b. You hold the key to how a person is treated

8. Mental Illness

   a. People are mentally ill who let their feelings control their lives
   b. More people should seek help for mental illness
   c. Through treatment most mentally ill people improve

9. Treatment of Mental Illness

   a. Treatment for the mentally ill has improved
   b. Most people cared for in State Hospitals and clinics
   c. Most people who have a problem return to homes and family

10. Problems of the Brain

   a. Epilepsy--

      A problem in which the brain does not function properly for a short period.

   b. Cerebral palsy--

      A problem where part of the brain does not function properly. It causes problems in movement.

   c. Brain Damage--

      If the brain is damaged it doesn't repair itself. The person affected has to adjust to the problem if possible.

d. Retardation--

An attempt to explain why not all people function alike

B. Materials List

1. Books
   a. Your Body and How it Works, by Patricia Lauber, Random House
   b. Psychology, by Phillips Beeman N., Steck Company
2. Papers
   a. "Mind Growth" from Steps to Health, by Rebecca Townsend, Steck Company.
   b. "Making the Most of Yourself," "Emotional Growth," "Difference Between People," from Health for Everyday, by Rebecca Townsend, Steck Company.
3. Filmstrips
   a. Putting Your Aptitudes to Work, Filmstrip of the Month.
      1) What aptitudes are
      2) Developed through use
   b. Human Nervous System, Society for Visual Education
      1) Central nervous system
      2) Parts and Functions of Brain
   c. You and Your Mental Abilities, Society for Visual Education
      1) Areas of ability
      2) No two persons have same abilities
      3) No one uses all abilities
   d. Anxiety, Filmstrip of the Month.
      1) Anxiety a natural emotion
      2) Show how it can be handled
   e. Frustration, Filmstrip of the Month.
      1) Everyone is frustrated sometimes
      2) Don't let it ruin life
      3) Show examples of handling
   f. Your Search for Self, McGraw Hill
      1) Only you can decide what kind of person you will be
   g. Why Should I Care How Others Feel, Filmstrip of the Month
      1) A good presentation of how one person's actions can cause problems in others
      2) Shows treatment of emotional problems
   h. Should You Feel Inferior, Filmstrip of the Month
      1) Why people sometimes feel inferior.

Methods

I believe that the best method used in this unit was making the student aware of himself and those around him. As the student became aware of the complexity of the brain, he began to value himself and others. However, there were techniques

employed specifically to change the behavior of the student. These are shown in detail in the lesson plans given in Appendix A.

Some of these methods are questionnaires, surveys, contrived incidents, panel discussions and open ended questions.

Time Schedule

This unit was started on April 1 and was finished on May 17th. The unit has eighteen lessons. However, not all of these lessons were completed in one day. There were days when it was possible to work on the unit. With a week out for Spring Vacation this unit took five weeks or three school days.

Evaluation Data

The uniqueness of the special education program makes it impractical to use the standard hard data-objective test approach for this unit. It was impossible to develop a valid test of the changes in the behavior of these students for the following reasons:

1. The objectives for the changes in behavior vary from student to student.

2. These students are in the junior high special education program for an extended period of time. The results of any test would not be valid because of the variation in performance between the students in the program for one year and those here for three years.

3. The small number of students does not provide a large enough base to provide valid results.

4. The special education student has a lot of variation in his daily performance. The results of any test given would depend upon which day it was given. The results of a test given one day would not be a valid measure for the next day.

5. Enough of the students have such poor reading skills that it would be required to read the test to the class. This would cause a variation due to the students feelings toward the teacher.

The small classes in special education allow the teacher to know each student well. He is in a position to observe the student's behavior in a variety of settings. The evaluation of this unit was done by describing the observable behavior changes of each student.

The evaluation data for this unit is completely subjective. It consists of a short description of each student, a statement of the objectives appropriate to this student and an observation of the changes in the student.

Student J:

This student is a muscular athletic boy of 15 with very few academic skills. J has limited potential but he has never approached that. He had convinced himself that he could not succeed.

It was hoped that through this unit J would reassure himself and begin to take a little more pride in himself.

This student is one of the students who have really profited by this unit. J has begun to take interest in his work and he is amazing himself by his success in reading. J has requested extra help in reading. At the start of this unit he was a non-reader but after six weeks J is now at the second grade level and still improving rapidly. J has taken a new interest in his appearance and he is much cleaner and more neatly dressed.

He no longer finds it necessary to be aggressive to get others' attention.

Student L:

L is a 15 year old boy with some serious emotional disturbances due to a poor home life. L has sufficient ability that he could be out of special education; however, his problems have been such that he has been unable to achieve.

It was hoped through this unit L would ably understand what emotional illness is and be able to see the difference between his problems and his parents. L has some poor attention-getting mechanisms that this unit should be able to correct.

L appears to feel less personal guilt about his parents behavior; however, his behavior has deteriorated. The guidance clinic has stated that L's poor behavior is a positive sign and that he is trying to work out his problems. Most of his change should be related to the work of the clinic rather than the school.

Student P:

P is a 15 year old girl who is withdrawn and shy. She has had moderate success academically. P has shown very few homemaking skills.

Self acceptance and more outward behavior were the objectives for P. If she had started to misbehave, it would have been considered a positive sign.

During this unit P has expressed interest in others' feelings but she has shown few signs of beginning to "open up" herself.

Student B:

Student B is somewhat of a paradox. While she can perform acceptably in the classroom her behavior elsewhere is very poor. B has had moderate success as a pupil but she shows a great deal of success elsewhere.

B has to show off and do things to shock others. She feels that these are the only ways she can attract people to herself. If she could see more value in herself, she would not have the need to act in these ways.

Here again we didn't do enough. Her behavior has shown little change. As a matter of fact, the day after we finished the unit she was sent home for smoking in the building.

Student S:

S is an immature 13 year old girl. She is afraid to try anything new. She has poor physical coordination. Being clumsy she is often criticized for knocking things down. S is a very pleasant person, easy to like but she thinks very little of herself.

It was hoped that S could see some value in herself through this unit. If she could see that everyone has some ability, she could find it easier to like herself.

S has found that she is not the only one with some problems. She has brightened up and seems to be less self critical. She can find it easier to accept her awkwardness as she can see that others accept her despite any problems.

Student W:

W is a hyperactive non-achiever. W is the type of student who makes teachers crawl walls. W, too, has convinced herself that she cannot do anything right. She has been with me for three years and I don't feel that I have taught her fact number one. She has shown some maturing during this period of time but she still acts like a normal fourth grader.

W needs help in many ways. This unit was an approach to help her understand herself and others. W has felt defeated and makes up for her poor self image by ridiculing others. If it is possible to better her self image, she can feel better about others failures and successes.

W's behavior change has been a surprise. She is acting better, calmer and she does not ridicule as much as she did. It would be nice if the unit could be given all the credit for her behavior but while studying the brain it began to dawn on her why she should take her tranquilizers.

Student G:

G is a hard working 15 year old boy. G has very good work potential he is fairly level headed. G has a tendency to tease but not in a cruel way. G does have a lack of judgment.

It was hoped that this unit would help G look at a situation and make a rational judgment based on facts. An increase in motivation was also desired.

No significant behavior change was noted.

Student R:

R is an immature 17 year old. He has very little self control. R seems to feel that the only way to live is to do what you want at the moment. R has been a failure in all academic areas he has attempted. R has some mechanical abilities which if they could be joined with some improved work attitudes he would be a good prospect for vocational placement.

The objectives set for R was to have him see that while he is lacking in academic abilities he has many assets which make him a worthwhile person. It was hoped that R would begin to show more maturity. That he would be more considerate and consistent.

There seems to be very little change in R.

Student J II:

J is the student I wish more of my students would be like. J shows reasonable judgment. He accepts himself and others. J has many significant value ideals and tries to live by standards he has set for himself.

This unit would only reinforce J's values.

Student C:

C is a 14 year old girl who has a 12 year old sister who is a superior student. Her parents give C the Cinderella treatment. The parents give C all the chores under the pretense that C's sister could study. C has many needs for attention. She tries so hard that she pushes others away. C is aggressive towards others, she feels so hurt she sees no reason not to hurt her fellow students.

This unit should have helped C to accept something of value regardless of what her parents or siblings feel. If C finds more value within herself she will feel more accepted by others. She will have less need to get others to pay attention to her. If C can see more value in others, she will have more respect for their feelings.

This unit has helped C. She appears to have more self esteem. She has stopped hitting people to get their attention. C has been more willing to help rather than humiliate her fellow students when they make an error.

Student J III:

J is a 15 year old girl who had to leave school soon after the unit started.

Student P II:

P is an obese 16 year old boy. P is one of the most popular boys in the room. However, P has a couple of boys that he likes to mistreat for the entertainment of others.

If P could see more value in others and how he affects the feelings of others he would be more respectful of the boys he mistreats.

P has changed his behavior quite a bit. P has shown some reluctance to pick on these two boys. He still bothers them occasionally but he also defends them from the mistreatment of others.

Student R II:

R is a 16 year old boy who absorbs a lot of abuse from his family and classmates. R has a temper that keeps getting him into trouble. R is defensive and reacts before he is aware of the consequences of his behavior.

There was little indication of how this unit could help R.

R began to show a lot of effort when we started discussing emotions. R seemed relieved to know that emotions were normal behavior, and that he was not a rotten person because of his feelings. R seems to have learned that one is judged by performance rather than feelings. It is interesting to watch R react to frustration now. He still gets mad but he has found much better ways of venting his emotions.

Student R III:

R is a very withdrawn 13 year old. This boy is a secondary stutterer. He has some of the reactions such as head jerking which characterize this speech defect. R is understandably afraid to do anything which requires communication.

With this unit it was hoped that R could gain confidence and understanding. It was hoped that the others would at least understand his emotions and accept him.

There have been many things which have helped R this year. The Elks have come across with money to send R to a speech clinic for the summer. This knowledge has helped R. Also a couple of former secondary stutterers have come in to talk with R and they have helped him with his school work. He has been able to value himself because he knows them and they had his problems.

Student F:

F is a slender 15 year old. He has a tendency to pick on the younger students. F has a lot of ability that is not being used. In school F does very little but he works after school and does a very good job there.

If F could gain enough respect for other people, he would probably leave them alone.

F has been leaving the other students alone, but more significant his use of terminology has changed. F does not call people the same names he used to. With more respect for others and awareness of what some words mean, he has dropped them from his vocabulary.

Student V:

V is a quiet little girl. She is afraid to try anything. V is totally defeated. Her home is poor, her relationships with peers are poor, and she has done nothing in school.

If V could find something in herself that was worthwhile, she might try to use it.

V is the big success story of this unit. Now she smiles. V has opened up in everything. Since she has come out of her shell she has found many successes. V has shown more potential in the last few weeks than anyone thought possible. After a few small successes, she has built one successful experience after another. If no one topples her tower V could well graduate from high school in the regular program.

Student G II:

G is a 13 year old sissy. He gets by in his academic work but in our activities such as shop or gym G is a failure. G is negative toward anyone who succeeds where he fails and fails where he succeeds.

It is the objective of this unit to help G realize that each person has their own value. He is of value for his abilities and his fellow students are to be valued for what they can do.

I think G now sees value in himself but he is still very critical of other's failures.

Evaluation

This unit has definite value. The students have reacted much better than expected. Most of these students have shown a noticeable behavior change.

Appendix A: Daily Lesson Plans

Lesson 1

Introduction

I. Open Questions

A. How is man different from all animals?---Discuss

B. Are all men better than any animal?---Discuss

C. Aren't you pretty good then too?---No answers

II. Read aloud first five paragraphs of the brain from text.

III. Tactile Exploration of Brain

A. Show cow brain

B. Compare to model of human brain

C. Allow to explore cow brain and model---cut cow brain in half

IV. Response

A. Draw a picture of the human brain from chart or model

AREAS OF THE BRAIN

Lesson 2

I. Read

A. Read remainder of chapter and discuss by section

B. Cerebrum---Front---important area which controls thought
   1. This is the area which makes you important
   2. How many different things can you think of---List for ideas on board

C. Cerebellum---Back---muscle control
   1. Review nerve sensations
   2. People have varying abilities

D. Medulla---Middle---essential functions
   1. Controls things you don't think of to make heart beat, breath, etc.
   2. Some things you cannot control by thought

II. Reinforcement

A. Filmstrip --- Human Nervous System

B. Color three areas on pictures drawn yesterday

C. Write functions of the three areas

III. Response You Think of Many Things

A. Make a list of at least 25 things you think about

MENTAL ABILITIES

Lesson 3

I. Review

A. Three areas

B. Importance of Brain

II. Intelligence

A. On board make a list of things students think about---from yesterday's papers

B. Discuss

1. You do think about many things
2. Underline things on list that you know a lot about
3. You have learned a lot about a number of things---you must be able to learn

C. Filmstrip --- You and Your Mental Abilities

1. There are a number of abilities that a person has
2. What you can do depends on what abilities you have
3. Mental abilities grow through practice
4. No one uses all of his abilities
5. While some have a lot of abilities no one is without any abilities and no one is high in everything

III. Response

A. Do continuum sheet

1. How smart are you?

Good _____ Bad

2. How well can you read?

Good _____ Bad

3. How well do you cook?

Good _____ Bad

4. How well do you figure in math?

Good _____ Bad

5. How well do you do work with wood?

Good _____ Bad

6. How well can you spell?

Good _____ Bad

7. How well can you draw?

Good _____ Bad

8. How do you look?

Good _____ Bad

9. How do you act?

Good _____ Bad

10. How can you sew?

Good _____ Bad

11. How do you treat other people?

Good _____ Bad

12. How do you do in games?

Good _____ Bad

13. How do you do at work?

Good _____ Bad

14. How do you do in school?

Good_____Bad

15. How valuable are you?

Good_____Bad

MENTAL GROWTH

Lesson 4

I. Taking stock

   A. Review and discuss continuum sheets making sure everyone scores himself high in at least one item.

II. Presentation

   A. Read and discuss paper, "Making the Most of Yourself"

   B. Filmstrip, Putting Your Aptitudes to Work
      1. Everyone has ability
      2. No one has used all of his ability
      3. Learn through practice

III. Response

   A. Complete Questionnaire

MAKING THE MOST OF YOURSELF

Do you think of growth only in terms of height and weight? Growth occurs in many other areas of your life. In order to be a well-rounded person, you must also grow mentally, emotionally, and socially.

Your environment---at home, at school, in social situations---affects you in many ways. The right environment helps you to use all of your inborn abilities for physical, mental, emotional, and social growth. To fulfill all of your hidden promises, you must have an opportunity to develop and learn as fast as your growth pattern allows you.

An intelligent boy or girl, left alone on a deserted island, would never learn to read or to do arithmetic. There would be no chance to learn and to develop in a normal manner. Many people who are <u>not</u> left alone on deserted islands have growth abilities which are ignored or starved.

It is your responsibility to take advantage of every opportunity given you at home, in your church, at school, and in the community where you live. By doing so, you will fulfill your natural abilities for physical, mental, emotional and social growth.

HOW DO I DO?

1. How I spend my time?

   a. How many hours do I sleep everyday? _____

   b. How much time do I spend eating? _____

   c. How much time do I spend in school? _____

   d. How much time do I spend traveling? _____

   e. How much time do I spend watching TV?. _____

   f. How much time do I spend working? (at a job) _____

   g. How much time do I spend working at home? _____

   h. How many hours does a to h equal? _____

   i. How do I spend the rest of my time? _____

   (1) _____

   (2) _____

   (3) _____

   (4) _____

2. Do I spend any time studying? Yes No

3. Can I do my school work? Yes No

4. Do I do my home work? Yes No

5. Do I spell as well as I would like? Yes No

6. Do I spell as well as I can? Yes No

7. How much time do I spend practicing my spelling? _____

8. Can I read as well as I would like? Yes No

9. Are there any books I can read? Yes No

10. Have I read from a book at home this week? Yes No

11. Last night I spent _____ minutes watching TV.

12. Last night I spent _____ minutes reading.

13. Do I try to learn? Yes No

14. Do I try new things? Yes No

15. Do I panic in an unknown situation? Yes No

16. Do I try to meet new people? Yes No

17. Do I try sports I haven't seen before? Yes No

18. Have I tried to learn a new game this year? Yes No

MENTAL GROWTH

Lesson 5

I. Taking Stock

A. Discuss questionnaire
1. Do you spend your time well?
2. How willing are you to try new things? Why?
3. Do you put forth any effort to learn?

II. Demonstration

A. Divide into groups

B. Have one person in each group drop clothespins in a bottle. Have the same person repeat this five times.

C. Compare scores

D. Does your score improve through practice?

III. Presentation

A. "How We Learn," pp. 22-27, Psychology, Read and discuss

B. Make a list of Good Study Habits
1. Take time
2. Work regularly
3. Forget about everything else
4. Remember you can learn
5. Ask for help

IV. Response

Record and playback a group discussion on:

A. What was learned this week?

B. What kind of person am I?

EMOTIONS

Lesson 6

I. Introduction

A. What are Emotions?

B. Dc you have any?

C. Is it bad to have emotions?

II. Presentation

A. Find word in dictionary

B. Make a list of emotions
1. Fear-anxiety
2. Anger
3. Frustration
4. Hate
5. Love, etc.

C. Divide list into desirable and undesirable emotions

D. Filmstrip - Anxiety
1. What is it?
2. Who has it?
3. What can be done about it?

III. Response

A. Answer Survey Sheet can use responses on board

SURVEY FORM

1. How do you feel when you lose a game?
2. How do you feel if someone says you did a good job at something?
3. How do you feel when your mother thanks you for babysitting?
4. How do you feel when you are asked to do dishes?
5. How do you feel when you get a perfect paper?
6. How do you feel when you are grounded for being out too late?
7. How do you feel when you drop a plate in the cafeteria?
8. How do you feel when your best friend laughs at you?
9. How do you feel when you hear a strange sound outside your room at night?
10. How do you feel when you cannot do the work you are supposed to?

EMOTIONAL BEHAVIOR

Lesson 7

I. Taking Stock

A. Go over survey answers

B. How do you compare to those in room?

C. Are you any less of a person for feeling the way you do?

II. Presentation

A. Filmstrip, Frustration

1. Do you ever feel this way?
2. Does it help to know everyone feels this way sometimes?
3. Discuss some examples of people who might feel frustrated from current events.
4. These people feel same as you
5. What do they do about it?

III. Response - Contrived Incidence

A. Ask track coach to ask a boy to try out for the team

B. Discuss reluctance with class

EMOTIONAL GROWTH

Lesson 8

I. Taking Stock

A. Go over survey forms on feelings but discuss how would they act in each situation

B. Does the way you act make you a more valuable person?

C. Does everyone's behavior determine their value?

II. Presentation

A. Contrived incident

Have a student break another's pencil---Discuss reaction

B. Paper, Mind Growth

1. Read
2. Discuss eleven means of emotional control

III. Response

Public Interviews on how you act and feel in new situations

MIND GROWTH

Everyone needs a healthy mind. You have learned that mental health refers to the condition of the mind. The way you think, feel, and act shows others what kind of a person you are. It is important to know that you can train your mind by forming good mental habits.

All the things that you learn through your five senses are stored in the brain. The brain is the home of the mind. You remember many of the things you see, hear, taste, touch, and smell. Your feelings come from your mind. Feeling afraid, happy, worried, or angry have important effects upon you. Your feelings sometimes keep the organs of your body from doing their work well.

Bob had just eaten a good dinner. He decided to read the rules of a new game he had, while he kept quiet for awhile. He hunted everywhere for the game but couldn't find it. The longer he looked the angrier he got. Then he started crying because his stomach hurt him. Finally he felt sick.

"What's the matter, Bob?" asked his brother John as he came in. "What made you feel sick?"

"Oh, I got mad because I couldn't find my new game. Then my stomach started hurting," explained Bob.

"Don't you know that your food can't digest well when you're upset?" asked John. "Your stomach can't work as well unless you are relaxed and happy."

"No, I didn't know that, but I do know my stomach always hurts when I'm upset. I try to keep from getting mad next time," answered Bob.

Bob learned that he had to do something about his temper. When he thought about it for a little while, he realized that he couldn't grow strong unless his body had the right food. So the thing to do was to form some new habits. He would always stay calm before and after meals so that his food would digest.

Here are some good mental habits to form:

1. Have self-control at all times.

2. Be happy and cheerful. Look at the bright side.

3. Be thoughtful and fair to others.

4. By patient.

5. Be truthful and honest with yourself and others.

6. Keep trying until you succeed.

7. Be a good worker.

8. Find the reasons for your worries, fears, and unhappiness; then you can usually do something to prevent them.

9. Help others and let others help you.

10. Learn to think for yourself. Train your mind to work for you. Improve your mind.

11. Be a good sport.

TREATMENT OF OTHERS

Lesson 9

I. Taking Stock

A. Filmstrip, Should I Feel Inferior

Show---No discussion

II. Presentation

A. Open ended questions
1. Who is this world is of absolutely no value?
2. How should people with value be treated?
3. How do you treat people?

B. Filmstrip, Why Should I Care How Others Feel

Show only incidents, save portion on mental illness

III. Response

Survey Sheet

SURVEY SHEET

Which of these people do you laugh at, tease, or ridicule?

1. The homliest girl in school?
2. The person who never has the right answer?
3. The person who dropped their tray in the cafeteria?
4. The boy who lost a fight?
5. A girl with a hairlip?
6. The boy who walks funny?
7. The person who smells bad?
8. The student who gets into trouble?
9. The girl who got sick in class?
10. The ball player who lost his temper?
11. The cook who thinks she's the big shot?
12. The principal when someone tells him off?
13. The boy who wears funny shoes?
14. The big boy who talks funny?
15. The policeman who lost his car?
16. The boy who was afraid to get into a fight?
17. The boy who couldn't get a date?

TREATMENT OF OTHERS

Lesson 10

I. Taking Stock

A. Go over survey forms

B. How would you want to be treated if you were any of those persons?

II. Presentation

A. Shyness

III. Response

A. Make a list of how you could make a person feel accepted.

MENTAL ILLNESS

Lesson 11

I. Introduction

A. Talk on mental illness

1. Persons who's feelings become exaggerated to a point that it hinders life.
2. Person who is suffering may or may not seek help
3. Many people who are just unhappy
4. A few mentally ill people threaten themselves or others
5. About one person in three could use some help for mental problems.

B. The rest of lesson to be just answering as frankly as possible all questions.

TREATMENT FOR MENTAL ILLNESS

Lesson 12

I. Taking Stock

A. Review former lesson

II. Presentation

A. Talk on history of treatment

B. Filmstrip, Why Should I Care How Others Feel, show second half showing treatment

C. Filmstrip, Public Health, Michigan series, show only portion showing mental health facilities.

III. Response

Open ended questions

A. What kind of treatment facilities should state provide?

B. How are these facilities supported?

C. How could facilities be improved?

TREATMENT OF THE MENTALLY ILL

Lesson 13

I. Taking Stock

Review---What is Mental Illness?

II. Response

A. Small group presentations --
How I would react if I were _____all the time
1. Afraid
2. Angry
3. Restless
4. Felt no one likes you

B. Silent questions
1. How would you feel if your mother were to spend some time in a State Hospital?
2. How would you expect her to be treated when she returned?
3. How would you feel if your neighbor would laugh at her or call her names?
4. How would you want to be treated if you came home from a State Hospital?
5. How would you treat your neighbor on his return from a State Hospital?

REVIEW

Lesson 14

I. Taking Stock

Allow students to discuss the ideas that are bothering them

II. Presentation

A. Filmstrip, Be a Neighbor

Discuss:
1. Who is responsible for helping others?
2. Golden Rule

B. Paper, "Behavior Growth"

Read

C. Talk about proper vocabulary for discussing mental health

III. Reaction

Devil's Advocate -- Have someone come in and after short observation take extreme view of treatment of mental treatment.

BEHAVIOR GROWTH

The way you act is called behavior. As you grow older, your behavior changes. Your daily experiences help you to find better ways of thinking, playing, and working. You grow in character and personality if you form good habits of behavior. In order to be a good citizen you must learn to think of others.

Why should you think of others? Other people are important because it would be a very lonely world if you were the only human being living in it. People are different, yet they learn to live together and help one another to be happy. When you are thoughtful by doing nice things for someone you make that person happy. You can make friends by being thoughtful.

It is important to find out all about the things that you can do to find success and happiness. Everything that will help you to have a good body, a good mind, and good behavior must be done. It will take a lot of work for you to become what you want to be. Are you worth it?

EPILEPSY

L[illegible] 15

I. Introduction

A. Review the Brain

B. Review Emotional Problems

C. Emotional Problems are problems due to use of brain. Now we will study problems of the brain itself.

II. Presentation

A. Talk

1. We all know people who have epilepsy.
2. Epilepsy is when the brain does not function properly for a short time.
3. A seizure can be hardly noticeable or very severe.
4. If a person has a severe seizure when you are near keep him from hurting himself.
5. Epilepsy can be controlled with drugs.

B. Answer questions sheets in class.

C. Film, Boy in a Storm

III. Response

Open ended questions

How should a person who has had a seizure be treated?

EPILEPSY

1. Is a person who has epilepsy normal most of the time?

   _____

2. An epileptic seizure is almost like a _____ in the brain.

3. When a person is having a ___ _____ he may only _____

   or he may fall to the floor and _____.

4. Should you put anything into the mouth of a person having a seizure? _____.
   If you do what might happen _____.

5. The only thing to do when a person is having a seizure is

   _____.

6. The number of seizures a person has can be controlled by

   _____.

CEREBRAL PALSY

Lesson 16

I. Presentation

   A. Review three areas of the brain which controls movement.

   B. Through malformation or accident this part of brain does not function properly.

   C. How does a person who has Cerebral Palsy act?

   D. There are epilepsy and cerebral palsy associations to help people with those problems.

II. Response

   Debate: Should I Support these Groups?

   Three students for and three students against.

BRAIN DAMAGE

Lesson 17

I. Taking Stock

A. Make a list of things that people do to get attention.

B. Why do they need to do this?

C. Do you need to do any of these things?

II. Presentation

Talk and finish questions sheet.

A. The brain needs blood to survive. The blood carries the oxygen to the brain.

B. The tissues in the brain does not repair itself.

C. If the brain does not get blood or oxygen, the brain cells die.

D. When a person is underwater the body gets no oxygen.

E. If a person has a blood clot in the brain no blood can get to the cells.

F. If the brain is injured in an accident the brain will not get better.

G. Sometimes people have infections inside the skull which affect the brain.

H. The blood vessels of some older people become plugged up and they don't get enough blood to their brain cells. This causes them to act differently, this is senility or being senile.

BRAIN DAMAGE

1. The brain needs _____ and _____.
2. The tissue of the brain does not _____ itself.
3. Brain cells _____ if they don't get _____ or _____.
4. If a person is underwater the brain cells die because they get no _____.
5. A person can have a _____ _____ in the brain. Then no _____ will get to the brain _____.
6. The brain will not _____ if it is _____.
7. Some older people become _____ when their _____ _____ in the brain _____.

This causes them to act differently.

MENTAL HANDICAPS

Lesson 18

Discussion notes:

1. All people have some ability.

2. Not all people have an equal amount of ability.

3. There are some people who have a lot of ability in almost all areas and there are some people who have ability in very few areas.

4. People who have very little ability in an area are handicapped in that area.

5. Some people can learn very little either from books or how to do things.

6. Some of these people cannot care for themselves.

7. These people are severely handicapped or retarded.

8. There are other people who can learn well from books but cannot do much with their hands. No one things of their handicap until they try to build a house or something.

9. There are some people who can do things with their hands but not with books, these people too are handicapped. People pay attention to their handicap while they are still in school.

10. These people who can learn but at a slower pace are put into special education rooms like this.

11. Why do people have trouble learning?
    a. Brain damage
    b. Afraid to try
    c. Don't want to try
    d. They failed at first and they don't want to try again.
    e. Don't think they can do it

12. How hard do you work at learning?

13. Could you do better if you would work harder?

14. When most special education students get out of school they get along alright if they try to and ask for help when they need it.

15. The person who has a learning problem has as much value as anyone.

GRID

Methods

A. Personal questionnaires

B. Surveys

C. Contrived incidents

D. Panel discussion and public interviews

E. Open ended questions

Objectives---Personal Value

A. Increased inclination to study

B. Less use of attention-getting mechanisms

C. More participation in activities

D. Less aggressive behavior

E. Less withdrawn

Value of Others

F. Less ridiculing of others

G. Willing to support worthy causes

H. Less inclined to take advantage of others

I. Use of proper terminology when talking about people's problems.

GRID

	A	B	C	D	E	Total
1.	4	4		4		12
2.		8				8
3.	4		4	4	8	20
4.		4	4		4	12
5.	4		4			8
6.		4		4	8	16
7.			4	4		8
8.			4		4	8
9.				4	4	8
Total	12	20	20	20	28	100

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CREATIVE INTERACTION*

Through an Appreciation for Sympathetic Insight and Critical Thinking

Specific Value:	Creative Interaction
Subject Area:	History-English Combined Class
Grade Level:	Seventh to Ninth
Time:	Eight to Ten Weeks

Project on Student Values
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CREATIVE INTERACTION

Abstract

I. Philosophical Statement. If an individual is democratically dedicated, he ought to be committed to creative interaction. In accepting a democratic society, he obligates himself to being informed and involved in that society, basing his information and involvement upon critical thinking and sympathetic insight.

II. General Objectives. Since the newspaper is one of the main sources of information concerning today's problems, educators should teach students how to read them constructively so that these students gain confidence in their ability to discuss and seek solutions to conflicts in their world. This unit aims to develop this creative interaction through critical thinking by encouraging openmindedness, honesty, a knowledge of oneself, a knowledge of others, and a knowledge of the environment as a tool in studying news reporting. The unit aims to develop creative interaction through sympathetic insight by encouraging an understanding and sensitivity to oneself, others, and the environment.

III. Specific Objectives. These should include fostering a lasting interest in world affairs, the habit of examining issues and basing values and decisions upon straight thinking; an appreciation for the interdependence of peoples and a concern for their welfare; the recognition of personal biases and a consideration for the view point of others; the courage to face controversial issues and conflicts and turn them into creative interaction; and a desire to work toward solutions to current problems.

IV. Context. Seventh to Ninth

V. Content. This unit might start by the students writing up identical news events and comparing results. Then would follow an intensive study of current events reporting.

VI. Methods. Included here would be class and individual study of several newspapers, news magazines, library research for historical background of current happenings, oral reports, panels, quiz programs, perhaps even a "laugh-in" satirizing issues, some kind of a field trip to be decided by the students, films, bulletin board efforts, role playing, a "News of the Day" tape recording, composing a class newspaper, class discussion, feature writing as well as news reporting exercises, and hopefully class directed activities such as bringing in parents or friends as outside speakers, debating controversial issues, revising the school paper or deciding to join the staff or at least contribute articles, rewriting the school Junior Senate by-laws, reviewing the PTA "Code of Conduct," designing assembly programs around current issues, sharing ideas or abilities with students from areas dissimilar to their own.

VII. Time Schedule. Eight to Ten Weeks.

5. Learn how to participate in democratic discussions of controversial issues.

6. Increase ability to express himself in writing.

Specific Objectives

Note: In referring to the Grid, "A" is "1", "B" is "2", "C" is "3".

A. Read significant news regularly and concern himself with current problems, including local, national and international news.

B. Apply critical thinking techniques in forming opinions, making decisions, and testing solutions.

1. Define the problems or issues.
2. Gather the facts
3. Distinguish facts from propaganda or opinion.
4. Recognize underlying assumptions and the limitation of the facts.
5. Hypothesize alternatives before making judgments or decisions.
6. Choose valid solutions or draw logical conclusions.
7. Act upon these choices or conclusions.

C. Work constructively with others toward bettering the lot of all peoples.

1. Recognize his own biases.
2. Prize individual differences.
3. Face conflicting ideas.
4. Consider the point of view of others.
5. Empathize by putting himself in the situation of others.
6. Seek out people of divergent ideas and cultures.

Context

This unit is designed for students of low to high abilities in grades 7 through 9 in a social studies, humanities, or English class, preferably a combination class with a two hour block of time.

Outline of Content

A. Why read newspapers.

1. "The citizen who is partially informed has no opinion of his own but only the opinions of those who select for him the information he is allowed to have." J.R. Wiggins, Executive Editor of The Washington Post.

CREATIVE INTERACTION

Philosophical Statement

A democratically dedicated individual ought to be committed to creative interaction. He is obligated to keeping informed about and involved in his society's decisions, basing his knowledge and involvement upon critical thinking and sympathetic insight.

General Objectives

A. Valuing Objectives for the teacher.

1. Provide a classroom climate in which students may verbalize and "role-test" and individually seek solutions to problems crucial to themselves and others and society.

2. Alert students to the fact that conflict is often a signal of "constructive destruction" or "creative interaction" and should be welcomed.

3. Show students the importance of basing values upon critical thinking by involving them in the circular process which requires them to practice openmindedness, honesty, persistence, imagination, experimentation, decision making, risking, and revising.

4. Increase sympathetic insight toward self, others, and societies, reviewing personal values with this deeper understanding in mind.

5. Encourage students to seek out ways to support and act upon these values with the knowledge that a democratic society is shaped by this involvement whether in the "hen house" or UN or Unknown Universe.

6. Foster interest in and knowledge of world affairs.

B. Other Objectives for the student.

1. Understand the importance of "freedom of the press," its role in a democracy, and the need for an informed citizenry.

2. Learn the problem-solving techniques of critical thinking.

3. Learn how to read newspapers emphasizing skimming techniques, identifying significant issues, distinguishing fact from opinion, and keeping an open as well as an inquiring mind.

4. Learn the makeup of newspapers, the variety of information offered, and how the news is gathered.

5. Learn how to participate in democratic discussions of controversial issues.

6. Increase ability to express himself in writing.

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a. Enables citizens to control their own destinies and to think for themselves.
b. Updates one's knowledge and understanding, a mark of maturity.
c. Meets an emotional need to relate to one's environment.

2. The role of the newspaper in a democracy.

a. Plays an essential part, the whole theory of democracy presupposing an informed citizenry.
b. Offers penetrating and permanent coverage different from radio or TV.
c. Makes news available at reader's convenience.
d. Provides a major source of indepth information.
   (1). To identify conflicts in our society.
   (2). To analyze the nature and meaning of these conflicts.
   (3). To make valid judgments about these conflicts.
e. Serves as simulater, supporter, and leader of projects for the betterment of the community.

B. How to read the newspaper.

1. Skimming the news.

a. Headlines give survey of news items, a quick overview.
b. Secondary headlings are like titles, telling what the articles are about and helping reader to decide how much to read.
c. "Lead" or first paragraph of news reports give story summaries, the who, what, when, where, and whys.
d. Types of news located in familiar positions so easily found.

2. Identifying significant news.

a. Located on front page is of universal interest or on "second front page" if of local interest.
b. Appears in largest size type if a momentos event unless paper not using good judgment or distorting importance or cashing in on sensationalism.
c. Repeated prominently day after day.

3. Recognizing opinion and action swayers.

a. Slanting.
b. Testimonials.
c. "Bandwagon!!"
d. Glittering generalities.
e. "Name-dropping."
f. Transfer.
g. Name-calling.

C. Applying critical thinking when evaluating issues.

1. Defining the problem, recognizing the central issue.
2. Gathering the facts and fitting them together.
3. Evaluating the facts.

    a. Primary or secondary source, or hearsay.
    b. Bias or position of the newspaper.
    c. Evidence of propaganda techniques.
    d. Evidence of adequate or inadequate coverage.
    e. Consistency of data.

4. Hypothesizing solutions, considering alternatives.

    a. Using imagination to test ideas, to visualize new solutions or consequences.
    b. Using memory of past experiences, historical evidence.
    c. Testing thoughts for relevancy and coherence of facts.
    d. Recognizing underlying assumptions.

5. Choosing one solution and testing its sources.
6. Making a judgment as to its operability, based on conclusions drawn the testing activity, and incorporating it into behavior if satisfactory.
7. Revising solution if unsatisfactory or inconsistent with other values.
8. Repeating the steps, clarifying the problem again, gathering additional facts, rechecking old facts, rethinking relationships, hypothesizing again, choosing and testing an alternative, and judging the worth of conclusions.

D. Types of reporting.

1. News reports.

    a. Important information in the first paragraph, the 5 W's.
    b. Following paragraphs fill in details, reverse pyramid style, cutting done from the bottom up as space dictates without harming its sense.
    c. Style kept brief, simple, and interesting, using standard grammar, spelling, sentence structure, punctuation; avoiding trite expressions, wordiness, slang, parenthetical statements.
    d. Copy truthful, objective, accurate, complete; avoiding vague generalities, editorial comments or superlatives; justifying the reader's confidence that papers print the truth.
    e. News gathered by local or staff reporters, correspondants in Washington, or through AP or UPI wire services.

2. Feature stories

    a. No conventional form.
    b. More originality and colorful style than news report.
    c. Free from editorial comment with care taken that reporter not intrude in the story.
    d. Focuses around a central idea.
    e. Contains a timely reason for its appearance in a given issue.

3. Copy readers.

    a. Eliminate extraneous material.
    b. Correct inaccuracies of fact, typographical or spelling errors, grammar, and punctuation, wordiness.
    c. Often writes headlines.

4. Editorial page.

    a. Gives opinions, ideas, reactions to the news by editors, top columnists, authorities, as well as readers.
    b. Gives insight into the meaning of the news as well as interpretation of the news, using logical and clear thinking.
    c. Considers both sides of a question, avoiding intolerance.
    d. Represents the newspaper's views on pertinent local, national, and international issues while presenting other views.
    e. Presents news cartoons which often reflect newspaper's policies in simplified, humorous, or spicy pictorial form.

5. Other services for readers.

    a. Women's page.
    b. Business page.
    c. Real estate page.
    d. Activities, arts, entertainment.
    e. Sports page.
    f. Advertising, a two-way street.

E. Brief history of "Fourth Estate."

1. The first American newspaper, "Publick Occurences Both Forreign and Domestick," published in Boston in 1690 and suppressed after one issue.
2. Second newspaper, Boston News-Letter, 1704.
3. Role of Peter Zenger.
4. By the time of the American Revolution, 35 newspapers in the colonies, dealing with political matters mainly.
5. First daily newspaper in America, "The Pennsylvania Packet and Daily Advertiser," in 1784.

6. Over 1700 daily newspapers published in the United States with a readership of over 55 million.
7. The meaning and continued struggle for "Freedom of the Press."

F. Values and responsibilities of newspapers.

1. Help foster interest in current world affairs.
2. Maintain the "Right of the people to know" as a key to democracy.
3. "All the News That Is Fit to Print," and other masthead statements.
4. Help readers appreciate interdependence of people and nations.
5. Bring to readers the thoughts, beliefs, and achievements of the great living men and women of today.
6. Bringing all the news to the readers, avoiding appealing to a single group be omission or suppression of certain aspects of the news.
7. Help foster a concern for the welfare of all people.
8. Help foster a desire for readers to work toward solutions of current problems and the betterment of communities.
9. Christian Science Monitor and New York Times, two of today's best newspapers.

Methods

A. Initiatory activities

1. Use the following poem to initiate unit.

As our dreams are, so are we:
We shape in thought
What next we shape in deed;
And what we daily hold within
We grow to be.

This is a good springboard to a discussion of goals, aspirations, attitudes, interest, feelings, beliefs, worries, and problems.

Typical questions: What dreams for our lives do most of us have?
Do you have a special dream?
Is this one you've had a long time?
In what ways has it changed over the years?
Would you explain how you might become what you dream about, then think about, then act on?
Have you considered other possibilities that might be equally satisfying?
What have you first "shaped in thought" then "in deed?"
Was it something that you yourself selected or chose?
Whose ideas or opinions did you base your decision on?
Were you proud of your choice? Is it still important to you?
Are you doing anything about it? How much do you value it?
Any obstacles? Doubts? Any courage or risk involved?
Has it become a part of you?

What do we base our ideas and opinions on?

Value indicators as well as the value clarifying questions above lead easily into a consideration of our democratic form of government, the meaning of "freedom with responsibility," the necessity of an informed citizenry, and the role of the newspaper in our society.

A value sheet with questions similar to above could lead to a composition assignment, these shared, and from this writing a consideration of beginning a current events unit could be initiated.

An alternative method of initiating the unit is #2 below.

2. Have students write up a common significant class experience or current events such as the following:

    a. School assembly about vandalism and petty thievery occurring in the business section of the community.
    b. Lecture by police officer entitled "You and the Law."
    c. PTA efforts to involve students in forming a "Code of Conduct."
    d. Voting for class officers and junior senate members.
    e. Career day.
    f. Student hobby or talent show.
    g. A class field trip such as a visit to the court.

A third alternative method of initiating the unit is #3 below.

3. Have students observe what is going on around them for a day then write up an original news story based on their observations.

4. Use this writing activity to stimulate a brief discussion of news reporting, editorials, feature writing.

    Divide the class into small groups. Have them exchange their compositions and share their ideas. Suggest that they consider questions similar to those that follow.

    Questions: In what respects was your report like that of others?
    Can you think of a reason for this?
    Where did it differ?
    What was your attitude toward this happening?
    Did this event remind you of a similar situation in your life?
    Would you share it with us?
    Did you find it difficult to remain objective?
    What caused your mind to wander?
    Do you feel a reader can judge the truth of this event?
    Better by reading several accounts?
    What is meant by consensus of opinion?
    What is meant by the thinking process, straight thinking?

5. Show the film "How to Think," 14 minutes, Cornet Films.

   This follows Dick as he tries to figure out how to get a safety sticker for his car so that he can keep his summer job of delivering groceries. After following irrelevant lines of thought, he begins to concentrate. He is pictured as he defines his problem, applies logic to it, and draws conclusions. He also uses observation, imagination, and memory to complete his thinking through the problem. The film ends with Dick working at his job having procured his safety sticker and thus solving his problem.

6. Outline on the board with the class the process of thinking Dick went through to solve his problem. A sample outline is given below.

   I. Aimless thinking

      A. Blaming others for the dilemna.
      B. Causes apathy and anger.
      C. Not constructive.

   II. Rules for constructive thinking.

      A. Concentration.

         1. Centering the mind of the problem.
         2. Defining the problem clearly.
         3. Identifying central issue.

      B. Logic.

         1. Thinking the problem over carefully.
         2. Testing your thoughts to tell whether they are coherent and relevant.

      C. Observation.

         1. Obtaining facts and fitting them together.
         2. Clarifying the problem.

      D. Imagination.

         1. Testing ideas.
         2. Imagining new solutions.
         3. Visualizing consequences.
         4. Considering alternatives.

E. Memory

1. Recalling past personal experiences.
2. Examining historical evidence.

F. Judgment.

1. Weighing the solution.
2. Hypothesizing with insight.
3. Choosing one solution.

G. Action.

1. Testing the chosen solution.
2. Incorporating this into behavior if satisfactory.
3. Repeating steps if unsatisfactory.

H. Revision.

1. Reviewing underlying assumptions.
2. Gathering additional facts.
3. Rechecking accuracy of data.
4. Choosing an alternative solution.
5. Incorporating this into behavior if successful.

7. Have the class act out several problems that might be ones they would face. Encourage students to trade off roles to see what effect this has on the solutions arrived at. How much empathy?

   Each group might try a different problem, one trying that created by a clothes-borrowing sister, another trying a baby sitting situation or no leisure time for TV.

   Have the students follow the action the dramatizations, keeping the outline on "How to Think" in mind, verbalizing their problem-solving step by step.

   Discuss how this method of critically thinking through problems, opinions, conflicts, likes and dislikes will help them control their own destinies and free them from depending upon others to tell them what to believe.

   Questions: Refer to Values and Teaching by Raths, Harmin, and Simon, p. 260.

   How could you use this technique in evaluating the news, forming opinions about current issues?

Would this give you more confidence in discussing world problems? Local controversies?
Would this method help you to work more constructively with your friends?
Should we consider the impact of "conflict" as a good or bad thing?

8. Have each student start an "ideas" notebook in which they regularly put down their problems or ideas they feel are inconsistent with other values they hold. Class time each day, five to ten minutes perhaps, could be devoted to this practice. Entries could be in diary form.

   Outlining possible solutions and thinking through critically their listed ideas could follow the outline presented on page 11.

   Encourage them to write some of these ideas up in formal or informal essay form or for argumentation or panel discussion, sharing their thought experiences with the class and having confidence in their fellow classmates that something helpful will come of this, some interaction that will be constructive.

   Perhaps some of the students would like to create value sheets on specific areas of difficulties and present these to their classmates for written reactions to common significant problems.

   Note: Where some of the above eight activities are sequential, almost any one by itself could be used to initiate a current events unit. Questions of values in our democratic form of government, the meaning of "freedom with responsibility," the necessity of an informed citizenry, and the role of the newspaper in our society should encourage students to look forward to a depth study of how to read newspapers.

B. Developmental Activities.

1. Bring the newspaper into the class room, not only the locally published paper but at least one other of different ownership for comparison. Often families save copies of the Christian Science Monitor and by contacting the paper, provision can be made to have at least 30 copies back issues available to the class. Thes give excellent examples of newspaper features for study. The Grand Rapids Press, the Grand Rapids Times, the Interpreter are three locally published newspapers of different ownership. The New York Times could be subscribed to for the period of this unit or library copies could be used.

   To begin with, devote a good many compiete class periods to reading quietly and enjoying the newspapers the students have brought to class. Before long they may wish to supplement these with other news

publications. Junior Scholastic, Scope, World Week, and Senior Scholastic are specially prepared for student reading. If adult periodicals are brought, it might be wise to encourage a wide variety not only Life, Look, Time, Sports Illustrated but U.S. News and World Report, Newsweek, Current History, National Geographic and The New Republic. These can be brought from the school library each day.

Although the activity should be a comparatively quiet one, no student should be discouraged from sharing some especially meaningful material immediately with a friend or teacher if he feels it important to do so. Care, of course, will have to be taken that the sharing is a meaningful one.

This might also be a good time to check out of the school library books pertinent to the study of current news and newspaper units. A list of some possibilities is given in the Appendix.

This would also be an excellent time to set up news bulletin committees. Here will be found evidence of creative interaction or the lack of it. Methods for conducting such committees is given in the Appendix under "Suggestions for News Bulletins."

2. Class discussion from this independent classroom free reading periods.

Sample questions:

What headlines would you consider "honest" or "reliable" and which for sensational reasons?
What does the type of headlines tell you about the newspaper's policies? Compare Detroit Free Press with Monitor.
Why do newspapers print what they do?
What do headlines tell us not only about the quality and policy of the paper's ownership but about the community? Its readers?
Do headlines help us to judge the worth of a newspaper?
Would any of you be interested in starting a scrapbook for the class of headline clippings from various papers?
Would such a scrapbook tell us about the significance of the news, which issues are more important than others?

3. Follow these discussions with depth studies of the following:

a. Straight news reporting.
b. Interpretation story.
c. Feature story.
d. Editorials.
e. News cartoons.

Offer activities improving reading skills and vocabulary development in connection with this activity, especially skimming techniques.

Follows a list of possible valuing questions:

What kinds of news now seems most significant?
Is this different from issues you are usually interested in?
Can you explain this difference?
Could you imagine becoming more interested in this type of news item?
What do you think of the statement that "reading brings knowledge and knowledge builds interest?"
How do you feel about reading the paper daily?
Will you continue this daily reading after our unit is over?
What determines our activities, our interests?
At your age are you satisfied limiting your news reading to sports, comics, Ann Landers?
What kinds of adults limit their reading to this?
What are some of the signs of maturity?
Who gathers the news?
What does "freedom of the press" mean to you?
Has America ever been without it?
What is meant by a controlled press?
What countries have a controlled press?
Can you tell me how you think a controlled press might affect you?
Can you put yourself in the shoes of people living in such a country?
Does it make you feel proud that you are a better informed person?
Do you like knowing more about people prominent in the news? Explain.
Do these people have any character traits in common?
Which ones do you have or wish you could develop?
Does a scandal sheet, tabloid, or "yellow rag" make life seem less valuable to you? Do you advocate censorship? What can be done?
What kind of news has become especially interesting to you?
Did you choose to follow this news issue freely, on your own?
Could you tell us why you consider this a significant issue? To you in particular? To people in general?
In what way have your actions changed since you started this unit?
Do you feel any change in attitude toward your friends, community, nation, people in other countries? Could you explain.
What are you doing about this change in feeling?
Has your understanding of yourself changed? Do you feel more confident?
Has this study mattered to you?
What especially do you prize or feel proud of that you have done in connection with this unit?
Goethe said that to treat a man as he is is to debase him but to treat him as he may become is to enoble him. Have you read any news account that this might fit? Any personal experience? Does this remind you of the poem we considered earlier? "As our dreams are, so are we."

4. Be alert to articles and reports in the papers that especially interest the students, similar to "Pets and You" in Appendix C of Values, p. 237. Make up Value Sheets for the students, questions to think on and write on. Encourage students to produce their own Value Sheets for the class. Editorials and cartoons act as spring boards for compositions, and help students to present pieces of writings which they prize.

5. Have students continue to discuss solutions for today's problems:

   Clarifying statements:

   I'd solve this issue in this manner.
   The consequences of my solution might be----.
   In order to assure a comparatively satisfactory solution, I would take the following precautions---.
   My underlying assumptions have been----.
   I would be willing to risk----.
   An alternative choice might be----.

6. Have students make tentative judgments on what most interests them at the beginning of this unit. List these, and save them until the end of the unit when a new list can be called for and the two compared.

   Ask: Can you explain your change of interests? Or lack of change?
   Have your feelings for other people changed? Explain.
   Is it easier for you to put yourself in their shoes?
   To what extent are you more sensitive to their problems?

   What are you doing about this change (or lack) of interests?
   Any future plans?
   Would you enjoy an Arab pen pal? An Israeli pen pal?
   Would you like to invite a foreign student to spend a holiday with your family? A year?
   Would you spend a week-end with a student from an ethnic group other than yours? At your house? At his?
   What might this mean to you? Could it cause any conflicts? Any risks? Any changes? Any future commitments?

7. Have the owner of the small local community paper visit the class.

8. Students could research major issues, consider primary and secondary sources, run tests with classmates on the validity of personal observations, consider the objectivity of diaries as sources of information. Oral reports or debates could follow.

9. Polls and surveys could be taken on solutions to problems.

10. Share drawings of news cartoon originally conceived by artist. Do these interpret the news? Express an opinion? Timely?

11. Letters to the editor, "The Public Pulse" of the Grand Rapids Press expressing a reaction to an issue could be encouraged. The teacher could set the example. Similar would be to write your Congressman.

12. Try their hand at editorializing. Be sure they have the opportunity to write on a subject about which they have strong feelings and have some knowledge. They might illustrate their editorial with a news cartoon taking the same view point.

13. Have the students try their hand at phrase making. For example,

"A hunch is a value judgment of the subconscious."

14. Make a study of columnists such as Lippmann, Pearson, Drummond. See Who's Who in America and learn to use A Reader's Guide to Periodicals.

Follow with a Value Sheet:

How can you judge the worth of these men's opinions?
Are we inclined to believe what we wish to believe? To seek out and "discover" opinions identical to those we already hold, overlooking opposite views?
Why do we do this? What do we lose?
What can we do to alert ourselves to our own biases?
What makes a columnist liked or disliked?
How important is it to read different points of view?
What is meant by openmindedness, fence sitting, flexibility, middle of the roader?
Do news commentators such as Cronkite or Huntley report facts or express their opinions?
How does one recognize bias, propaganda, slanting?

15. Using the Listen and Read workbooks (see Audio-Visual material), play the tapes "News of the Day" and "The Power of Persuasion" (about 1/2 hour).

Have students clip evidence of propaganda from newspapers. Perhaps one or two students might volunteer to perform a clipping service for the class of various propaganda techniques discovered by the members.

16. Make up a game from the clippings in #15 for identifying slanting, transfer, bandwagon, glittering generalities, and other propaganda techniques such as card stacking, slogans. When are persuasive techniques proper?

17. Give special recognition to the bulletin board committees.

18. A class discussion on the meaning and worth of conflict might arise during any of the discussions. It might follow something like below.

    Questions concerning a discussion of the meaning and importance of "conflict":

    What do you think is meant by "constructive destruction?"
    Could you give some examples? Examples: Destroying material by cutting it up in order to make a dress; destroying a forest to create lumber, clearing land for housing, destroying your privacy when welcoming a friend, destroying old ideas because new ones have been created, and so forth. This can be an endless game and fun and actually change a students attitude toward "conflict."
    Is conflict good? Bad? When is it good?
    Is it always painful? What kind of courage is required to face conflicts?
    Is risk involved? What kinds of risks?
    How is accepting conflict like exploring the unknown?
    What has conflict to do with your keeping up with the news?
    What has it to do with your values? Your relationship with your friends? Are you aware of your own conflicts? Any values you hold that are not consistent with each other?
    In what way might intolerance be involved in conflicts?
    What are the effects of prejudice? Can you recognize any in your own life? Can one eliminate all his biases? Would this be a good idea?
    What part does compromise play?

19. Take a field trip to the local newspaper. (Could be a Culminating Activity)

    What has this trip meant to you?
    In what way will you show your appreciation to the people who made this experience possible for you? Is this necessary?
    Has this experience changed your thinking in any way?

20. Show the films "Democracy's Diary" (16 min) and "Freedom of the Press" (17 min). Assign Value Sheets on these to direct students thinking and writing on the meaning of a free press, its importance to them and to a democratic society, and its responsibilities.

C. Culminating Activities

1. The class might try to put out their own class newspaper, choosing an editor-in-chief, reporters, copy writers, and so forth. This should express creative interaction and should be shared with the entire school.

2. A final consideration by the class of the skills they have learned, changes in attitudes and actions.

   a. This could be in the form of an editorial with headlines such as "A Citizen Ceases Sleeping."
   b. This could be a written response to a Value Sheet.

      Has your confidence in evaluating the news grown? Explain.
      Are you proud of your ability to consider current issues?
      Do you think you will continue to read significant news daily?
      Are you more aware of minority groups, local problems?
      Do you begin to understand ways that history plays a part in present situations?
      What about your attitude toward people in the news? More admiration? Less?
      Will you seek out more than one account of issues that interest you?
      To what extent has your attitude toward controversial subjects changed?
      Do you enjoy debating such issues or do you feel uncomfortable when people's ideas conflict?

   c. This could be a value-clarifying discussion.

      How has your idea of "the good life" changed?
      Have you discovered any new ideas of evil?
      What questions about your society, government, your values has this unit made you wish to reconsider?
      Are bad people punished, the good rewarded?
      Is a newspaper simply a description of the way the world is?
      How accurately do newspapers picture life? The absolute truth?
      Do our views of life change? When?
      What frustrations have you experienced in studying this unit?
      How hard would you fight for a better life for yourself? Others?
      What values would you be willing to stake your life on?
      In today's society are the best things free?
      Americans are accused of being materialistic. What would you consider a minimum necessary for happiness? How necessary is money in your life?
      What evidence of materialism has this unit made you aware of? Of inequalities?
      How do you feel about this?
      Are your feelings of sympathy and understanding changing? Explain.
      How much do people on every level of life have a right to demand simply because they are human beings?

      Has any single news story or issue taken root in your mind? Why will you remember it? Will you do something about it?

3. An evaluation sheet and plans for future action could be composed by the class as a final activity. The consideration of news should be a continuing activity in all classrooms.

Time Schedule

This unit is designed for an eight to ten week period. There should be flexibility in the amount of time spent on initiatory activities as well as developmental and culminative, the students themselves and the sensitivity of the teacher to waning interests determining when to move from one activity to another.

Evaluation

Hand out a Student Evaluation Sheet similar to that in the Appendix. A pre-test similar to this could easily be given before teaching the unit. These could then be compared and changes in behavior noted.

In addition students could write a one paragraph evaluation of their experiences, telling what activity they enjoyed the most or was the most meaningful to them, what least, and rating the unit good, passable, or poor.

Evaluation of the students could be based on their classroom participation in discussion and group activities, their reports, written work, voluntary activities, extra credit work, special contributions to the class, bulletin board work, and any apparent positive change in their attitudes towards other people, minority groups, and toward the reading of news material in the classroom and the reporting of the news from outside reading. A check sheet for each student or a point system could be kept, noting the Future Action of each student by which to judge any change in behavior.

The work presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

GRID

Content \ Objectives	1. Regular Reading	2. Critical Thinking	3. Working With Others	Totals
A. Researching reasons for keeping informed in a democratic society.	1	1	1	1
B. Studying techniques in how to read the newspapers.	2	1		3
C. Learning the problem-solving and critical thinking process and applying this to current issues.	3	8	2	13
D. Practicing skills in recognizing propaganda, news slanting, prejudice, personal bias, and so forth.	2	3	2	7
E. Reading significant news.	10	5	5	20
F. Discussing the thoughts and ideas of people in the news as well as the issues, and answering value-clarifying questions.	5	5	10	20
G. Writing personal essays, news reports, editorials, feature stories, letters to the editor, as well as value sheets.	5	2	5	12
H. Experiencing field trips to a newspaper, courtroom, commission meeting, or problem area in the community.	3	3	3	9
I. Working on projects with others for the betterment of the class, school, or community.		3	10	13
Totals	31	31	38	100

Additional Activities for Current Events

1. Write a brief paragraph on the story behind a cartoon.
2. Research and give oral report on Peter Zenger, Joseph Pulitzer, Ernie Pyle, Margaret White, or Horace Greeley.
3. Write a poem based on a news story.
4. Write a letter to a news personality asking questions which would increase your understanding of a news story.
5. Make up a game for the class presenting new stories without headlines and have the headlines then matched to their story, but only after students have made up original ones. Compare results.
6. Write a report about an experience in your life which you consider newsworthy or a turning point.
7. Make a news collage using a combination of magazine and newspaper pictures.
8. Act out with a classmate a human interest feature story.
9. Pantomine several major news events, asking classmates to identify them.
10. Write a script for a "Laugh-In" and arrange to perform it for another class in the school.
11. Make arrangements to read to a disadvantaged child on Saturdays. Write up your experiences for the school newspaper.
12. Visit some of the problem areas of your community. Outline plans to improve the situation.
13. Take pictures of an area in your community that needs changing. Persuade members of the class to help you do something about it.
14. Write thumb-nail sketches of people in the news. Read these to the class and see if they can identify them.
15. Write one or two paragraphs supporting or rejecting a statement taken from a news editorial.
16. Make up a game, using pictures of people prominent in the news.
17. Pick up from the public library one of the following films. Preview it and arrange to show it to the class. Conduct a class discussion afterwards.
    "Does It Matter What You Think?" 15 min. University of Illinois
    "Getting the Facts" 16 min. Encyclopedia Britannica Films
    "How to Judge Authorities" 11 min. Coronet Films
18. Write a brief news article which you think might appear in the future.
19. If you were to lay a cornerstone, what would you collect to place in it? Using a shoe box, do this and present it to the class having them guess its contents. Be prepared to justify your selection.
20. Past headlines from past newspapers on cards. Show these to the class and see if they can answer "What Happened Here."
21. Make up a password game using new vocabulary words from your news reading.
22. Interview a reporter from our local newspaper. Report to the class.
23. Investigate our libel laws. Ask a lawyer to visit our class and discuss this with us. Prepare questions of interest.
24. Make a prediction in writing as to who will become Man of the Year or name an issue that you feel Time will judge most important. Give reasons for your choice. File away and plan to check on your accuracy at the end of the year.
25. Attend, with notebook in hand, some public meeting important enough that it will be written up in the local newspaper. Compare your notes with the news account. Determine the accuracy of each.
26. Arrange to show the weekly news film strip supplied by the Press. Using the teachers' guide, conduct a class discussion.
27. Make up a game that tests the problem solving abilities of classmates.

Suggestions for News Bulletins

Two students will handle this each week, meeting after school with the teacher to discuss plans. They can set it up and keep it up each morning either before school or while the rest of the class is discussing the lesson. A schedule of the committees for a semester can easily be made.

General Ideas:

1. Give it a title such as "The Press Box," "The News Editor," "This Is the News," or "Today's News Is Yesterday's Future and Tomorrow's Past."

2. Put committee members' names on the bulletins they create.

3. Vary its theme from the previous week, changing its emphasis.

4. Keep it up-to-date and vital.

5. Make it colorful if only by using background material.

6. Use large captions and large pictures that can be seen at a distance.

7. Use a limited amount of material, avoiding overcrowding.

8. Keep it newsworthy.

9. Do not expect it to display all the news or all the information.

10. It should arouse curiosity and stimulate interest, pointing up main ideas.

Topics:

1. Headlines only, with strings to a world map, locating their occurrence.

2. People in the news.

3. One subject for the week---a local controversy, national candidates being groomed for the next election, civil rights, congressional debates.

4. Division of the news into international, national, state, local.

5. Divisions into subjects such as political, sports, science, fine arts.

6. Editorials only from several papers.

7. A bulletin including only reoccurring news topics.

8. A bulletin around one personality---a Congressman, President, Governor.

9. A bulletin featuring cartoons in the news.

10. A bulletin featuring pictures only.

11. A bulletin featuring the daily news summaries of the Monitor.

12. A bulletin comparing each day's headlines of three or more newspapers.

13. A bulletin which keeps track of everything in the news that might be considered propaganda entitled "Would You Believe?"

14. A bulletin displaying types of advertising in various newspapers or depicting the percentage of space devoted to advertising in issues.

15. A bulletin which displays newspapers from the past with today's Press. These can be bought from various publishers. Often students will bring these from home.

Evaluation of Bulletins

The bulletin board is noted and appreciated each day. If it is especially pertinent to the day's discussion, it may be used extensively for the classroom discussion period.

The class and teacher might pass judgments on its interest, its timeliness to news or class discussion, and its attractiveness, its eye appeal. This is a good opportunity to give students with artistic ability and less ability in reading or reporting the news a boost in confidence. Slower students can also be given more teacher help to assure their success.

The greatest weight should be given to examples of creative interaction between the two creators of the week's bulletin and their own feelings of satisfaction resulting from this experience.

A List of Future Action Activities Which Would Indicate Positive Changes for Plus Value Rating on a Check Sheet

1. Volunteers to continue keeping the news bulletin board up-to-date.

2. Orders a news weekly especially prepared for his reading level.

3. Continues to report to the class on major issues.

4. Encourages others to discuss or debate with him controversial issues.

5. Continues to keep his news scrapbook up-to-date.

6. Interrelates current events with his history units, linking past and present.

7. Brings material to share with the class of newsworthy interest such as photographs of local area problems, library films on current problems, and so forth.

8. Plans a worthwhile experience for the class such as a law officer's visit to discuss current drug use by teen-agers.

9. Writes up a news event. Compares this with his first efforts before the unit was taught and judges his change in ability to gather facts and draw conclusions. Which report is more accurate? What is the difference?

10. Continues to carrying out current events activities similar to those listed for him long after he can expect any "credit" per se. (See Appendix "Additional Activities for Current Events Unit.")

11. Visits an inner city classroom and reports to the class his experiences. Carries out plans to improve relationships between pupils from this area and his area.

12. Writes to the Public Pulse.

Brief Before-and-After Test for Evaluation

Instructions: Indicate your positions by placing an X on the positive-negative continuum line.

1. Do you read some news material daily which adults would consider significant? Yes_____No
2. Do you base your opinions upon facts and investigation rather than upon hear-say or popular ideas? Yes_____No
3. Can you identify people prominent in the news? Yes_____No
4. Have you written a letter to the editor of the newspaper or your Congressman or a news personality concerning a current issue? Yes_____No
5. Have you attended a city commission or town hall meeting and expressed your point of view on an issue under discussion? Yes_____No
6. Have you personally investigated a problem in your community? Yes_____No
7. Are you able to work well with your classmates? Yes_____No
8. Are you able to work well with people older or younger than yourself? Yes_____No
9. Are you able to work well with people from communities unlike yours? Yes_____No
10. Have you spent time with people who have ideas and cultures different from yours? Yes_____No
11. Do you feel an empathy towards people unlike yourself? Yes_____No
12. Have you done something specific which bettered your community or a person's situation? Yes_____No

Possible Student Evaluation Sheet

Name_____

	Check one. Positive	No Change	Negative
1. Have your interests in current news and controversial issues widened and broadened?			
2. Are you better able to judge the significance of the news, distinguishing the trivial and transient from the important and enduring?			
3. Have you developed skills in distinguishing fact from opinion, bias, and propaganda?			
4. Are you talking to parents and friends more about current issues and news topices of a lasting nature than you did before studying this unit?			
5. Do you feel a greater concern for public opinion of these issues?			
6. Are you reading a greater variety of newspapers and news periodicals and are you better able to judge their worth?			
7. Are you becoming more capable in expressing your ideas?			
8. Are you more apt now to base your opinions and ideas on facts and investigation, withholding judgment until adequate authoritative data has been gathered?			
9. Has your attitude toward news in general changed?			
10. Do you study the history of your country more now than you did before studying this unit?			
11. Do you associate with more people who have ideas and cultures differing from yours?			
12. Do you feel closer to the problems of these people than you did before?			
13. Have you become more active in bettering your community or the situation of another person?			

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Wallace, James. "Making History Relevant," Social Education, January, 1962.

Wass, Philmore B. "Improving Current Events Instruction," Social Education, February, 1961.

Books for Students

Note: These should be available in the classroom. Those that are not in the school library can be checked out of the Grand Rapids Public Library for a period of three weeks.

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"The News of the Day"

"The Power of Persuasion"

MATHEMATICS AND YOU*

Specific Values:	Honesty Responsibility Self-Discipline Thriftiness
Subject Area:	Mathematics
Grade Level:	Ninth
Time:	Seven Weeks

Project on Student Values
3860 Plainfield Ave. N.E.
Grand Rapids, Michigan 49505

*Materials prepared by Nancy VandenBerg

MATHEMATICS AND YOU

Abstract

I. Philosophical Statement. The opportunities offered by mathematics are unlimited. Note only are these opportunities in the area of concepts and computational skills but also in the area of morality, values, and attitudes.

II. Statement of General Objectives. The objectives of this unit will be for the students to learn the skills of wise management of money, time, and investments. Also, stressed will be the values of responsibility, self-discipline, honesty, and thriftiness. This will be done through the study of (1) checking accounts, (2) budgets, (3) insurance, and (4) money management.

III. Specific Objectives.

A. Student should be able to choose between alternatives and then defend his position.
B. The student will share some interesting aspects of lab with others in the class.
C. The student will take good care of and return all things borrowed from others.
D. The student will express consideration for other person's feelings.
E. The student will express pride in his work.
F. The student will plan efficient use of his time.
G. The student will listen when others speak.
H. The student will use evidence from the material read to formulate an opinion.
I. The student will make informed choices.
J. The student will express and demonstrate his willingness to be of service to the group.
K. The student will evaluate evidence of authority.
L. The student will do and finish all homework on time without being pushed by the teacher.
M. The student will do his own work with or without the teacher present and will not depend solely on others to complete his work.

IV. Context. Ninth grade.

V. Content.

A. Checking accounts
B. Personal and family budgets
C. Insurance Policies
D. Money Management

VI. Methods. Students text, dittoes sheets, class discussions, lecture-type presentation, films, group work, reports, guest speakers, individual study, library work. Values included whenever appropriate; rank orders, proud whips, value-sheet responses, thought questions, and open-ended sentences.

VII. Time Schedule. Seven weeks.

MATHEMATICS AND YOU

Philosophical Statement

Many people feel that mathematics is solely an area dealing with concepts, facts, and computational skills. However, mathematics is more than that. It is involved in all aspects of our lives. One of the most important things to learn is how to handle money well. It is not only the amount of money that you earn but also the way you handle this money that will decide how successful and happy you will be. Also determining this happiness and success will be one's values of responsibility, self-discipline, honesty, and thriftiness. The student must be made aware of the doors open to him in this area and then it is up to him according to his values to determine which door he wants and will take.

Statement of General Objectives

The students will learn the skills needed for keeping a checking account and a budget. It is also hoped that they obtain a general knowledge of various insurance policies so that the student will be aware of the advantages and disadvantages of various policies. He will also be given the opportunity to choose between several alternatives and then must choose the one appropriate for him based on presented data and evidences and his own values.

Statement of Specific Objectives

1. Student should be able to choose between alternatives and then defend his position.
2. The student will share some interesting aspects of lab with others in the class.
3. The student will take good care of and return all things borrowed from others.
4. The student will express consideration for other person's feelings.
5. The student will express pride in his work.
6. The student will plan efficient use of his time.
7. The student will listen when others speak.
8. The student will use evidence from the material read to formulate an opinion.
9. The student will make informed choices.
10. The student will express and demonstrate his willingness to be of service to the group.
11. The student will evaluate evidence of authority.
12. The student will do and finish all homework on time without being pushed by the teacher.
13. The student will do his own work with or without the teacher present and will not depend solely on others to complete his work.

Statement of Content

A group of twenty-five to thirty ninth grade general math students will participate in this unit. The students will have a wide range of abilities and all come from a predominantly white, low-middle class community. (To my knowledge there are only two Negro families in the community). Many of the students are victims of broken homes and place very little importance and value in obtaining an education.

Outline of Content

A. Checking accounts
   1. Discussion and presentation of various types of checking accounts. (Bring in resource persons from local banks if possible) 2 days

2. Fill out a deposit slip. 2 days
3. Write checks with and without stubs. 3 days
4. Test... The students will be given a checkbook (including checks and deposit slips(of their own (prepared by the teacher). They will all start with the same indicated balance. For the following five days, when the students come into the room, on the board there will be the information needed to complete checks and deposit slips. It will be up to the students to get this information and write the necessary checks and deposit slips to be handed in that day. They will not be accepted the following day unless a student is absent. If a student is absent, he must ask the teacher for this information the day he returns.

B. Budgets
1. Explain and discuss what a budget is, why it is important, and how it affects the individual. 1 day
2. Discuss and have students explain how they think a budget can help you: 2 days
    a. Live within your income
    b. Provide for first things first
    c. Build a reserve fund
    d. To look ahead
    e. Make wise choices
3. Discuss the differences between one's needs and wants and how these affect a budget. 1 day
4. Make out a personal budget. 5 days
    a. What needs to be covered in a budget
    b. Apply to one's weekly allowance
    c. Budget of one's time
5. Make out a family budget. 3 days
    a. Need for one
    b. Who is involved
    c. Differences in budgets
    d. Alternatives
6. Have class read story titled "You Don't Have to Fight About Money" from book titled Making the Most of Your Money. Discuss the implications of budgets and the value of them. 1 day
7. Test...
    a. Make out a personal budget based on their present income and available time 1 day
    b. Make out a family budget using as their base what they plan to be doing in 10 years. 1 day

C. Insurance Policies

One of the purposes of this section is to teach the students how to compute insurance rates. However, before the students can have any interest or enthusiasm for these skills, they must have some understanding of the various policies available. Therefore, this portion of this unit will be done primarily in group work. The student will be divided into five groups by the teacher. The topics for these groups will be as follows:

1. What or who is covered?
2. How much?
3. Who is eligible?
4. Why carry this insurance?
5. What are the benefits?
6. Others

After this information has been gathered, each group will be responsible to present a group discussion of the material gathered.

Films and materials obtained from local insurance companies can supplement the discussion groups. Many local insurance men are also available and willing to come and speak to your class.

The time schedule for this portion will be as follows:

1. Discussion of what insurance is; the usefulness and importance of insurance. 1 day
2. Group work (also use of films and outside speakers when appropriate. 5 days
3. Presentation of group findings. 3 days
4. Computing insurance rates. 2 days
5. Test... 1 day
   - Part I. Vocabulary identification
   - Part II. Short Answer identification
   - Part III. Statements will be given and the student must explain why he agrees or disagrees with the statements.

D. Money Management and Wise Buying

1. Discussion of what wise buying means. 1 day
2. Determine criteria for wise buying. 2 days
3. Test... Present the students with several buying situations giving them alternative choices. The student must then choose one of the alternatives and tell why. 1 day

Methods

The students text will be used very little in this unit. The students will make more use of teacher prepared materials and other reference books and materials. Class discussion, lecture type presentation, films, group work and reports, guest speakers, and library work will also be used to present the included contents of this unit.

Values will be introduced through rank orders, proud whips, value sheet responses, thought questions and open-ended sentences.

Time Schedule

This unit will take approximately seven to eight weeks. The amount of time spent on each area of the unit is included in the outline of content.

Evaluation Data

The students will be given a pre and post test included in the back of the unit. This will give information as to the change in the students values. The goal sheet included in back will also be used in the evaluation. In addition, the students will be given the tests described in the content outlined. The value sheets included will also help in the evaluation.

GRID

Objectives / Content	I	II	III	IV	V	VI	VII	Totals
Checking Accounts				1	15	5		21
Budgets	5			1	10	5		21
Insurance Policies	5	5	2	3	15	5	5	40
Money Management	7			1	5	3	2	18
Totals	17%	5%	2%	6%	45%	18%	7%	100%

GOAL SHEET

Behavioral Objectives	Initial	Sustained	Quality
1. Student should be able to choose between alternatives and then defend his position.	____	____	____
2. The student will share some interesting aspects of lab with others in the class.	____	____	____
3. The student will take good care of and return all things borrowed from others.	____	____	____
4. The student will express consideration for other person's feelings.	____	____	____
5. The student will express pride in his work.	____	____	____
6. The student will plan efficient use of his time.	____	____	____
7. The student will listen when others speak.	____	____	____
8. The student will use evidence from the material read to formulate an opinion.	____	____	____
9. The student will make informed choices.	____	____	____
10. The student will express and demonstrate his willingness to be of service to the group.	____	____	____
11. The student will evaluate evidence of authority.	____	____	____
12. The student will do and finish all homework on time without being pushed by the teacher.	____	____	____
13. The student will do his own work with or without the teacher present and will not depend on others to complete his work.	____	____	____

Directions: Consider each statement carefully. Then indicate whether you strongly agree (SA), agree (A), disagree (D), or strongly disagree (SD) placing the appropriate letter or letters in the space provided.

1. _____ A person should plan how to use his time.
2. _____ It is all right to pad an expense account because everyone does it.
3. _____ All checks should be written in ink.
4. _____ The driving record I establish now while I'm covered under my parents insurance won't affect my own insurance later on.
5. _____ Reckless driving can be justified at times.
6. _____ Mathematics is used only by mathematicians.
7. _____ Everyone should have something that they are saving for.
8. _____ A friend should help you if he can when you are in trouble.
9. _____ One does not need to ever defend his position.
10. _____ I can not help it if some drunk drives in front of me.
11. _____ If I see a hit and run accident, it is better off for me to mind my own business and not get involved.
12. _____ It is always the other guys fault, not mine.
13. _____ It is important that everyone knows how to make a budget.
14. _____ A person does not have to keep a current balance in his checking account because the bank will send it at the end of the month.
15. _____ It is all right to keep a library book out because you have to pay the library fine.
16. _____ If you find a pen you need not turn it in because it is not your fault someone lost it.
17. _____ A housewife does not need to know any math.
18. _____ The premium people pay for insurance at too high of rates for what they get in return.
19. _____ A teenage driver is no more of a risk than an adult.
20. _____ There is no need for me to carry life insurance since I won't get any use out of it.
21. _____ Live within your income.
22. _____ Widely advertized merchandise may not necessarily be the best buy.
23. _____ You should always bring your book, paper, and pencil to class.
24. _____ You have a paper due tomorrow but you want to go to the game, so you should go to the game and turn the paper in a day late.
25. _____ No article is a bargain to you if you have no need for it, even if the price is low.
26. _____ When possible, buy clothing which is not drastically affected by a change in style.
27. _____ It is important that you take a stand on some things and that you let people know where you stand.
28. _____ If no one is watching you there is no need for you to work.
29. _____ It is better just to borrow paper rather than bring your own.
30. _____ You found a bracelet on the way to school, you should just keep it because there is no way of knowing to whom it belongs.
31. _____ If you forget your pencil and borrow one it is not necessary to return it.
32. _____ Buy in quantity if you can foresee a reasonable need for the quantity.
33. _____ Better buys on fruits and vegetables can be found when they are in season.
34. _____ Consider quality, quantity and need when buying.

35. _____ The teacher made a mistake when grading your test so you should tell her of her mistake.
36. _____ If your best friend does not have his assignment you should let him see yours.
37. _____ There are times when a person has to put off doing some things because there are more important things to do in the future.
38. _____ You should accept the job that pays the most even if you do not like it.
39. _____ Never decide to buy or not to buy solely because of the price.
40. _____ A checking account is handy because you can write a check even if you do not have the money in the bank.
41. _____ One should never ask another for help.
42. _____ I should always try to do my best no matter what I am doing.
43. _____ Everyone should think for himself.
44. _____ If you made a promise, then you should keep it even if you no longer want to keep it.
45. _____ It is sometimes better to save ones money for some large item, then to spend it on several little ones.
46. _____ The way you handle your money is more important than how much you make.
47. _____ If you find some money, you should simply consider it your gain and forget about it.
48. _____ You were unable to do your homework last night so it is all right for you to copy your friend's.
49. _____ You should always return everything you borrow.
50. _____ It is wise to always buy the cheapest.

Value Sheet (Checking accounts)

Sally and Sue are shopping. They find a dress sale and Sue ends up finding several dresses she wants to buy. The dresses amount to $15.23. She doesn't have the cash on hand and she has only $10.00 in her checking account. She will receive her pay check in two days so decided to write the check anyway.

1. Do you think it was all right for Sue to write the check since she lacked only $5.23?
2. Do you think Sue was justified since it would only be two days until she could put the difference in the bank?
3. What would you have done if you were in Sue's place?

Value Sheet (Budgets)

George Carter received his first allowance when he was 10 years old. It amounted to 75 cents a week. At that time, his father insisted that George save 20% of his allowance. Now George is 16 years old and has an allowance of $5 a week. His father still wants him to save 20% of his allowance.

1. Would you like a father like Mr. Carter?
2. Do you feel it was right for Mr. Carter to insist that George save part of his weekly allowance?
3. What would you do with the $5 allowance that George Receives if you had your choice?

Value Sheet (Insurance)

Mrs. Jones was shopping and left her car unlocked. While she was gone, someone stole her stereo-tapes from her car. Since Mrs. Jones knew her insurance would not cover the loss because her car was unlocked, she broke a window before she reported the theft to her insurance company.

1. Do you feel it was all right for Mrs. Jones to break the window?
2. Do you feel Mrs. Jones was justified in her actions even though the theft was a result of her negligences?
3. What would you have done if you were in Mrs. Jones place?

Value Sheet (Wise buying)

Mr. and Mrs. Albers are very loyal to their local merchants. Even when they know they might be able to buy some items for less in the next town or by mail-order, they purchase everything they can at stores in their own town. They claim that their town cannot progress if its citizens spend their money elsewhere. The Donahues buy wherever they can get the best bargains.

1. Which family do you think is right?
2. Which family do you think is more like you?
3. How do you determine where you shop?

Thought Questions

1. Many schools require students who are 16 years of age to take a course in Drivers Education. What effect should this have on the number of accidents caused by teenagers? Why?
2. If you were an insurance salesman, would you pay any attention to a person's past driving record before you issued them any insurance? Why?
3. Why does your attitude toward budgeting make a difference in whether your budget is successful or not?
4. Explain how an article of poor quality may be more expensive than a similar article of better quality even though it costs less.

Proud Whips

1. I am proud that I spent my allowance on ---
2. I am proud that I saved my money for ---
3. I am proud that last night I did ---
4. I am proud that last Christmas I was able to --- because ---
5. I am proud thaton special occasions I can ---
6. I am proud that when I graduate from high school that I will be able to ---

Open-Ended Sentences

1. With a gift of $100, I would ---
2. The best part of the school year is ---
3. If I were a witness to an accident, I would ---
4. If I needed some extra money, I would ---

5. If I were shopping and saw someone put something in his pocket, I would ---
6. If I saw a person walking on a street drop some money, I would ---
7. If I were shopping and saw a special sale, I would ---

RESOURCES

Using Mathematics. Second edition, Henderson and Pingry; McGraw Hill, pp. 380-404.

Basic General Mathematics. Second edition, Joseph and Keiffer; Prentice-Hall, pp. 217-244.

Consumer Economics. Second edition, Wilhems and Heimeri; Greg, pp. 251-310.

Today's General Business. Polishook; Ginn, pp. 294-331.

General Business for Everyday Living. Second edition; Price, Musselman, and Weeks; Gregg, pp. 236-297.

Essential Mathematics. Second edition, Lankford and Ulrich; Harcourt, Brace and World, pp. 212-234.

Making the Most of Your Money. Educational Division Institute of Life Insurance, 1968.

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THE LAW AND ATTITUDES OF THE NEGROES*

Specific Values: Appreciation for Democratic Law

Subject Area: Civics

Grade Level: Ninth

Time: Four Weeks

*Revised from initial materials prepared by Thomas VandenBerg.

THE LAW AND ATTITUDES OF THE NEGROES

Abstract

I. Philosophical statement. Values in American society are extremely important to many intellectual or educated individuals. It is hoped that values can be presented in this unit which will create a positive attitude toward law enforcement and its respective officials.

II. General objectives. The general value objectives include the following: Try to determine the values of the students, instill a critical thinking ability into the students for the idea of creating or developing a set of values, understand and appreciate American heritage, develop an attitude that the future of governing the United States will be the student's responsibility.

III. Specific objectives. The specific objectives are as follows:

A. to give the student an appreciation of democracy and information about its codes of justice.
B. to develop an awareness that justice and equality are possible in a free society.

IV. Context. The proposed unit of study will be presented to a predominately Negro class in which the term "culturally deprived" can be used to reveal a common characteristic shared by many of the students in this class. These students are quite slow in acquiring knowledge and extremely deficient in retaining that knowledge. The class is a ninth grade civics class and will contain thirty-five students.

V. Content. Democracy in ancient times will be examined along with government in the Middle Ages, government in the United States, case studies, and individual rights. Some time will also be given to law enforcement by cities, state police, and the FBI. The training, organization, and operations of each one will be studied.

VI. Methods. Talks by law enforcement personnel, discussions, role play, and value-clarifying questions.

An index will be used prior to the actual values instruction and at the conclusion to determine if there has been a behavioral change. To determine a behavioral change, the instructor will make comparisons on the pre-values index with the post values index.

VII. Time schedule. This unit is designed to cover about four weeks.

THE LAW AND ATTITUDES OF THE NEGROES

I. Philosophical statement. Values in American society are extremely important to the individuals within that society. Respect for law and order is a cherished American value.

II. General objectives. The general value objectives include the following:

A. create a positive attitude for values.
B. develop a clear and open mind for understanding the idea of values.
C. try to determine the values of the students.
D. instill a critical thinking ability into the students for the idea of creating or developing a set of values in the field of law and law enforcement.

The general non-value objectives include the following:

A. understand and appreciate American heritage.
B. learn the development of self-government in the United States.
C. develop an attitude that the future of governing the United States will be the student's responsibility.
D. appreciate the present principles which Americans hold--- basically life, liberty, and the pursuit of happiness
E. the ability to express the idea of democracy through a skillful method of communication.

III. Specific objectives. The specific objectives for value education include the following:

A. to help students respect one another, regardless of race or culture.
B. to make students aware of the necessity of law and order in a free society.
C. to help students accept personal responsibility in promoting justice for all in a democratic society.

V. Outline of Content.

A. Background and need for laws
   1. Definition of democracy and the formation of codes of justice
   2. Democracy in Ancient times
      a. In Egypt
      b. In Greece
      c. In Rome

3. Government in the Middle Ages
   a. In Europe
   b. In Asia
4. Government in the United States
   a. 1620: Mayflower Compact
   b. 1776: Declaration of Independence
   c. 1731: Articles of Confederation
   d. 1787: Constitution and Bill of Rights
5. Equality: "All people are equal in the eyes of the law."
6. Laws: Safeguard the rights of the individual.
7. Case studies in justice
   a. Peter Zenger
   b. Dred Scott
   c. Julius and Ethel Rosenberg
   d. Caryle Chessman
   e. Dr. Samuel Shepard
8. Justice and equality: Associate these values with the recent riots in the United States
9. Individual rights
10. Justice and equality in the "East"

B. Enforcing laws
   1. Truth: Laws are made to meet the times
   2. Example: Pre and post Civil War laws
   3. Background of law enforcement agencies
   4. Local police forces
      a. Small cities
      b. Large cities
      c. Operations
      d. Methods
   5. State police
      a. Training
      b. Organization
      c. State-wide operations
   6. National police (FBI)
      a. Training and qualifications
      b. Duties
         1) Works with Attorney General
         2) National security
         3) Cooperates with all government agencies
      c. Concerned with Federal problems
      d. Divisions of the FBI
      e. Relationships with other governments
   7. Justice for Minorities
      a. Negroes
      b. Indians
      c. Others
   8. Administration of justice
   9. Justice: Responsibility
      a. In United States
      b. In other countries

C. Treatment of Lawbreakers
   1. In ancient times
   2. In Middle Ages
   3. In colonial America
   4. Idea of "revenge" in past history
   5. Today: Idea of "reforming"
   6. Problems of prison life
   7. Types of prisons
   8. Courts for minors
   9. Treatment of juveniles
   10. Equality in treatment
      a. In courts
      b. In prison
   11. Justice: Regardless of race, religion, etc.
   12. Breakdown of law system leads to chaos

VI. Methods. Special guest speakers from law enforcement personnel, discussions, role-play, and value-clarifying questions.

VII. Time schedule. Approximately four weeks.

VIII. Evaluation data.

Problem	Set I	Set II	Results
1.	2.93	2.83	+
2.	2.86	2.73	+
3.	2.86	2.33	+
4.	1.96	1.87	+
5.	1.60	1.80	-
6.	1.43	1.20	+
7.	1.36	1.26	+
8.	1.30	1.26	+
9.	3.63	3.20	-
10.	2.30	2.30	0
11.	1.96	1.87	+
12.	1.56	1.47	+
13.	1.70	1.70	0
14.	1.60	1.60	0
15.	1.33	1.16	+
16.	2.46	2.13	-
17.	2.53	2.36	+
18.	2.53	2.50	+
19.	2.10	2.06	+
20.	1.83	1.66	+
21.	2.60	2.66	-
22.	2.00	1.83	+
23.	1.70	1.50	+
24.	2.30	2.26	+
25.	2.10	2.00	+

26.	2.86	2.66	+
27.	1.70	1.59	+
28.	1.76	1.70	+
29.	2.26	2.43	+
30.	2.46	2.00	+

Set numbers were established by totaling each individual score and dividing by thirty. + indicates positive growth. - indicates negative results. 0 indicates no change.

IX. Evaluation and Interpretation. The test scores indicated a change of values in twenty-three problems out of the thirty presented. Four problems indicated a negative attitude after the material was presented. These included problems 5, 9, 16, and 21. Finally, there were three problems in which no change was indicated. It is the opinion of this writer that the values program was successful. It is apparent from the results that there was indeed a positive movement in the right direction.

Probably the hardest value to relate to the students, especially a Negro student is that of equality. Many agree that a Negro is "guaranteed" equality, but whether or not they achieve this value is the question, or in this case the problem. This question was discussed over and over with the class arriving at the conclusion that Negroes do not have equality in terms of the "white man's equality". They do agree, however, that there has been a remarkable change from the "old time" equality to today's definition of that term.

There are still members of these classes who have little respect for law and order, especially the "white man's law". The class agreed that there must be some form of law and order; if not, there will be chaos.

X. Recommendations. The values program could have personal assistance by the students. The construction of a bulletin board indicating what values the students possess would be an important factor in developing values.

GRID

	TRUTH	EQUALITY	JUSTICE
Background and need for laws	0%	10%	10%
Enforcing laws	10%	10%	10%
Treatment of lawbreakers	10%	20%	20%

Values Index

Read each of the following sentences. Use the scale below to arrive at your answer. Put the answer in the blank provided at the left side of this paper.

SCALE: 1. Strongly agree 2. Agree 3. Disagree
4. Strongly disagree

_____ 1. In ancient days all people were treated equally in the eyes of the law.

_____ 2. Slavery never existed in ancient days as it did in the U.S. in pre-Civil War Era.

_____ 3. The only justice in ancient days was the sword.

_____ 4. As a nation became more and more developed justice entered its culture.

_____ 5. The U.S. Constitution states---"All men are created equal."

_____ 6. A Negro policeman should have the respect from all people in a community.

_____ 7. A white policeman should have the respect from all people in a community.

_____ 8. When an individual breaks the law, regardless of race, religion, etc., justice is in order for this person.

_____ 9. In the southern part of the United States Negroes are treated equally with all individuals.

_____ 10. In the northern part of the United States Negroes are treated equally with all individuals.

_____ 11. The American Indian is part of a minority group; he has the same rights as all Americans in regards to equality and justice.

_____ 12. A Negro police officer has just as much authority as a non-Negro officer.

_____ 13. If you are a Negro policeman and see a Negro teen-ager stealing from a grocery store you would do all in your power apprehend this youth.

_____ 14. If you are a Negro policeman and see a white teen-ager stealing from a grocery store you would do all in your power to apprehend this youth.

_____ 15. A judge should treat all offenders equally in court regardless of race, religion, etc.

_____ 16. If you find $1,000 on the street you have the right to keep this money.

_____ 17. A Negro police officer has the right to beat a non-Negro in the event of a "riot".

_____ 18. A non-Negro police officer has the right to beat a Negro in the event of a "riot".

_____ 19. You have been cheated if you were given a stiffer sentence (being a Negro) for a crime committed when a non-Negro received a lesser sentence for committing a similar crime.

_____ 20. A man was sent to prison even though you knew he wasn't guilty; you should tell the police what you know.

_____ 21. You saw your best friend stealing some money. You should inform on this friend.

_____ 22. The law tries to be perfect but they do make mistakes.

_____ 23. You are extremely poor and cannot afford a lawyer; are you entitled to help from a lawyer?

_____ 24. As a Negro judge you have been accused of discrimination against non-Negroes. You should be removed from office.

_____ 25. If you "get away" with committing a crime, some of your friends might try the same thing too.

_____ 26. Justice if fair if you are caught and sent to prison for committing a crime while your partner is "scott free."

_____ 27. Negroes make good policemen.

_____ 28. Non-Negroes make good policemen.

_____ 29. Equality and justice are fair in the United States regardless of race, religion, etc.

_____ 30. If our law enforcement policies fail... the United States will enter a period of chaos.

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SELF-RESPECT AND RESPECT FOR OTHERS*

Specific Values:	**Respect, awareness cooperation**
Subject Area:	**Girls club**
Grade Level:	**Junior high**
Time:	**Summer months**

Project on Student Values
3860 Plainfield, N. E.
Grand Rapids, Michigan

***Materials prepared by Meribeth Van Elderen**

SELF-RESPECT AND RESPECT FOR OTHERS

ABSTRACT

I. Philosophical Statement. For many years people have operated under the assumption that the Negro race is inferior to the Caucasian race. Both Negroes and whites have believed this. Today a reconciliation between races is mandatory. The races must meet as equal, with individuals from each race using his individual talents to build a society which will meet the needs of the individuals in that society.

II. Statement of General Objectives. The objectives of this unit are to lead the girls involved in this unit to develop self-respect, to become aware of the needs of other individuals, to co-operate with peers when participating in group activities, and to become involved with people who have needs that the girls can help meet.

III. Statement of Specific Objectives for Value Education. The girls will show throughout the period of time that they are growing in certain areas. They will show a desire to help others when they see a need, they will exhibit self-confidence in some of the activities, they will be able to plan together and co-operate, and demonstrate simple skills.

IV. Statement of Context. This unit of study is developed for approximately eight Negro girls from the inner city; girls participating range in age from eleven to thirteen.

V. Outline of Content. This is an activities approach to grooming, simple cooking, becoming involved in the lives of others, and participating in varied activities with peers.

VI. The unit includes discussions, demonstrations by invited people, visual aids, many different activities, help projects, sports activities, and value strategies.

VII. Time Schedule. The unit will cover 11 weeks, and we will meet two afternoons a week. There will possible be a couple of other times that we would have a campout; these weekends are not included in this unit.

SELF-RESPECT AND RESPECT FOR OTHERS

I. Philosophical Statement.

For many years people have operated under the assumption that the Negro race is inferior to the Caucasian race. Members of both races have believed this. Today a reconciliation between races is mandatory. The races must meet as equal, with individuals from each race using his individual talents to build a society which will meet the needs of the individuals in that society. Self-respect plays a very important part in preparing a person to contribute his talents in a meaningful way. Self-respect is built partially from acting when there is a need. Through involvement, one becomes more understanding and more aware of other prople and those people's needs.

II. Statement of General Objectives.

The objectives of this unit are to lead the girls who are participating in it to:

A. develop self-respect and respect for others
B. become aware of the needs of other individuals
C. co-operate with peers when participating in group activities
D. become involved in the lives of people whom they are able to help some way

III. Statement of Specific Objectives for Value Education.

The girls will demonstrate that certain values have been internalized when they:

A. Show a desire to help others by volunteering when they believe there is a specific need they can help meet.
B. Work well together and co-operate in the various projects and activities.
C. Spend more time in personal grooming.
D. Plan activities and carry them out successfully.
E. Prepare a simple, well-balanced meal.
F. Exhibit self-confidence in performing before others.
G. Demonstrate simple sewing skills.
H. Show an interest in some hobby.

IV. Statement of Context.

This unit is being prepared to be used with approximately eight Negro girls from the inner city, girls who range in age from 11-13. These girls have met during the school year once or twice a week, so they are already friends. The club that now exists is a church sponsored group, although only two of the girls who are members of the group do attend the church. The unit is set up so that the meetings will be held two afternoons a week during the summer months. It will begin during the third week of June and will continue until the last week in August.

V. Outline of Content.

Parts V, VI, and VII are included in the next section. The activities and areas of involvement are merely suggestions. Much flexibility must be allowed so that the girls can choose some of their own activities. Since the unit is being prepared without help from the people who will be involved, some minor changes will certainly be made. There will no doubt be other activities that are not mentioned, but there should be enough included so that one can at least picture what is trying to be accomplished.

Week One-Afternoon One:

Present value continuum. (Appendix A) This is mainly an introduction to the exercise, grooming, and menu charts, but we will spend some time discussing how we use our spare time. This discussion on time will lead to other discussions later, hopefully. During the summer months when one has more free time, this question is certainly worth exploring. The sheets in Appendix B are given, and the girls are told to record their responses each day for a week. These sheets will be completed by each girl for only one week at this time with the exception of the exercise sheet. Later, after we have spent time on grooming, we will compare the "before" and "after" charts.

For the rest of the afternoon we will go to a park in the area and hike, play softball, or participate in some other activity that the girls may want to play.

Week One-Afternoon Two:

We will have a black woman come to speak to the girls on grooming. Subjects such as body carriage, posture, cleanliness will be discussed. There will be time in the afternoon put aside so that the girls can practice and receive hints on how to improve their posture, walking, etc. A few of the girls will be in charge of refreshments at the end of the afternoon.

Week Two-Afternoon One:

Show filmstrip with record on individual differences. Discuss needs that each of us as individuals have. Discuss needs that each person has that are shared by other people. When discussion begins to get bogged down, bring out the photographs and paragraphs (explained in Appendix C) which describe needs that are not being met. Ask the girls to remain quiet as they study each of the photographs and read the captions. Take a few minutes and think about them for a while. If the girls care to discuss them, fine; if not, let the matter settle for a couple of sessions, planning to use this introduction at a latter time.

The remainder of the afternoon will be spent dancing, singing, and exercising (the exercises on the sheet, Appendix D, will be done occasionally at our meetings, depending on the amount of time that we have.) More practicing will be done on skills discussed at the last meeting.

Week Two-Afternoon Two:

Go rollerskating at a local roller rink.

Week Three-Afternoon One:

Go to a beauty parlor which is managed by a black woman. This will be a demonstration on the care of the hair and the fingernails. Each girl will then be given the opportunity to work on her own fingernails.

Week Three-Afternoon Two:

Use the voting strategy and deal with subject such as:

-How many of you know what it feels like to be lonely?
-How many know people who you would consider to be lonely?
-Do you ever think people are laughing at you?
Often? Sometimes? Hardly ever?
-How many know what it feels like not to have anyone care about you.
-How many of you have ever spent much time thinking about death?

Continue the questioning just a little longer and finally ask:
-How many of you would like to help someone who is lonely?

Discuss some of the things that could be done for lonely people. Bring out the pictures again from the previous week. Have a list of possible areas of involvement and choose one activity from that list. A possibility for the rest of the afternoon would be to make stationery and plan a trip to a nursing home in the area the next week.

Week Four-Afternoon One:

Go to a nursing home. Take as gifts the stationery that was made the pervious week. Visit some of the patients that receive few or no visitors and offer to write notes for them to friends if they are unable to write. Some of the girls may want to read or just visit for a while.

For the remainder of the afternoon go out to a park for a picnic and sports.

Week Four-Afternoon Two:

Cut pictures of foods from magazines and classify them in the four food groups. Discuss some of the reasons for eating balanced diets and then divide into groups of two and have each couple make a menu for one week. Remind the girls to consider the cost of the food. After the menues are completed, choose one meal that would be simple to prepare and inexpensive. Form committees to

plan an evening meal for all the mothers. Committees should be appointed to cook, decorate, and clean up. This meal to which the mothers would be invited would be an excellent opportunity for the mothers to learn more about their daughters' activities. Spend the rest of the afternoon making invitations for the girls to take home to the mothers.

Week Five-Afternoon One

Go horse-back riding and shop for the groceries that will be needed for the dinner which will be held for the second meeting of this week. Here point out the necessity of reading the labels and comparing the products of the various companies.

Week Five-Afternoon Two:

Gather later in the afternoon to decorate and begin the meal. Probably a staggering arrival time would be advisable. (Much can be done with crepe paper for decorating ideas. Flowers can be made by the girls and given to the mothers as they arrive.)

Week Six-Afternoon One:

Bring materials for making puppets and discuss the possible places for presenting a puppet show. Spend the afternoon working on the puppets. (Before this, of course, the girls must decide what story they would like to present--whether they would like to adapt some story or write one of their own. Another possibility would be to have each girl be in charge of a poem or a song and make a puppet to go with it.)

Week Six-Afternoon Two:

Have a slumber party (evening substituted for afternoon in this case.)

Week Seven-Afternoon One:

Work on the puppets and conduct a public interview. After explaining the process and letting the girls choose if there is a subject that they would like to be questioned on, ask questions pertaining to their feelings on the kinds of things we have been doing in the last few weeks (because of the size of the group and the kind of activities that we do have planned, there should be many chances for informal interviews. Here, however, during the public interview, each girl will be the center of attention, and the other girls will be listening to her impressions and ideas.)

Week Seven-Afternoon Two:

Work on the puppets. They should be almost completed. Begin work on the stage and props.

Week Eight-Afternoon One:

Continue working on the props. They will probably reach completion this afternoon. Practice for the puppet show can begin.

Week Eight-Afternoon Two:

Go to the beach for the afternoon. Take along picnic lunches which the girls have packed themselves. Take sports equipment.

Week Nine-Afternoon One:

Practice for the puppet show. Put on final touches. Distribute the grooming sheets and ask the girls to be completing these in the next two weeks that we will be meeting.

It is hoped that during these weeks the girls will visit some of the people they have met earlier in the nursing home.

Week Nine-Afternoon Two:

Presentation of the puppet show. Since so much work was put into the puppet show, it is suggested that it be presented in more than one place. Special days can be arranged for this purpose. Depending on the place of performance, the girls would visit with the children afterwards.

Week Ten-Afternoon O:

Find pictures in magazines and newspapers showing people with varied expressions. Each girl will write captions for three or four of the pictures she chooses and then will share her captions with the other girls. Talk about the different responses to the pictures. Plan some outdoors activities for the rest of the afternoon.

Week Ten-Afternoon Two:

Write a short paragraph telling if they have changed in any way during the summer. Ask the girls to evaluate what we have done and to mention ways that we could have changed what we did to make it more enjoyable or worthwhile for them. After a short period of evaluation, discuss things they would like to do on the final meeting day. Serve refreshments and have an early dismissal.

Week Eleven - Afternoon One:

FINAL Meeting. Plans depend on decision made the week before.

During the eleventh week period, I will take snapshots and we can work on a scrapbook for the group during that time. The girls will be able to order any of the snapshots they would like to have.

GOAL SHEET

Behavior Factors	Initial	Sustained	Quality
1. To participate and aid others	____	____	____
2. Cooperate and work well with others	____	____	____
3. Dress and groom for personal satisfaction	____	____	____
4. To plan activities and carry them out successfully	____	____	____
5. To prepare a simple, well balanced meal	____	____	____
6. Exhibit self-confidence	____	____	____
7. Demonstrate simple serving skills	____	____	____
8. Generate a interesting hobby	____	____	____

GRID

Objectives / Content and Methods	A	B	C	D	E	F	G	H	Totals
Value Strategy	3	4	1						8
Discussion	2	1	1					2	6
Demonstrations			3						3
Visual Aids	3	3							6
Sports Activities		5	2	5	3			2	17
Help Projects	5	5		5		4	2	2	23
Craft Activities	3	5		5	5			2	20
Social Activities		5		5	2	5			17
Totals	16	28	7	20	10	9	2	8	100

APPENDIX A

Value Continuum

Lazy Linda — Active Alice



Lazy Linda never wants to participate when her friends are playing games outside. Lazy Linda's mother takes her in the car to wherever she wants to go, and last Tuesday when Linda had to walk over to her grandmother's house who lives four blocks away, she was very angry. During gym class in school Linda likes to sit and watch the other girls participate in sports, but she will never join them in the games unless the gym teacher tells her she has to. At night Lazy Linda sits in her favorite soft choir and watches television for hour after hour with her large bag of potato chips beside her. She has no energy for anything else.

Active Alice never sits still. She never has time to talk to her friends because she is always eager to get to the ballpark. When Alice's mother asks her to help with dishes, Alice always refuses because she wants to hurry and go outside to play catch with her brothers. Before she goes to bed she exercises for two hours to build up her muscles. Every minute that Alice is awake she is busy with some activity.

Similar value continuum can be made for the following areas:

Sloppy Susie/Neat Nellie:

Helpful Hannah/Selfish Sandy

APPENDIX B

	Sun.	Mon.	Tue.	Wed.	Thur.	Fri.	Sat.
How much sleep							
Bathe (full or part)							
Washed hair Brushed hair							
Filed nails Cleaned nails							
Clothes (What you did to take care of them)							
Physical activity							
Brushed teeth (How many times a day)							

APPENDIX B Cont.

Date	Breakfast	Lunch	Supper	Snacks
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

APPENDIX C

As an introduction to various kinds of people who have needs which can be satisfied or people who can at least be helped by individuals who would take an interest in them, I would use 5x7 photographs with a caption under each. A few examples of this type of approach:

Photograph A: A picture of an old man.

I live in a nursing home. I have no one in my family who comes to see me. My daughter lives in California, and she cannot afford to come out to Michigan for a visit. My son lives in Kalamazoo, and I call him once in a while to ask if he can drive up to see me, but he never has time. I would love to see my little grandchildren, but my son is just to busy to bring them. My wife lived here with me until she died two years ago. Since then I have been very lonely. I have a couple friends in the nursing home, but I would like to see some young people occasionally.

Photograph B: A picture of a blind old woman.

I live in a nursing home. I have a few friends here, and we have a good time talking about our younger days. I have no family left. My brothers and sisters have all died, and I might as well be dead too. I spent much of my time reading when I was younger, but I have been blind for twenty years. How I miss all the reading I once did. Occasionally one of the nurses here will read to me for five minutes, but the nurses are so busy that they don't find the time very easily. If only my eyes were good; I would be so much happier if only I could read!

APPENDIX C Cont.

Photograph C: A picture of a young boy.

I live in an orphanage. My father is dead, and I don't know where my mother is. I was left here when I was a very young baby. I do not like it here. I ran away last week, but the police found me and brought me back here. Nobody loves me. They just yell at me and make me do all the work. I wish I were like other boys I go to school with and had a mother and father.

APPENDIX D

	Sun.	Mon.	Tue.	Wed.	Thur.	Fri.	Sat.
Sit Ups							
Jumping Jacks							
Leg Lifts							
Hip Roll							
Elbows to Knees							
Run in place							

Do all of these exercies every day.
Do each exercise 15 times.
Run at least 5 minutes every day.

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AFRICAN CULTURE AND GEOGRAPHY*

Specific Value:	**Appreciation of African Culture**
Subject Area:	**Geography**
Grade Level:	**Seventh Grade**
Time:	**Eight to Twelve Weeks**

Project on Student Values
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Grand Rapids, Michigan 49505

***Materials prepared by Ronald L. VanHorn**

AFRICAN CULTURE AND GEOGRAPHY

Abstract

I. Philosophical Statement. One of the most sericus problems confronting our nation is the racial issue. Basic to the clarifcations and resolving of this conflict is an understanding of the heritage and cultural background of the Negro race. From this understanding clearer concepts of the past and the future will be derived.

II. Study Skills.

A. Ability to organize and remember important facts and concepts
B. Skill in distinguished needed information from outside sources
C. Relating skill from other academic subjects
D. Be able to visualize and reproduce land forms on maps
E. Relate the use of maps to the entire unit of study

Behavioral Skills.

A. Analyzing all evidence before drawing conclusions
B. Investigating all possible avenues of the situation
C. Relating the African situation to that of our own American Negro
D. To realize that human rights are to be protected
E. To recognize the contributions of the Negroes in Africa and to the world
F. The development of respect for the individual worth and dignity of the Black man

III. Specific Objectives.

A. To formulate an appreciation of the cultural traditions of Africa
B. To differentiate familiar stereotypes due to inadequate and biased information
C. To indicate improvement in regards to African Geography

IV. Context. Seventh Grade

V. Content. Information from books on Africa, films, records, individual maps of Africa

VI. Methods. Map presentation, debate, role-playing, panel discussion, current events, notebook fact sheets

VII. Time Schedule. Eight to Twelve Weeks.

AFRICAN CULTURE AND GEOGRAPHY

I. Philosophical Statement. This unit on Africa is intended to give the seventh grade student a brief look at the ancient and modern cultures of Africa, its political and geographic distinctions, and its creative contributions to the world. This continent, the second largest in the world, has been largely neglected in traditional social studies courses. It is important that the more realistic view of Africa as a unique social, cultural, political, and economic entity is shown.

One of the most serious problems confronting our nation is the racial issue. Basic to the clarifications and resolving of this conflict is an understanding of the heritage and cultural background of the Negro race. From this understanding clearer concepts on the past and the future will be derived. It is essential that children be taught man's relationship with his fellow man; and the relationship of our nation to other nations of the world.

The study of Africa is intended to stress the cultural background and to reveal misconceptions about Africa. The study, however, will not stop within the geographical boundaries of Africa, for the numerous problems of Africa will also be compared to the ones within the United States. From this clarification the student will be in a position to draw upon this experience and other non-academic experience to formulate his own opinions, concepts, beliefs and values. Though this experience it is hoped that more critical and creative thinking will become a more constant procedure for meeting one's problems and decisions.

II. General Objectives.

The general objective is to present the subject of Africa to the student as an enlightened and realistic portrayal of Africa, as a unique social, cultural, political and economic entity.

The skills to be learned in conjuction with a value clarification will include study skills: (a) ability to organize and remember important facts and concepts, (b) skill in distinguishing needed information from outside sources, (c) relating skills from other academic subjects. There will also be map skills which the student will be (a) able to visualize and reproduce land forms on maps, (b) and relate the use of maps to the entire unit of study.

The process of thinking through a particular problem or subject matter by: (a) analyzing all evidence available before drawing any conclusions, (b) investigating all possible avenues of the situation, (c) relating the African situation to that of our own American Negro.

The value of the individual's uniqueness as a human being which includes the following: (a) that human rights are to be protected, (b) recognize the contributions of the Negroes in Africa and to the world, (c) the development of respect for the individual worth and dignity of the Black man.

III. Specific Objectives. (Performance Targets)

The specific objectives are to have students exhibit gains in:

1. The students will increase an appreciation of the cultural traditions of Africa.
2. The student will reduce familiar stereotypes due to inadequate and biased information.
3. The student will improve his understanding in regards to African Geography.

IV. Context.

School: Grandville Junior High School
Grade: Seventh
General Ability Level: below average, average, and above average
Community: Upper lower to lower upper, very conservative
Subject Area: Geography Number of Students: 28 Length of class periods: 46 minutes

V. Time.

The length should be dependent upon the interest of the students. The following unit must run for at least eight weeks and I suspect it will run twelve weeks.

OBJECTIVES, CONCEPTS AND SPECIFIC OBJECTIVES WHICH COULD BE USED:

Basic Objectives:

1. To supply students with the information that will enable them to understand the variety of African cultures and to eliminate stereotypes in their thinking.
2. To develop an understanding and appreciation of Africa's cultural and creative contributions to art, literature, and science.
3. To assist pupils in obtaining information that will enable them to appreciate and respect the African heritage.
4. To develop an improved self-image on the part of the Afro-American pupils as a result of the knowledge of the contributions of African peoples.
5. To give students information that will enable them to appreciate and understand the role of the Afro-American in the United States.

Concepts:

1. Customs, traditions, values and beliefs are handed down from generation to generation in all societies.
2. Every event, movements and institutions has roots dug deep into the past.
3. An understanding of the past helps man to understand the present.
4. Human beings the world over are mush more alike than different.
5. Cultural contributions are not the monopoly of any ethnic group.
6. Where man lives influences the way he lives.
7. To achieve its goals, every society develops its own system of values.
8. The culture in which a man lives influences his thoughts, values, and actions.

Combined Objectives and Concepts

1. Increased appreciation of Africa's impact on the history of the world.
2. Elimination of the familiar stereotypes due to inadequate and biased information.
3. Increased appreciation of the cultural traditions of Africa.
4. Improved self-image of the Afro-American pupil as a result of information gained concerning Africa's history.
5. Increased appreciation of history as a world-wide rather than simply Western study.
6. Increased appreciation that much of history lies untapped and is a fertile field of study.

CONCEPTS:

A. Concept to be presented.
   1. Geography - plateau resembling an upturned plate. The steep jagged coast line with few good harbors or river inlets; prevented discovery and exploration of inland areas for many centuries.

2. Land of great climactic variations.
3. Rich in natural resources but unevenly distributed and poorly developed.
4. To the African the Sahara and Kalahari Deserts are highways and not barriers.
5. Pronounced cultural differences in people of Africa.
6. Vast social, political, and economic differences.
7. Buildings must be constructed of local materials.
8. Land of primitive agricultural techniques.
9. Current modernization of transportation, communication, and industrial facilities.
10. Creative ability and rhythmic expression of peoples.
11. Nationalism creates new African states.
12. Tribes are becoming integrated into democratic states with conflict.
13. Crucial race problems in South Africa.
14. High illiteracy rates throughout much of Africa. African languages are rarely written languages -- use of drums for communication.
15. Poverty, malnutrition and disease in this land of hostile nature.
16. Land of striking contrast.

B. Appreciation of the cultural contributions of Africans, and a significant re-evaluation of personal attitudes toward the Afro-Americans.

C. African current events; understanding of the long delay in the development of Africa and some of the effects of European colonization and rapid political changes upon the people of Africa.

D. The ability to organize and remember important facts and concepts.

E. Map skills.
   1. Visualize various land forms on maps.
   2. Integration of information from various kinds of maps (rainfall, land use, population density, products and resources, exploration and discovery.)

CONTENT:

I. Continent of Africa: Map Presentation.
   A. Most of the African continent is a plateau.
   B. The coastline of Africa is very even.
   C. Africa is the second largest continent.
   D. Large area of Africa is very sparsely populated.
   E. The political map of Africa is in a constant state of change.
   F. Temperature and rainfall vary greatly in different regions of Africa.

II. Northern Africa.
   A. North Africa is chiefly a desert.
   B. Egypt is the land of the Hile.
      1. Located where Africa touches Asia.
      2. Great problems are overpopulation and poverty.
      3. Most important resource is oil.

4. Tourist trade is a large source of revenue.
5. Conflict with Israel.
    a. 1946
    b. 1956
    c. 1967

C. Immediately west of Egypt is Libya, another desert land.
D. Northern Africa's religion has been dominated by Islam for 1,000 years.
E. Morocco, Algeria, and Tunisia are to Africa's northwest.
    1. People live mostly in coastal areas.
    2. These countries were long under control of France.
    3. Land under conflict in World War II.

III. Southern Africa.
    A. People of South Africa in three countries.
        1. Basutoland
        2. Swaziland
        3. Republic of South Africa (most important)
    B. Diamonds and gold are important natural resources.
    C. People of South Africa are of many races and mixed races.
        1. Film (Southern Africa - Industry and Agriculture)
        2. Transparency showing movement of Africans.
        3. The white man comes to Southern Africa.
        4. Racial conditions exist in Southern Africa.
            a. study problems
            b. white minority ruling black majority
            c. compare conditions in America.
    D. Debate over problems of South Africa.
    E. Role-playing.
        1. Minority of class to represent ruling class of Southern Africa.
            a. They have priveleges
                (1) Allowed to interrupt other students.
                (2) Allowed to talk when they wish.
                (3) Make other students perform duties for the minority of class in power.
                    (a) Carry books.
                    (b) Hold chair.
                    (c) Shine shoes.
                    (d) Sharpen pencils.
                (4) Allowed to get drinks of water during class.
                (5) Allowed to sit in a group separate from majority.
            b. The minority group will be rewarded by the teacher with:
                (1) Affirmative remarks.
                (2) Better grades.
                (3) Allowed to run filmstrip and movie projector.
                (4) Allowed to read in class.
        2. The majority of students will be treated as second-class citizens.
        3. The length of role-playing will depend upon the degree of class tensions.

4. It is hoped that this experience will give the student new insights into racial situations in South Africa and the United States.

IV. Central Africa.
- A. Central Africa lies in the Tropics.
- B. Tropical Africa is the home of the Negro race.
  1. Use transparency to show movement. (See Appendix J)
- C. The Black African is usually a farmer.
- D. Houses are of different kinds in different parts of Africa. Why?
  1. Climate.
  2. Tradition.
  3. Economics.
- E. The African Negro often has highly developed crafts.
- F. The women are the friends and equals of the men.
- G. Christian missions have done valuable work among the Negroes in Africa.
- H. Regions and countries of Tropical Africa.
  1. Western bulge of Africa.
  2. The country of Ghana was once called the Gold Coast.
  3. A country in turmoil in Nigeria.
     a. What is the present civil war about?
     b. How did it start?
     c. Who are involved?
  4. Republic of the Congo.
  5. Highland countries of East Africa.
  6. Wild animals of Africa.

V. Historical data.
- A. Dr. Leaky discovery (East Africa).
- B. Ancient cultures.
- C. Where did the word "Negro" come from?
- D. Slave trade; maps of slave trade - see Appendix I.
- E. Famous Africans (See Appendix H).

VI. Continental overview.
- A. Africa is a continent of great variety.
- B. Africa is in the midst of rapid change - Film: "Africa in Change".
- C. Africa is a continent facing great problems.
  1. Reluctance on the part of the people to accept change.
  2. Extremes of the climate.
  3. Poor relationships between racial groups.

VII. Creative Arts.
- A. African art and artifacts.
  1. Magazine articles.
  2. Enlarged pictures from Grand Rapids Public Museum.
  3. African wood carvings from Grand Rapids Public Museum.
- B. Folk music and chants of African peoples (from records at Kent Intermediate).

C. Folk tales of Africa and their influence on World Literature.

PROCEDURES AND METHODS

A. General orientation and discussion about a pre-set display on African history, literature, art and books available from local source.
B. The class will design and prepare a bulletin board on some subject relating to Africa and their own interest in Africa.
C. Students will present information from books selected on Africa. This information will be presented in a formal and informal manner, as each student wishes (this may reduce tension).
D. The class will discuss all records and films shown. The discussion will be non-directived on the teacher's part; panel discussions when substantial interest is shown.
E. Individual maps of Africa will be drawn or group work on projects; one may be a topographical map.
F. Book presentations in a panel discussion when three or more have read the same book. To implement this presentation the use of posters, a mural, (several students), and a diorama may add interest.
G. The class will make a comparison of the Republic of South Africa to the culture, farming, industry, etc., of the United States -- after the film "Republic of South Africa". Leading questions may be needed to start discussion and present choices and alternatives.
H. Current events notebook for benefit of entire class (to be displayed when completed if student wishes). The student may include newspaper articles, magazine pictures and articles, maps, cartoons, etc. in their notebooks.
I. The teacher emphasizes that Africa like the United States is an area of great racial variety. Begin class discussion with "Why do different races find conflict between them?"
J. The teacher's role will be to suggest alternatives, choices and consequences.
K. The class will discuss moral virtues in Ghanan proverbs, "Hate hath no medicine," "Virtue of goodness is better than gold," "When one has made a promise, one has a debt." After the discussion the students will be asked to demonstrate their beliefs (as stated in the discussion) in their everyday life. They will have a week. Then report this experience back to the class.
L. Discussion of traditional customs of Ghanans as shown in Anansi tales. After group discussion the students will be asked to make comparison to United States customs (Are there similarities?).
M. The teacher will present "How does climate affect life?"
N. The student will develop skills in using map symbols, interpretation, place location on maps and globes, scale of miles, special purpose maps.
O. The use of these skills will be implemented in drawing inferences and comparisons: What disadvantages does Africa have to overcome? Poor harbor facilities, poor and eroding soil, lack of coal and iron to supply power. Does the United States face similar problems? What has Africa done to overcome some of its disadvantages? Artificial harbors, Volta River Project, (Is this similar to Tennessee Valley Authority?), etc.

P. A nation's customs, traditions and values/beliefs are handed down from generation. Compare American customs, traditions, values, and beliefs. Have students compare Africa to the United States. Ask the question, "Is there a difference between a value and a belief?" Use their examples to relate this discussion.

Q. An understanding of past helps man to understand the present. Ask the following questions:
   1. Why have Africans' contributions to the world been ignored?
   2. How did this affect the Afro-American and the African?
   3. How has this affected history books?
   4. How has this affected white feelings toward Black Americans?
   5. Do we need to change this condition?

R. Make time line to ancient empires, modern independence, etc. Have students exhibit concept of time perspectous.

S. Expose students to African folk music. Make situations relaxed enough so that the student may react to the music:
   1. If they wish to keep time on desk.
   2. Dance to music.
   3. Sing along.

T. The use of the Zenith Series as one of the main references for students (See Appendix K for fact sheets and address for free copies.)

U. The use of fact sheets will be the other major reference. (See Appendix K).

GRID:

Experience Methods	Specific Objectives (Performance Targets)			
	1	2	3	total
General Orientation	2	1	1	4
Bulletin Board	2	1	1	4
Book presentations	2	1	1	4
Records and film discussions	2	2	2	6
Student map work			3	3
Book presentation (by groups)	1	1	1	3
Comparison of the United States to the Republic of South Africa after film "Republic of South Africa".	3	2	1	6
Current Events notebook	1	2	2	5
Discussion of likeness of Africa to the United States	2	2	1	5

GRID (continued):	1	2	3	total
Discussion of moral virtues in Ghanan proverbs	3	3		6
Discussion of customs of Ghanans	2	2		4
How climate affects life'	1	1	2	4
Map skills			3	3
Using map skills			3	3
Discussion of customs and traditions	2	2		4
Role-playing for class members	3	3		6
Discussion of affect of past on present	3	2		5
Time Line	2	2		4
African Folk Music	2	1		3
Zenith Series	3	3	3	9
Fact Sheets	3	3	3	9
TOTAL PERCENTAGE	39	34	27	100

EVALUATION DATA:

1. The value index will be given as the main pre- and post-test. The test consists of forty questions which force the respondant to select one of four categories: strongly agree, agree, disagree, and strongly disagree. The majority of questions deal with the specific objectives (performance targets) number one and number two.

Specific Objective One
1, 2, 6, 9-16, 21, 24,
34-37, 39, and 40.

Specific Objective Two
1-19, 22-37, 39 and 40.

2. The third specific objective dealing with understanding of African geography could be tested with an objective test covering the main conceptor a demonstration of abilities oral or manipulative.

3. The use of the unfinished story, "What should Scott's Class do?" , will also be given to the student to complete before the unit and after the completion of the unit.

HOW TO EVALUATE THE PRE AND POST-TEST INSTRUMENTS:

1. The value index lends itself to numerical scoring and evaluation, but the presentation of that method is not clear in the author's mind. The author will find a valid and reliable method before giving this index.

2. The unfinished story would be evaluated on the change of the student responses.

The use of the three instruments on a pre and post basis does give a measurable change factor, but the instruments mentioned do not measure all the factors. The testing devices are designed to measure the objectives of the unit. The validity and realiability of these tests will become more apparent after the completion of the unit.

VALUE INDEX: -A-

Directions: Read each question carefully and then mark an X in the column which best expresses how you feel. You can mark your responses either strongly agree, agree, disagree, or strongly disagree. Please answer each question.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. A Black African boy should not be allowed to be a captain of the football team.				
2. An African student and a white student have nothing in common.				
3. A neighborhood is not safe when Africans move in.				
4. Although Japanese are not white, they are not as bad as Africans.				
5. Black baseball players really are not as good as white baseball players.				
6. African Negroes are always primitive and uneducated.				
7. If I had an African classmate I would invite him (her) to my party.				
8. Most Indians from India are not white, they are better than Negroes.				

	Strongly Agree	Agree	Disagree	Strongly Disagree
9. Most of the African people are lazy.				
10. Most of the Negro race tend to be pretty much alike.				
11. I cannot tell one Black man from another.				
12. Africans hate white people.				
13. In general, Negroes are not lazy.				
14. Africans would rather steal than work.				
15. Negores are uneducated and primitive.				
16. Africans are as clean as whites.				
17. Negroes do respect the law.				
18. I would hire a Negro maid.				
19. White people are hated by Negroes.				
20. African really have contributed to their country.				
21. Segregation is not good for Africans.				
22. Since Negroes were once slaves, they do not deserve the same rights as white people.				
23. The color of a person's skin does not affect whether he is a good person.				
24. The lighter a Negro's skin the more likely he is to be good.				
25. Negroes should live in separate sections of our town.				
26. Lately Negroes have made great contributions to America.				
27. White people are better citizens than black people.				
28. White people are more intelligent than black people.				
29. If a Black man really wanted work I would give it to him.				
30. The only way to eliminate racial prejudice is by keeping the races separate.				
31. White people should not offer financial help to Negroes so they can get a better start in life.				
32. Whites should make a special effort to help Negroes get more education.				
33. I like light light-colored Negroes.				
34. Black people do not have a history like white people.				
35. Africans live in the jungle.				
36. African's have never had a city, only primitive villages.				
37. Most Africans are pagans.				
38. Black rioters should be shot.				
39. Black people have no culture.				
40. Negroes would be happier if they were sent back to Africa.				

What Should Scott's Class Do?

The problem was Scott Douglas Miller--age ten, blond hair, gray eyes, white skin. He was a fairly good student, a wonderful basketball player, and he was honest and helpful around the classroom. But he was a big problem to his classmates.

If your name was Thompson, or Turner, Scott treated you like a million dollars. If you lived on Sycamore Avenue or Abindon Drive, he was your best friend. If your skin was white, he'd do anything in the world for you. But if your name was Lopez or Tolero, or if you lived on Second Street, or if your skin was brown or your eyes were slanted, Scott acted as if he didn't know you were around.

At first, nobody realized that Scott was going to be a problem. Then a boy from Mexico joined the class, and later, a boy from Italy. And later still, a Negro girl became a member of the class.

Chico and Tony and Jessie were no better or worse than anyone else. There were a lot of things they could do, a lot of things they couldn't, and if you added up all their good points and all their bad, they came out even with everybody else's. As far as the other students were concerned, Chico, Tony, and Jessie were as much a part of the sixth grade as the other boys and girls were--as much a part as the American flag. But Scott didn't think so.

Sometimes it seemed that he went out of his way to be mean. If Tony would ask him a question, Scott would ignore him. If Chico sat down next to him, he'd move his chair somewhere else. And he never chose Jessie when he was a team leader at recess.

It got to be embarrassing, not only to Chico and Tony and Jessie, but to the rest of the class as well. It almost seemed as though he wanted somebody to look down on and be rude to.

"The way Scott acts just spoils everything," Katherine said one day at lunch. "He's so mean to Chico and Tony and Jessie that it makes me feel sort of sick when I see him. You've probably noticed that he's careful not to let Miss Richards see him acting that way."

"Yes," Paul agreed. "When she has her eye on him, he acts OK. But he won't even sit at the same table with the rest of us in the cafeteria if Tony and Chico and Jessie are there."

Ginny broke into the conversation. "Let's not just sit around and talk about it. Let's think of some way we can convince Scott that people can be just as good as he is even if they look or act different. They can certainly be more fun that he is!"

"Is there anything we could say that would make any difference with Scott?" Jack asked.

"Maybe he'd just tell us to mind our own business," said Paul.

"Besides, instead of talking to him I think we ought to do something," Ginny said. "Does anybody have a good idea?"

What do you think the class should do?

-C-

THE ZIG-ZAG LESSON:

What we call a zig-zag lesson is less dramatic than a contrived incident, but it has a special flavor that adds interest to discussions. What the teacher does is identify a value area he thinks the students have not clarified sufficiently, such as the idea if the first example below of what pride in work consists of. Then he prefaces an introduction of the idea with some innocuous questions which have the result of piquing the students interests and setting them to wondering what the lesson is all about. The confrontation with the central idea, then, is often startling as it contrasts with the very mild questions that precede it.

The teacher asks some quick questions, not dwelling long on any of them: "How many of you can tell which shoe you put on first this morning? Do any of you tie double knots in your laces? How many have heels which wear out unevenly? How often do you look closely at a shoe, noting how it is stitched and cut?" Then the teacher pauses and asks: "Did you ever think what it must be like to sit at a workbench and plan, cut, and sew a pair of shoes? " After that question settles and perhaps after some discussion, the teacher might continue to simulate the valuing process with such question as: "Can a person be proud of producing a good pair of shoes? Are you proud of the jobs you do? When is a job something to be proud of and something to get out of the way the easiest way possible?"

Here are three other lesson outlines that first zig along innocently and then abruptly zag to the heart of a value issue.

Discrimination:

1. Make a list of all the persons who come to your house to visit or eat. Make a second list of all those whose homes you visit on occasion.

2. Note how many in each list are relatives, how many are beyond walking distance, and how many you are really happy to visit with.

3. Calculate the proportion of your lists made up of relatives, etc.

4. Look at you lists again. If you are, say, white, Protestant, and middle class, how many on your lists are white, Protestant and middle class? If you are Negro and working class, how many on your lists are Negro and working class? If you are Irish, how many are Irish? That is, how many on your lists are in much the same group as you are in?

5. What is the difference between segregation and integration?

6. Would you like your lives to be more integrated? If so, what can you do about it?

7. Will you do anything? Can I help? Will you let us know?

-D-

CHRONOLOGY:

B.C.

1100 City of Utica founded by the Phoenicians.
822 Carthage founded by the Phoenicians.
753 Rome founded by the Etruscans.
721 Piankhi became undisputed master of Egypt.
715 Nubian Dynasty of Egypt founded.
600 Niku (Necho) II commissioned a Phoenician captain to sail round Africa.
520 Hanno, the Carthaginian, sailed along the west coast of Africa.
510 Etruscans expelled from Rome.
332 Alexander the Great entered Egypt.
306 Ptolemy the General became King of Egypt.
285 Ptolemy II became King of Egypt.
280 Romans defeated at the Battle of Heracles by Pyrrhus.
202 Hannibal defeated by the Romans at the Battle of Zama.
149 Third and last Punic War began.
146 Carthage destroyed by the Romans.
47 Julius Caesar reinstated Cleopatra as Queen of Egypt.
46 Julius Caesar encamped near the ruins of Carthage.
30 Rome annexed the old Greek Colonies in Cyrenaica.
19 Septimus Flaccus crossed the Sahara desert to reach northern Nigeria.

A.D.

50 Suetonius Paulinus penetrated to the upper reaches of the Niger.
115 Jewish rebellion in Cyrenaica.
146 Septimus Severus born at Leptis Magna, North Africa.
155 (Circa) Tertuillian born at Carthage.
180 Martyrdom on Felicitas and Perpetua.
193 Septimus Severus became Emperor of the Roman Empire.
211 Septimus Severus died in the English city of York.
312 Constantine became sole Emperor of the Roman Empire of the West.
325 Council of Nicaea.
354 St. Augustine born at Tagaste, North Africa.
410 Alaric sacked the City of Rome.
429 Vandals invaded Africa.
430 St. Augustine, Bishop of Hippo, died.
439 Genseric, King of the Vandals, attacked and captured Carthage.
451 Council of Chalcedon convened.
477 Genseric died in North Africa.
527 Justinian became ruler of the Byzantine Empire.
530 Gelimer, great-grandson of Genseric, became King of the Vandals.
533 The Byzantines, under Belisarius, defeated the Vandals in Africa.
568 Longinus became Bishop of the Nobadae.
571 The Prophet Mohammed born.
616 Persian armies under Chosroes II invaded Egypt.
622 Mohammed fled from Mecca, the year of the Hegira.

-D-

640 Arabs under Amir ibn-al-As invaded Egypt.
705 Queen Kahina defeated and slain in battle.
711 General Tarik and African Moslem forces invaded Spain.
927 The Abbot of the Monastery of St. Mary Deipara visited Baghdad to secure remission of the poll-tax demanded from African monks.
1028 El Bekri born in Spain.
1045 Two Arab tribes, the Beni-Hilal and the Beni-Soleim, invaded Tripolitania and Tunisia.
1062 Tusaf ibn Tashifin founded Marrakesh.
1076 Ghana captured by the Almoravids under Abu Bekr.
1087 Abu Bekr died in Africa.
1203 Sumanguru (Suru kingdom of Soninke) took control of the re-built city of Ghana.
1235 Sundiata (founder of the Mali Empire) defeated the Soninke (Sumanguru) at Kirina.
1240 Sundiata destroyed the rebuilt city of Ghana.
1248 Moors driven out of Seville.
1304 Ibn Battuta born in Tangiers.
1307 Mansa Musa became ruler of the Mali Empire.
1325 The Mandingoes (Mali Empire) captured the city of Gao.
1332 Ibn Khaldoun born in Spain. Mansa Musa died in the same year.
1333 The Mossi of Yatenga attacked and sacked Timbuktu.
1335 Gao threw off the Mali yoke.
1352 Ibn Battuta visited West Africa.
1364 The French founded trade with Elmina and the rest of West Africa.
1369 Ibn Battuta died in Fez.
1413 The French ceased trade with Elmina and the rest of West Africa.
1415 The Portugese captured Ceuta.
1464 Sonni Ali became ruler of the Songhai Empire.
1468 Sonni Ali captured and ransacked Timbuktu.
1470 The Mossi of Yatenga under Nassere attacked and sacked Walata.
1471 The Portugese reached Elmina.
1482 Diogo d'Azambuja began building Elmina castle.
1486 Elmina declared a city by decree of the King of Portugal.
1492 Sonni Ali, founder of the Songhai Empire, drowned. Columbus discovered America. Moors ejected from Granada in Spain.
1493 The Za Dynasty of Songhai ended. Askia the Great became ruler of the Songhai Empire.
1494 Leo Africanus born in Granada, Spain.
1528 Askia the Great forced to abdicate.
1546 The Songhai Empire refused to cede Taghaza to the Moors.
1557 Salt-mine of Taghaza el Ghislan opened up.
1572 Portugese forces under Francisco Barreto invaded Monomotapa.
1578 Sultan Mohammed XI (the Black Sultan) of Morocco died.
Dom Sebastian, King of Portugal, slain in the battle of El Ksar el Kebir.
Mulay Ahmed El Mansur became Sultan of Morocco.
Duarte Lopez began his twelve years' stay in the Congo.
1590 El Mansur's forces commanded by Judar Pasha, left for the Sudan.
1591 Judar Pasha captured Gao.
1595 Askia Nuh defeated by Moroccan forces.
1599 Judar Pasha recalled by the Sultan of Morocco.

-D-

1642 Dutch Ambassadors from Loanda called on the King of the Congo.
1716 Five years of famine in the Sudan began.
1737 Last remnants of the Moroccan army ejected from Timbuktu by the Tadmekket.
1791 Sierra Leone first described as the "White Man's Grave."
1852 Poll Tax Ordinance passed in the Gold Coast.
1854 People of Christiansborg revolted against the British.
1862 Gold Coast Artillery Corps at Cape Coast mutinied.
1866 King Aggrery of Cape Coast deported to Sierra Leone.
Hon. Joseph Ephraim Casely Hayford born.
1867 Fanti Confederacy formed.
1873 Nana Kobena Igyan, Chief of Elmina, deported to Sierra Leone.
1897 Lands Bill passed in the Gold Coast.
1930 Hon. Joseph Ephraim Casely Hayford died at Accra.

-F-

The Chiefdom and European Feudalism

quoted from Africa Before the White Man, Henri Labouret, Walker and Company, New York, 1946, pp. 16-17.

A well-developed chiefdom offers striking analogies to the beginnings of European feudalism. Around the chief of a large family gathered numbers of other relatives, clients, and servants, ready to accompany him on his expeditions. By custom, those who formed such a large following received no pay. Living with the chief, they were fed, lodged, clothed, and equipped by him in exchange for services they were obliged to render. Their situation was the same as that of the prebendaries of the Middle Ages. In the beginning this clientele was above all made up of servants and artisans; only much later did soldiers form a part of it. In chiefdoms that were still existant only a short time ago, the chief's household included all the laborers, the servants of both sexes, the blacksmiths, the woodworkers, and the potters and leather-workers, all working for the community. The women gathered and spun cotton, which weavers wove into cloth to be cut and sewn into clothes. Certain men then stopped working at their crafts and became full-time warriors. The sons of other men who protected the chief also came into his house and reinforced his bodyguard.

The African chief, like the European feudal lord, exploited--or farmed out to others to exploit--a number of provinces, and received, besides, presents from those provinces he had put under obligation to him. But these provinces were not enough to insure the existance both of himself and of his family and numerous household, so that there grew up the idea of tribute, theoretically fixed, paid in exchange for the right of protection by the cheif. The tithe on crops was the most widespread form. But this institution, common enough throughout the world, seems to belong to a fairly well-developed stage of society, when the chief has become above all an armed protector whose principal concern is with war.

In a small chiefdom the rewards of the client were small, consisting only of food and occasional presents; only rarely was he given title to land or the revenue accuring therefrom. Such generosity was possible only in the large chiefdoms, which were already kingdoms.

-G-

AFRICAN CIVILIZATIONS:

Africa--too often portrayed as the "dark continent"-- is much more than a place where wild animals roam and jungle life predominates Africa's past, like its future, includes great civilizations where universities fourish, sea ports cater to the commerce of the world, and artists produce work unsurpassed anywhere. Here is a look at some of the great civilizations of Africa--civilizations that were, in their day, world famous.

1. Mansa Musa (1307 to 1337) was Mali's most famous ruler. In 1324, he led a massive pilgrimage to Mecca in Saudi Arabia, spreading his nation's fame throughout the Mediterranean world. A patron of the arts, he encouraged education, promoted trade and built Mali into one of the world's largest empires.

-G-

2. Timbuktu--a crowded busy city--reached its height in the 16th century during the days of the Songhai Empire. Its great university attracted students throughout Africa and it became famous as a center of learning in a remarkably advanced society.

3. Benin. The beni people of Benin left an impressive record of their civilization (1500's to 1800's) in their bronze relief plaques. Benin had an advanced system of law, and used various forms of money. For centuries, it was an important commercial and cultural center.

4. Zimbabwe's stone ruins, one of the most spectacular remains of any ancient civilization, enclosed within their granite walls a complex of huts, ceremonial shrines, passageways, and granaries. The decorative walls, built entirely without mortar, in about the 15th century, reflect the high level of construction that flourished in what is now Rhodesia.

5. Kilwa, a port city, accommodated the largest ships of the 12th to the 15th centuries. Kilwa had the first mint in Africa and the Swahili language gained much of its impetus from its use in this important city.

6. Axum. The Axumites are said to have brought Christianity to Ethiopia. In the 12th century, one of Axum's famous kings, Lalibela, presided over construction of some of the world's most unusual religious structures--a series of chapels and churches carved from solid rock.

7. Kush. The 2200 year old pyramids of Kush testify to Africa's oldest and greatest inland empire in the region of what is now the Sudan. Massive walls and ramps near Musawwarat were a stable and enclosure for domesticated elephants -- used for warfare and royal prestige. The Kushites developed their own alphabet in the late third century and early second century B. C.

-H-

SHAPERS OF THE NEW AFRICA:

Kenyatta

The dominant figure in East Africa, and a legend in his own time, Jomo Kenyatta, prime minister of Kenya, is one of the true national heroes of Africa today.

The dynamic 78 year old prime minister has been active in the nationalist movement for a half-century. In 1947 he became leader of the Kenya Africa Union, which centered around his passionate agitation for African rights and which formed his power base. His success lay in his ability to earn the respect of both the tribal elders and the young intellectuals and militants in the struggle against European domination. In 1953 he was convicted by the British -- despite his denials -- of inciting the Mau-Mau uprising. Kenyatta maintained his mass appeal during a six year prison term. Once released, he resumed his leadership in the struggle for Kenyan independence.

Success came in 1963 and Kenyatta, as expected, became leader of the new nation. He is one of the few original leaders of the nationalist movement to remain in power.

-H-

Lumumba

History has yet to define the role Patrice Lumumba played in the Congo's tragic bloody fight for independence. Some see him as the main villain; to others he is the martyred hero in the struggle against Belgian colonial rule. One thing is certain: since his death he has become a rallying symbol of millions of Africans still trying to free themselves from European domination.

Of the many leaders to emerge in the struggle for independence in the Congo, Lumumba was the only one to realize that the nations' best hope for the future depended on unification, as opposed to continued tribal rebellion. This view contrasted with that of the other leaders.

When Congo became independent on June 30, 1960, Lumumba became its first prime minister, but he could not control, let alone unite, the many feuding factions.

Less than three months after independence, Lumumba had to flee for his life. He was later captured and assassinated in early 1961 by his political foes. Eight years later, his dreams of a united, peaceful Congo is still not a reality.

Luthuli

Many Americans consider Albert Luthuli the Martin Luther King, Jr. of Africa. Correctly it should be said that Dr. King was the Albert Luthuli of America.

Luthuli's lifelong nonviolent struggle against racial discrimination in South Africa earned him the Nobel Peace Prize in 1961. He was the first and only African to be so honored. He believed that man should not obey laws which assaulted his essential dignity, and should go to jail rather than meet violence with violence.

His deep passion for equality among men is best summed up in his own words: "What the future has in store for me, I do not know. It might be ridicule, imprisonment, concentration camps, flogging, banishment, and even death. I only pray to the Almighty to strengthen my resolve so that none of these grim possibilities may deter me from striving, for the sake of the good name of our beloved country, the Union of South Africa, to make it a true democracy and a true nation, in form and spirit, of all the communities in the land."

Luthuli did, in fact, encounter most of these "grim possibilities" in his lifetime, which came to an end when he was killed by a train in 1966.

Nkrumah

Kwame Nkrumah, deposed president of Ghana, has earned a lasting place in African history as a symbol of the continent's nationalist and Pan-African movements. His leadership transformed the territory of the Gold Coast into the nation of Ghana in 1957 and lit the fuse that resulted in the emergence of 30 independent African states in 10 years.

While studying in the United States and England in the 1930's and 1940's he established his goal in life; the liberation of the African territories from colonial rule, followed by Pan-African unity.

The method he conceived for achieving this goal was to organize the African people and mold them into a political force that would demand independence and fight for it with strikes and boycotts--anything short of actual revolution.

After achieving independence for Ghana, Nkrumah became leader of the one-party state. Both internal and external pressures affected Ghana's early attempts at economic stability and Nkrumah's government was overthrown in 1966. He now lives in exile in Guinea.

Nyerere

There are few, if any, leaders in Africa today more aware of the importance of education in the emergence of the New African than the president of Tanzania, Julius Nyerere. He developed and put into effect the concept of "Education for Self-Reliance." He feels that a nation must help itself--not depend on outside aid -- and that education is the key to a nation helping itself.

To Nyerere, the purpose of education is to transmit from one generation to the next the accumulation of wisdom and knowledge of society and to prepare young people for active participation in the maintenance and development of the society. "When education fails, then the society falters in its progress, or there is social unrest as the people find that their education has prepared them for a future which is not open to them.

When Tanzania became independent, Nyrere, considered one of the ablest leaders in Africa, was elected its leader. He instituted three reforms designed to carry out his principles: abolition of racial and religious discrimination within education, expansion of educational facilities and development of an educational system more relevant to the needs of the Tanzanians.

Senghor

The president of Senegal is in the forefront of those who gave Black Africa a pride and confidence in its accomplishments and aspirations. Through his writings, this poet-teacher-politician focused attention on the great accomplishments and continuing energy of the Black African culture. Leopold Senghor's whole philosophy of Negritude -- the quality of being black -- seeks to demonstrate that the African culture is as valid and exciting as any other culture.

Senghor has inspired the growing Black African elite to become writers, students of African legend, history, and language and to develop a specifically Black African Heritage. As a leading African intellectual, he helped to develop the concept of "African socialism" -- to use the developing wealth of the nation for the benefit of the whole population. When Senegal became legally independent in 1960, Senghor became its first president.

-K-

MAIN REFERENCES FOR UNIT OF STUDY:

Zenith Black History Shelf, 90 paperbacks, $89.50

"A Guide to African History"
"A Glorious Age in Africa"
"Pioneers and Patriots"
"Four Took Freedom"
"Worth Fighting For"
"The Unfinished March"
"Lift Every Voice"
"Time of Trial, Time of Hope"

. . . Doubleday Publishers, Education Division, Garden City, Long Island, New York, 11530.

Africa Fact Sheets, 1 - 10 copies free from Division of Overseas Ministries, National Council of Churches of Christ in the U.S.A., Room 630, 475 Riverside Drive, New York, New York, 10027; (covers 12 separate African nations.)

The work presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily relect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

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The following books would be excellent if available in the Grand Rapids area; they may be ordered by the loan service department of the Public Library:

Hayden, Kaleidescope, poetry of Africa

Johnson, God's Trombones, poetry of the Afro-American

Leusinger, African Art

Patterson, The Negro in Music and in Art

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The Teacher's Bibliography is intended to be supplemented by the books listed in the Children's Bibliography, as well as the excellent Bibliography contained in "Emerging Africa" from Scholastic World by Charles R. Joy, February, 1967.

The single most valuable source for this unit has been "Africa", Grade Teacher, October, 1968.

AUDIO-VISUAL MATERIALS BIBLIOGRAPHY

Key:
KI - Kent Intermediate School District, 49 Barclay, N.E., 456-5334
PM- Grand Rapids Public Museum, corner Jefferson and Washington, S.E. 456-5494
PL - Grand Rapids Public Library, Bostwick, N.E., GL8-1104
ML - Modern Talking Picture Service, Classroom Service Department, 14533 Second Avenue, Detroit, Michigan 48203, 883-733?

Film Loops

African City Life	KI
African Cultural Groups	KI

Film Loops (continued)

African Tropical Products	KI
African Village Life	
African Wild Life Parts I and II	
Buidling a House - Africans of the River Niger	

Film Strips

African Lion Series:	PM
King of Beasts	
Antelopes and Smaller African Animals	
Life and Death on the African Plain	
Elephants in Africa	
The King's Realm	
Larger Animals of Africa	
Desert	KI
Farming in Equatorial Africa	
Modern Living through Education in Equatorial Africa	
Occupations in Equatorial Africa	
Industrial South Africa	
Living in Eastern and Southern Africa	
Living in Egypt and Sudan	
Republic of South Africa	
River Cultures - Egypt	
Ancient Egypt	
Pyramids of Egypt	PM

Motion Pictures

Africa Awakens - Nigeria	PL
Africa in Change - Continent of Africa	KI
African Continent - An Introduction (2)	
Big Animals of Africa	PL
Country of Islam (Morocco)	
Egypt and the Nile	KI
Ethiopia: Africa's Ancient Kingdom	PL
Continent of Africa	KI
Land of the Pyramids	PL
Mediterranean World	
Northern Africa - Water and Man	KI
One Hoe for Kalabo	ML
South Africa	PL
Southern Africa - Industry and Agriculture	KI
Two Arab Boys of Tangiers (Morocco)	PL

Records

Folk Music of Liberia	KI
Negro Folk Music of Africa and America	

Sound Filmstrip with Record

Africa - Congo Basin
Africa - Eastern Highlands
Africa - Nile Valley
Africa - Northwest Africa and the Sahara
Africa - Southern Africa
Africa - West Central Lowlands

KI

In addition to these materials the Grand Rapids Public Museum has mounted pictures, slides, African wood carving exhibits, East African Dolls, the flag of the Union of South Africa, relief map of Africa, and pictorial booklet of British East Africa available for loans.

Sr, Lois, O. P., Aquinas College, Art Department, will loan her collection of African art and artifacts with detailed descriptions, slides, books and films.

I have ordered the following materials:

National Geographic materials, article reprints and pictures of Africa. Africa fact sheets covering 12 separate African nations (see bibliography) Africa marketing guide of Statistical Information (see bibliography)
Wall map of Africa, Education Division, Hammond, Inc., Maplewood, N.J. 07040
Flags of the United Nations with 39 independent African nations.

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FROM PROSE AND POETRY APPRECIATION TO THE REALIZATION OF LIFE'S IMPORTANCE AND RESPONSIBILITY IN TERMS OF ONESELF AND OTHERS*

Specific Value: Responsibility

Subject Area: English Literature

Grade Levels: Sixth, Seventh, and Eighth

Time: Six Weeks

*Revised from initial materials prepared by Sister Gianna Vaudano, M. C.

FROM PROSE AND POETRY APPRECIATION TO THE REALIZATION OF LIFE'S IMPORTANCE AND RESPONSIBILITY IN TERMS OF ONESELF AND OTHERS

Abstract

I. Philosophical Statement. Values are essential to the human being; education should be concerned with the "whole" individual, and therefore, it ought not to neglect the values' basic importance.

II. Statement of General Objectives. The general aim of this unit was the integration of an academic response to a phase of the English Literature program with the education of the students to the realization of life's essential demands in terms of its importance and responsibility.

III. Statement of Specific Objectives. Specifically this unit was intended to lead the students to:

- A. become aware of the dangers of ego-centrism
- B. realize the cogency of their own duties and of others people's needs
- C. to decide to act in coherence with such awareness

IV. Statement of Context. The students involved in this project formed a group highly heterogeneous from the points of view of I.Q's, grade placements, and achievements.

V. Outline of Content. The content of the unit consisted of a variety of tests, reading, oral and written exercises, research, and discussions.

VI. Methods. Administration of a preliminary test, four spaced progress-check quizzes, and a conclusion test; silent and oral reading preceded by personal or group preparation; organized use of library books, discussions prepared by a variety of works; exercises, composition, homework assignments, and use of a record, tape recorder, and transparencies.

VII. Time Schedule. This unit is designed to cover about six weeks.

VIII. Evaluation Data. Throughout the unit, record was kept of the test and quiz results, in percentage form, with reference to value objectives. Notice was taken of the value inferences in all activities. Students' behavior was closely observed in actual situations.

IX. Evaluation and Interpretation. The analysis and integration of all the collected data showed definite behavioral changes towards the fulfilment of most of the objectives of the unit.

X. Recommendations.

- A. a larger number of periods
- B. a more systematic test organization
- C. more suggestions and guidance concerning reports and outside readings
- D. wider use of audiovisuals.

FROM PROSE AND POETRY APPRECIATION TO THE REALIZATION OF LIFE'S IMPORTANCE AND RESPONSIBILITY IN TERMS OF ONESELF AND OTHERS

I. Philosophical Statement. This unit was actually developed in strict adherence with the conviction which had prompted the proposal and which can be stated as follows: The human being cannot be truly and fully considered such unless he has or acquires values capable of directing and motivating his life. Education, if correctly understood, is concerned with the whole individual; therefore, all phases of the educative process should be, either directly or indirectly, integral contributions toward the thorough development of the human being. Hence, the teaching of prose and poetry, as of any subject, ought to be built on and conducted according to this premise, that is, it should not be limited to an academic activity, but has to go beyond it by discovering to the students, or, better, by leading them to discover and grasp the beauty and greatness of ideas which, in their possible practical applications, can efficiently prove the real worth and meaningfulness of human existence considered in its wholeness.

II. Statement of General Objectives. In accordance with the above stated philosophical views, the objectives of this unit, in a general sense, were such as to permit the teacher to keep in full light the various facets of the educational endeavor. This curriculum unit was, indeed, intended to enlarge and deepen the students' literary knowledge and appreciation with regard to contents, meanings, forms, and styles, taking into the due consideration the relationships and contrasts among different authors' lives, outlooks, and purposes. All this presented opportunities for oral and written expression as well as for learning and experimenting the techniques of group discussion and of personal research. To the youngest students of the group and to the slowest readers this same unit offered a wealth of materials for extensive reading practice and for the development basic comprehension.

All these academic general objectives were permeated with the dictates of a moral one: to help the students realize that all persons should either aquire or increase a healthy awareness of the intrinsic importance of life, and that no one should shrink from his responsibility and his duty of helpfulness in terms of himself and others, as required by the essence of human life itself.

It was believed that a healthy integration of all these general objectives would be effective in assisting the students in gradually shaping their lives in a conscientious manner, in response to what may be demanded of them now and in preparation for what the future will expect from them.

III. Statement of Specific Objectives. Specifically, this unit aimed at integrating its literary significance with:

1. the development or increase of the students' realization of the dangers of self-centeredness which deprives life of its importance and responsibility;

2. the fostering, in the individual students, of the selflessness necessary to overcome their personal difficulties and find purposes and possibilities of efforts for their own good and the benefit of others.

3. the growth of the students' awareness of other people's needs;

4. the awakening or strengthening of the students' readiness to help in the actual, practical situations that everyday life may present to their alert awareness.

The teacher's observation of the students' acts and words during discussions, especially when these were held in an informal way, during group study, lunch hours, and varied activities, aimed at detecting whether, and at what rate, the students were improving their behavior in the light of the objectives of the unit. The tests, of course, were used as helpful tools of control, but observation, particularly when it was not too apparent to the students, was considered most important in determining whether the objectives were being internalized. Through this means the teacher endeavored to realize to what extent the students were becoming more helpful to one another, more ready to share or to lend objects and to communicate findings for the common good, more willing to be considerate of others, less looking for attention, and less inclined to concentrate on their true or imaginary troubles.

IV. Statement of Context. This unit of study was incorporated in the English Literature program: to be exact, it was the very first phase of this program in the present school year 1967-68. It took place in a group combination of sixth, seventh, and eighth graders, with I.Q.'s ranging from 81 to 125, according to the Lorge-Thorndike verbal and non-verbal Intelligence Tests. The range of achievement levels of this group resulted to be wider than it was expected: with regard to the students who were enrolled at this school when the proposal for this unit was presented, the Iowa Tests of Basic Skills administered last year showed a range from the fifth to the ninth grade level. The records of some of the new students who enrolled this September give evidence to some cases of fourth grade level achievement of comparable Standardized Tests. The exact number of students was not significantly different from the foreseen number: it was twenty-seven instead of the prospective thirty.

A lower-middle class family situation was expected, but actually some of the new students belong to very low income families; their social behavior, however, fits very well into the school environment and their acceptance on the part of the other students did not present any apparent problem. Their presence, therefore, did not alter the classroom atmosphere.

The parents' education, as far as it was known in August, should have covered the range from the eighth to the twelfth grade, but it became evident that in a very limited number of cases it is much lower. Yet, it should be noticed that the parents who constitute these few cases are an example of concern for and interest in their children's education and behavior.

In brief it can be said that the overall conditions in which this project was conducted met the teacher's expectations very closely. The only factors which suggested simplifications of some aspects of the contents and methods while at the same time retaining some quite challenging elements, were those related to the wider individual differences in ability and achievement.

V. Outline of Content. This curriculum unit was developed along the following pattern:

A. Preliminary test, which was intended to place the teacher in a position to visualize the students' actual outlook on and grasp of life's importance and responsibility, even though a test's reliability has its limitations.

B. Silent and oral reading (choral in the case of 1) of the following prose selections and poems, intended to lead the students not only towards the above mentioned academic results, but also towards the value formation outcomes briefly sketched after each item. The sequence here indicated corresponds to the order in which the literary items were studied.

a. "Snow-Bound," by John Greenleaf Whittier, (poem)
In the willful effort of the members of the snow-bound family to entertain one another in the long hours of isolation, the students were given the opportunity to see gentle examples of thoughtfulness and selflessness. The approaches described by the poet might not be suitable or appealing to modern family life, but the principle still holds: alert kindness is a healthful remedy to boredom and discouragement and a lifting aid in many unpleasant situations.

b. "Surprise at Home Plate," by William C. Gustus, (prose)
The personal sacrifice of a boy who was ready to renounce a game in order to look for a lost child was by the teacher considered a means toward helping the children realize that forgetfulness of self in favor of others can be hard, but is nevertheless possible and gives an intimate satisfaction, as it is an essential facet of the whole of real life. Only by responding to the demands of the genuine essence of life can one be truly content.

c. "One Fainting Robin," by Dorothy Witton, (prose)
Even when life seems to be shattered and to have become utterly useless, there can still be some way to help oneself and others and to keep high and bright the value of existence, though it may not be easy to realize this fact. The children could learn this lesson from the story of the physically handicapped physician who saved an injured girl from moral despair and dangerous apathy and rendered her able to find in herself the strong motivation to make a decision which would, in turn, become a blessing to countless suffering people.

d. "A Word," by Emily Dickinson, (poem-incorporated in the above story)
The seven-line poem confronted the students with a few convincing examples which could clarify and complete the idea contained in the above story and enhance actual thinking about practical cases in which the children themselves, in daily occurrences, can interiorly taste the indisputable usefulness of life.

e. "Paul Revere's Ride," by Henry Wadsworth Longfellow, (poem)
The hero who went through a harsh enterprise for the sake of his country, was found fit to inspire the students with high ideals and incite them, uncapable of great deeds as they still are, to do for others all that is in their power, even at the cost of personal inconvenience.

f. "Home," by William Cardinal O'Connell
Through the consideration of the courage of a woman who, in the midst of privation, separations, and tragedies, saved her ideals of life for herself and her family, it was hoped that the students would learn to avoid that self-pity which often is an immediate effect of little or big difficulties and hinders the dutiful progress towards the fulfillment of life's purposes.

g. "What is Good?", by John Boyle O'Reilly, (poem)
The extensive list of challenging elements suggested as "good" does not satisfy the seeker for a basic principle, who only in "kindness" finds the gratifying answer. Kindness can, indeed, stimulate a person to be unselfish, considerate of others, eager to help to the point of making any possible effort to live life in its fullness of importance and responsibility. It was hoped that the students would assimilate some aspects of this truth and decide to act accordingly.

h. "Coming To Town," by Benjamin Franklin, (prose)
The episode from Benjamin Franklin's Autobiography, which relates the hardships through which, as a seventeen-year-old boy, he reached Philadelphia in search of a job, was seen as suitable to make the students more conscious of the need of perseverance in the midst of difficulties, no matter how costly this might be, in order to proceed in the paths of life towards a worthwhile goal.

i. "Out to Old Aunt Mary's," by James Whitcomb Riley (poem)
The main character of this story exemplifies kindness and offered the children matter of thought about simple ways of showing warm acceptance and making people feel really welcome.

C. Reading, by the teacher, of the following stories:
1. "The Strangers That Came to Town," by Ambrose Flack.
2. "The Spelling Bee," by Laurence C. Chinn.

D. Biographical notes on the authors, very briefly sketched in class and extended by students' personal research.

E. Outside reading of library books centered on the theme of the unit.

F. Four brief quizzes aiming at revealing whether the values contained in the subject matter were being absorbed while the unit was in progress.

G. Four compositions especially related to personal experiences and thought-provoking with regard to the value themes which were being discovered through the study of the literary matter presented by the prose and poetry selections and by the individually chosen books.

H. Oral and written exercises - as home or school assignments - adapted from the suggestions found in the textbooks at the end of each selection, and occasional cooroboration with artwork illustrations.

I. Very brief final presentation, by transparencies, of the value themes discovered throughout the unit.

J. Conclusive, comparative test.

VI. The Methods. In keeping with the foregoing statements, the teaching-learning process involved in this unit required methods which would make it possible to combine and blend the scholastic consideration due to the literary purposes with the recognition and consequent appraisal of the value aspects, logically eliciting individual and/or group translation of assimilated principles into practice.

The teacher carefully strove to avoid any abrupt presentation and downright imposition of values, as well as any pressure towards the students' personal manifestation of feelings and thoughts. The students could have the experience of going, gradually, from reading for literary interpretation of contents to an analysis of poetical or prose forms, thus developing sensitiveness to literature media, from a minimum extent to a quite remarkable degree, as it could be expected on account of the great variety of individual abilities. They could enjoy - again in varied measure - the exploration for deeper, underlying meanings, and finally discover the existence and cogency of the values which were pivotal, though sometimes implicit, in the selections under study.

The preliminary test was the starting point of the whole procedure. The items referred to the literature program, but were, at the same time, open to the natural expression of the students' standpoint concerning values. The children were encouraged to summarize their views on the subject freely and to point out the impressions they wished to make known regarding the past year's study and experiences.

The teacher, already acquainted with the largest part of the class, knew that several students would have reacted unfavorably, taking a defensive attitude if they had detected any semblance of inquiry into personal matters. On the other hand, she knew that she had no right to compel the students to manifest themselves against their will. She intended to create spontaneity and easiness; she had the discovery of the students' values in full view, but no idea of compulsive response was behind her administration of the test. She intended to give her students the opportunity to think and to write as they would choose to write. She felt that their thoughtful writing would incline them to be open to the means and purposes of the study which was to follow, and at the same time would offer her some practical suggestions regarding the directions to be given to the whole endeavor. The procedure, previously organized in its general lines, took detailed form in the daily lesson plans and was flexible enough to make allowances for the variations which would be suggested by unforeseen needs and circumstances.

The study of the prose and poetry selections followed, in the whole, the method the teacher used to adhere to in the past, so as not to create the appearance of a special situation for this particular unit. The point, in fact, was to see how value education could fit into a normal school setting, not into an artificially staged one.

Each topic was briefly introduced in a way that would hopefully awaken the students' interest. The teacher believed that, to this purpose, she could use - and in fact she used - an impressive title, as in the case of "One Fainting Robin," a fine pictorial illustration as the one inserted in "Snow-Bound," an attention-calling beginning sentence, as in "Paul Revere's Ride," the name of an author already met last year, as was the case of Benjamin Franklin. There was, on the teacher's side, the attempt to take advantage of any opportunity which could offer the ground for a first effective contact with a poem or a prose passage.

The silent reading was given the importance it really deserves, as it was clear that it could prepare the students for a more fluent oral reading, while giving the time and opportunity for some individual preliminary considerations on the meaning of the contents. Some students, of course, did not penetrate below the surface, but others were able to investigate more deeply, and this was promising from the point of view of value education.

The oral reading was in some cases performed by volunteers; in other instances it was done according to a teacher's plan that took care of including the slowest readers for the easiest, but not necessarily most insignificant parts.

With regard to the choral reading of "Out To Old Aunt Mary's," consideration was given to the children's voices so that the low, medium, and high voices' parts were assigned to groups that could perform as satisfactorily as possible under the circumstances of class arrangement and of considerable limitation of talents. The slow readers were unpretentiously distributed in the various groups and everybody could have the feeling of active and useful participation.

An appropriate time was given to group preparation, and, not to reduce this activity to a vocal exercise, and to see whether the value foundations were being noticed, the three groups were invited to discuss the content of the poem and to endeavor to find out what the author meant and what the situation meant to them. Three representatives reported the findings to the whole class for general discussion, sharing of opinions, formulation of judgments, conclusive summarization, and final statement of the central theme.

The discussion of the other poems and of the prose selections was prepared by personal study after the general introduction and proposal of questions and problems.

Twice the children were given the opportunity to pictorially illustrate the ideas they had discovered and to use the bulletin board for display. The group, indeed, included some students who enjoyed such a project which in some way compensated for the difficulty they met in oral and written expression.

The use of records was, on account of special circumstances, limited to the presentation of one poem, "Paul Revere's Ride," as indicated above, in the section on contents.

With regard to outside reading, the children were offered a list of books which were considered appealing to their interests and inspirational in terms of the values on which this unit was built, but not teaching lessons in too obvious a manner. The students were not requested to submit written reports, but they were asked to share their findings concerning the characters' qualities and actions. Each student was responsible for communication about at least two books, though everyone was free to enjoy more than two. Books not included on the list could be accepted; however, the teacher's approval was necessary, as, in some way, all books had to contain elements hinting at or stressing either the importance of the values specified through the objectives of the unit, or the consequences of the lack of them. The list offered to each student is found in Appendix 2.

Also, the topics suggested for compositions are listed in Appendix 2. Four compositions were assigned, one in class and three as homeworks. The children were not requested to write lengthy works: two good paragraphs were considered sufficient to develop the topic, but the students were encouraged to write as much as they wished as long as they did not repeat themselves. Twice, two topics were suggested, and the children were thus given the advantage of a choice. The teacher read some of the compositions to the class, but she withheld the names.

Twice during the unit, once at the end of the first week, and once at the beginning of the last, the teacher read a story up to a crucial point, and then asked the children to build their own ending. On the second occasion a few children were invited to tape their conclusions of the story, and

afterward the class listened to them. In both cases the teacher, at the end of the students' activity, concluded the reading of the story, and the students were able to make their own comparisons. The stories, of course, were selected after the needs and ideas of the children about values had become apparent, sti'' vaguely in the first instance, but more clearly in the second.

The assignment of research on the biographies was done according to a pattern. Some students were asked to list the main events of the authors' lives, and others to look at the same lives in terms of the works, in order to discover possible correlations and influences between the two aspects.

As indicated in the contents above, the suggested assignments found in the textbooks were somewhat modified. The range thus became such as to take care of the wide extent of individual differences. At the same time attention was given to the integration of the value aspect with the contents, so that this essential part of the unit was not neglected, but, rather, became the fundamental texture of the exercises.

The brief quizzes were administered every time a phase of the unit appeared to be logically concluded. Some selections constituted a phase by themselves; others could be more effectively linked together. "Surprise at Home Plate," "The Strangers That Came To Town," and "Snow-Bound" offered material for quiz combination; the same did "One Fainting Robin" and "A Word". "Paul Revere's Ride" was by itself matter of a quiz; "What Is Good?" and "Coming To Town," again, were combined. Other selections, not included in the quizzes, found ample place in other written exercises.

The transparencies which were used with the over-head projector were prepared by the teacher herself in the hope that they would directly and concisely serve the purpose of review of and emphasis on the unit's specific objectives, as they had come to light through the manifold student-teacher activity. It was assumed that at the time of the unit's conclusion the students had grown aware of the interrelation between school matter and consideration of values and of how much can be transfused into life; therefore, it was believed that they would not be surprised when faced with a number of points apparently transcending limited school interests. As the transparencies were presented, the children were invited to express their comments.

The final test followed the pattern of the preliminary one, but it was somewhat more detailed and more specific in order to provide some reliable information for comparison and evaluation purposes.

The preliminary and conclusive tests and the quizzes were not graded, but the teacher, for purposes of control on the outcomes of value education, kept the records of the percentages of satisfactory answers which are shown in the section on Evaluation. The children expressed the desire to discuss several points of these tests and quizzes; their desire was granted, and they could draw their own conclusions about the degree of reasonableness of their answers.

Compositions and other written exercises received marks applicable to the English subject; these marks were communicated to the students but are not included in this report being outside the aspect of value education. The teacher, of course, took special notice of the presence or absence of ideas related to values.

VII. Time Schedule. According to the proposal, this unit should have extended through six weeks, with three classes a week each lasting forty minutes. Actually, it started on September 18 and ended on October 30, 1967, and included nineteen periods instead of the planned eighteen. To adhere to the original plan of having three periods a week, the length of each class was extended to one hour and sometimes even to one hour and twenty minutes, and some of the works that should have been done at school were assigned as homeworks, in addition to the already intended homeworks.

Throughout the development of the unit, a considerably large amount of time, corresponding to the total length of thirteen lessons, was given to appreciation activities, reading by students or teacher, and discussions, including formulation and analysis of related problems in relationship with the individual human being's position with regard to himself and others. The progress-check quizzes were distributed throughout the unit and never took the complete class period. The time corresponding to four lessons was spent in written works and personal study, under supervision and guidance. The reference to lessons does not imply that a full class always and necessarily fell either into the category of the thirteen periods or into that of the four; sometimes a portion of a period was devoted to activities of the first group and another portion to activities of the second type. The reference is concerning the total amount of time given to each group.

The preliminary test and the conclusive one took respectively the first and the last period of the unit.

VIII. Evaluation Data. The following data on which to base evaluation and interpretation were collected:

Preliminary test (Appendix 1)

Completion part:

1-5 and 7-14	29% of 8th graders interested in Literature 60% of 7th " " " " 60% of 6th " " " " With one single exception, interest in studying, reading, and writing was determined by school motives or possibility of enjoyment. The exception indicated the chance to learn about honesty.
6	Majority of books and magazines mentioned are sound.
15	25 students wrote paragraphs 2 students wrote poems Most of these writings were very generic in

describing a person who cares for others.
1 student identified his grandmother
1 student identified two persons who have adopted a child
1 student identified a person who works in the Peace Corps
1 student mentioned Our Lord

First Quiz (Appendix 1)

Completion part:

1. go home; do homework (all except one who wrote "play".)
2. In a limited number of cases values are present: good and educating; what awakes children to the sense of responsibility; very helpful; sometimes useful to understand one another's problems.

3-4 No implication of values

5. In over half of the cases values are evident: I feel sorry; everyone suffers; friends suffer along with them; no one feels like having a good time; you must help and pray; someone should help them; I try to help them.
6. over half of the class in some way referred to renouncing self to help others.
7. a minority indicated values: a responsibility; helping others; a serious and happy thing; an important thing. (3 cases were concerned with fun and pleasure)
8. No implication of values
9. Some values are present: to help one another; to love one another; to be kind to one another; to be responsible.

Multiple choice part and True-False part:

Over half of the class gave answers implying values in a positive way.

Second Quiz (Appendix 1)

The majority of the class gave acceptable answers with regard to values.

Third Quiz (Appendix 1)

A. 1. bravery, courage, promptness
   2. because of his bravery
   3. it helped people; it helped his country
   4. important; a duty
   5. to help it; a duty; to help it in its need; a great responsibility; to help it grow in love and peace.

   (The above value-implying answers were almost unanimous)

B. 2/3 of the students chose no. 2. They made very little reference to values.

Fourth Quiz (Appendix 1)

A. About half of the answers showed positive reference to values.
B. 2/3 of the answers indicated conviction about values.

Final Test (Appendix 1)

A. 51% of 8th graders interested in Literature
73% of 7th graders interested in Literature
68% of 6th graders interested in Literature

In most cases the interest in the subject included motives related to the value objectives of the unit: "I learned to be helpful.... to be kind.... to be responsible...."

The way the unit was developed, and the contents, were by the majority of the students judged as satisfactory. Only the oral reports did not appeal to the majority. (Some wrote that they liked to listen to them, but did not like to deliver them.)
The two questions requested in no. 14 did not refer to values.

B-C Majority of answers were correct from the value education standpoint.

D. No students chose the writing of the poem
No students chose the drawing of a picture
3 students omitted this section
24 students wrote paragraphs

The paragraphs indicated that the children, in general, now feel that they should not be negligent or selfish; that they must improve their life; study willingly; be ready to help. Some gave examples of the ways they can help their parents (baby-sit for little brother and sisters, help father at the drycleaner's, dust the rooms), or elderly neighbors (carry groceries for them).

Individual students' Percentages of acceptable answers from the point of view of value education in relationship with the objectives of unit

Student's number	Prel. test	1st quiz	2nd quiz	3rd quiz	4th quiz	Final test
Grade 8						
1....	45	60	80	60	65	75
2....	30	55	70	70	70	60
3....	50	60	80	65	75	75

4....	35	65	80	75	80	85
5....	45	75	90	70	85	90
6....	25	50	60	73	70	70
7....	30	55	60	70	70	75
Grade 7						
8....	45	65	80	65	75	80
9....	30	60	80	60	80	80
10....	35	60	80	65	75	85
11....	30	65	80	70	70	90
12....	35	65	90	60	80	85
13....	20	55	70	63	82	75
14....	30	50	70	70	70	70
15....	50	80	100	90	87	95
16....	42	55	80	67	80	80
17....	20	40	70	50	65	65
Grade 6						
18....	38	45	80	65	75	75
19....	35	55	90	74	80	85
20....	15	45	80	64	75	75
21....	25	35	80	75	60	75
22....	45	80	100	85	80	95
23....	30	62	80	75	82	78
24....	20	48	70	70	80	75
25....	35	56	90	75	85	85
26....	34	60	80	65	70	95
27....	35	65	100	80	85	95

Compositions (Appendix 2)

A. 22 students chose no. 1
5 students chose no. 2
No implications of values were detected

B. 24 students chose no. 1
3 students chose no. 2

No. 1 20 of the 24 students related some good actions they performed, sometimes with personal sacrifice.
3 explained they were happy when they achieved success at school or in sports.
1 narrated he felt happy in "buying things with money he had found."

No. 2 2 of the 3 students wrote about poor people who suffered because wealthy neighbors refused to give help.
1 student described a case in which 2 persons died in a fire because neighbors did not readily help.

C. 2/3 of the class indicated the presence of values:
Decision to give back money that had been found; to help father in the store; to take care of little brothers and sisters; to shovel snow; to help a lady to carry a heavy bag; to cut the hair in order to please parents and teacher. (Some described hard choices they made knowing in advance they would have a material reward.)

D. Most students stressed the following points:
Life is important because it is a gift of God; it is the way to go to Heaven; it gives us the chance to learn a lot and help others; it gives us time to work for others.

Completion of stories:

A. The Strangers That Came to Town
B. Spelling Bee

A. In the students opinion, the children who have destroyed the fish of the poor neighbors are obliged to say they are sorry; they have to fish and repay the neighbors; they have to give proofs they are sorry; at the end they all become friends.
There is a general agreement on the reasonableness of a punishment in all the compositions. Some students indicated a punishment very similar to the one described in the story.

B. The majority thought that the Chinese mother, who had never wanted to adapt to the American ways will generously forget herself and overcome her personal difficulties to be of help to her daughter, a brilliant student in an American Junior High School.

Pictures

A. About "Snow-Bound"
B. About "Paul Revere's Ride"

A. Poor results. Mostly: pictures of children shoveling snow, or of people sitting inside, by the fireplace, in the attitude of talking, with written labels indicating first that those people wanted to help one another in their isolation.

B. Poor results. Mostly: the church (When asked for explanations, the children said they had wanted to stress dependence on God's help for people who tried to do their duty even at the cost of sacrifices.)

Reports on biographies: Poor. They were generally limited to a relating of facts and works with little or no value insights.

Reports on library books: Poor. Generally limited to summaries. Questions by the teacher, however, elicited value discovery and considerations.

Exercises adapted from those presented in the textbook: Fair. (in some cases even quite deep) reference to values.

Use of transparencies: Successful. It elicited active participation in comments and recalling, with free expression of value principles.

Observation throughout the unit: It showed a gradual increase of awareness of others' needs and of willingness to help, with occasional individual drawbacks.

Contacts with parents: They informed the teacher that in many instances the children have become more helpful and cooperative at home.

IX. Evaluation and Interpretation. The data reported above were analyzed throughout the unit as they were recorded. They were studied in relation to the single activities from which they were derived, and compared with the previous one as the sequence developed. At the end of the unit the complete picture, as it had evolved, was studied in its entirety and interpreted in terms of the individuals and of the group. The use of the data permitted the determination of the changes which took place in the students. Through the process of evaluation and interpretation, indeed, the teacher endeavored to judge the essence of the changes, their extent, and their impact on the personality of the students. The analysis was, of course, performed in the light of the value education objectives which had been set for this unit. Programs, methods, and approaches could be examined on the foundation of the collected data.

The tests and quizzes gave aid to the evaluating process. They were not, of course, viewed as equivalent to evaluation; in fact, the acceptance of the concept of equivalence would have meant a restriction or limitation of the true meaning of evaluation, which is a continuous, manifold process.

The preliminary test was intended to provide an index of behavior convictions before the actual meeting with the unit's work. In the case of the students involved in this project, the preliminary test did not give much light: only very vaguely in the second part of the test, did the students express some ideas which could be related to values.

The subsequent quizzes and the final test indicated a definite improvement. Knowing most of the children and the families, the teacher felt, since the beginning, that she could not expect rejection of the value of life's responsibility. She believed that the children had to be directed and motivated in the value formation to overcome their natural concern for themselves and their lack of consideration for others, but she was sure that in most cases her teaching would not conflict with the families' principles. The first test gave practically no response. The teacher attributed this, in part, to inexperience and thoughtlessness, and in part to a defensive attitude against what several students still seemed to consider undue inquiry into personal matters, in spite of the honest effort of the teacher to show the inconsistency of this idea.

As the first test was generally indifferent, so were the discussions at the beginning of the unit. The combination of all these factors seems to support the threefold reason to which the lack of response was ascribed above.

As the test or quizz results imporved, so did the discussions, and in the second part of the unit it was gratifying to see the changes in value response in both written and oral activities. The students had evidently become aware of the relationship between school, subject matter, and life and also of the teacher's interest in their education to a responsible life. They became willing to write and to talk about what they thought they could learn from prose and poetry. They wanted to improve their English marks, but were also interested in finding vital meanings in what they were studying.

The teacher, though basically taking the test and quiz instruments into consideration and giving importance to all written, pictorial, and oral activities relied mainly on direct observation to evaluate the response of the students to the unit work in terms of the value experiences. She was in a fortunate position from this point of view, having known most of the students for at least two years and being not only the English teacher but also the teacher of the other subjects (with the exception of Music and Art) and the principal of the school. Moreover, she shares the lunch hour supervision with the other two teachers of the three-room, but eight-grade, school.

The students in the upper grades, that is, the grades involved in this project, belong to the School Safety Patrol and to the School Service Squad. They have, respectively, the duty to take turns at the street intersections at the dismissal hours to help the other children to cross safely, and to assist the little ones during recreation time. Past years' observation had shown, in several students, reluctance to stand at the corners the required length of time in case of bad weather and to watch the little ones when this meant to give up games with their companions, or to take extra turns when the one appointed for the week was absent. The teacher made it a point, during this unit, to see how many students would improve on this, and to what extent. She had also noticed, in the past, that very few of the bright students offered to help the slow ones during their spare time with Spelling and Arithmetic. In a three-grade room this help is very much appreciated. The teacher wanted to detect whether one of the behavioral changes brought about by this unit of study would be the spreading of this voluntary offering of help, with regard to number and occasions.

As indicated above in Section VIII, willingness to help really increased. In general, the students now accept their appointment to Safety or Service Squad duties (one was added this year: the distribution of the bottles of milk at noon and, then, the rinsing of the bottles), without complaint and even volunteer to take the place of the absent ones. Their captains and lieutenants (elected by the students at the beginning of the year) cooperate much more with the teacher, and responsibly check that all duties are taken care of, provide for substitutions usually in agreement with the volunteers, and report to the teacher for final approval, while before it

was the teacher herself who had to remind them of what had to be done. Bright students are now more willing to help the slow ones. Several are assisting three children who, having just come from Europe, are struggling with the English language.

More consideration towards the needs of others is now shown in the use of books and other school materials. On the contrary, little or no change has so far been noticed in the search for special attention on the part of those students who were inclined to give undue importance to the smallest personal troubles. Probably, much more time and effort is needed to bring about changes on points which so directly touch the physical or emotional condition of young students.

Contacts with parents, who often in the past had lamented selfishness and disregard of their need of help in house chores on the part of their children, informed the teacher that, to their surprise, positive changes have taken place.

The points discussed in this section, both when analyzed in themselves and when integrated with one another, seem to justify the statement that throughout the development of this curriculum unit positive steps were taken towards the fulfillment of the specific objectives, in spite of some setbacks and of the persistence of a good degree of self-pity and self-concern. In this moral field, as in anything which involves the development of human personality, complete and final achievement of objectives will never, of course, be reached: there will always be room for improvement and there will always be a need for personal struggle and effort. Yet, the development of this unit showed what it was intended to show: values can be taught and learned even, and certainly better, without moralizing, and without imposing them.

Lack of widespread dissension between school and family principles probably favored the positive outcomes of this unit in this school, but the few cases in which, in this same school, there was no cooperation between teacher and parents, proved that something can and must be done to help also these less fortunate children: they, too, responded, at least partially. Even if they had not apparently responded, it would still have been worthwhile and dutiful to try: it is the teacher's great responsibility to work towards the development of the personality of each of her students, to the best of her ability.

The prose and poetry content of the unit was suitable to the general and specific objectives of the unit; it was challenging enough to the bright students and presented features that offered good materials to the slow children, from the academic and the value standpoints. The same can be said of the written and oral exercises and of the discussions.

The use of the tape recorder, of the record, and of the transparencies pleased the students very much; it is only to be regretted that they were merely used once.

It was noted that reports on the authors' biographies and on library books were not successful; therefore, they offered little or no aid to the evaluative process. The lack of success should probably be attributed to the fact that the students would have needed more guidance in this field, being still quite unable to discover much on an individual basis, at least with regard to value objectives.

The test and quiz form, as the teacher realized too late for this particular unit, left much to be desired. The items of some quizzes, especially the second quiz (Appendix 1) were too obvious. Some quizzes should have contained more elements, some easy and others more complex, to take better care of the differences in ability. The whole sequence of tests and quizzes was also somewhat defective in the sense that it did not follow a well defined pattern, thus making scoring quite uncertain and comparisons more difficult, less valid, and not too reliable.

It is the teacher's opinion that, for evaluation purposes, observation was very well conducted and therefore was really helpful, while the tests, quizzes, and reports offered a more restricted assistance because of some deficiencies in their structure or preparation.

X. Recommendations. The development of a program like the one that was described in this report, in similar circumstances and context, would gain if the following improvements were introduced:

A. Allowance should be made for more weeks of study, rather than lengthening the periods, as it was done in this case, to the detriment of other subjects.

B. The tests and quizzes should be more systematically and more coherently prepared with regard to items, forms, expectations of responses, even providing answer sheets separate from the form and offering more possibility of choices, agreements or disagreements (partial or complete) and so forth. Effort should be made to present tests and quizzes which will permit more dependable judgments of the students' views.

C. More guidance should be given to the students in the preparation of reports, making it clearer to them what kind of relationships they should try to discover. The list of suggested outside reading (Appendix 2) should be more extensive. The one offered in this unit was inadequate to the number of students and to the number of expected reports, and few children had a variety of suitable books at home or the possibility to borrow books from other places.

D. The use of audio-visuals, which proved so effective and promising, should absolutely be increased.

REALIZATION OF THE IMPORTANCE AND RESPONSIBILITY OF LIFE, IN TERMS OF ONESELF AND OTHERS

(Percentages of emphasis)

Objectives Content & Methods	Realize the dangers of self-centeredness	Overcome personal difficulties and do your best	Become aware of other people's needs	Give help in actual situations	TOTALS
Tests	1	1	1		3
Reading of Prose	7	6	7	6	26
Reading of Poetry	7	6	7	4	24
Personal Study	4	4	4	5	17
Compositions	3		3		6
Discussions	6	7	6	5	24
	28	24	28	20	100

Appendix 1

Preliminary Test	-	given on September 18, 1967
First Quiz	-	given on September 29, 1967
Second Quiz	-	given on October 4, 1967
Third Quiz	-	given on October 13, 1967
Fourth Quiz	-	given on October 18, 1967
Final Test	-	given on October 30, 1967

N.B. Each test form is immediately followed by the keys.

Name_____ Grade_____ Date_____

Answer the following:

1. Do you like Literature? _____ Why? _____

_____

2. Do you prefer some other subject? _____

3. Which do you like best? Prose or Poetry? _____

4. Do you wish to take library books home? _____

5. Do you have books or magazines at home? _____

6. If yes, would you mention some of them? _____

_____

7. When you have to read poems or stories, what do you try to get from them?

_____

_____

8. What kind of stories do you like best, and why? _____

_____

9. Do you think you can learn something from your reading? _____

_____

10. Are "marks" the only thing you have in mind when you are busy with literature?

_____

_____

11. Have you ever found any relationships between your readings and your life?

_____

12. Of the poems you studied last year, can you recall the one which impressed you most? _____

13. Which of the stories you read last year was the most irrelevant to you?

_____

14. Do you enjoy writing poems or stories? _____

15. On the other side of this paper, write a short poem or a paragraph about a person you know who really cares for others. (Try to recall the rules for poem and paragraph writing).

Key (for the Preliminary Test)

Answers will vary

Answers to all items are expected, with the possible exception of number 6 which will be omitted by the students who answer number 5 negatively.

Name _____ Grade _____ Date _____

Please complete the following.

1. The best thing a boy or a girl can do right after school is _____

_____

2. To spend time talking with father, mother, brothers and sisters is _____

_____

3. Books are good for _____

4. When I quarrel with my friends, I feel _____

5. When a family suffers _____

6. A personal sacrifice is _____

7. A teenager should look at life as _____

8. Communications with others is _____

9. A duty of all family members is _____ _____

10. The best reward _____

Choose the ending you consider most appropriate.

1. A person can help others most, if he
   (a) has plenty of money.
   (b) has plenty of leisure time.
   (c) is healthy.
   (d) is thoughtful and kind.

2. Tom and Andy's father
   (a) was unjust.
   (b) wanted to awake his children to the sense of their responsibility towards others.
   (c) intended to make his two sons feel ashamed.
   (d) meant to test the two boys' endurance.

3. Barney acted the way he did because
   (a) he was not really interested in the game.
   (b) he was promised a reward.
   (c) he was conscious of his duty towards his neighbors.
   (d) he desired to be considered a hero.

4. When the members of a family are really united
   (a) nothing unpleasant can happen.
   (b) everything is always easy.
   (c) hardships can be more courageously and confidently faced.
   (d) there is never any possibility of disagreement.

5. "Snow-Bound" reflects
   (a) merely poetic imagination.
   (b) a mentality of the past.
   (c) the intention to make fun of the character traits.
   (d) sound thoughts substantially applicable to all times.

By placing a T (true) or an F (false) in front of each of the following, indicate your agreement or disagreement with the statements.

1. _____ Barney did not need to renounce the game in order to look for the lost child. That was the policemen's job.

2. _____ Barney acted that way because he knew he would be rewarded materially.

3. _____ Helping others is a reward in itself.

4. _____ The severe lesson gave Tom and Andy an insight into their obligations.

5. _____ To reflect on the possible consequences of our intended fun must be part of our responsible life.

Key (For the first quiz)

Completions: 1-10 Answers will vary.

Multiple choice:
1. (d)
2. (b)
3. (c)
4. (c)
5. (d)

True-False:
1. F
2. F
3. T
4. T
5. T

Name _____ Grade_____ Date_____

By placing an A (Agree) or a D (Disagree) express your agreement or your disagreement with the following statements.

1. Emily Dickinson goes too far in considering the little things she mention so important. 1._____

2. In some cases human life becomes completely useless. 2._____

3. Too much concern about ourselves in difficulties renders such difficulties even harder to endure. 3._____

4. Strength of will very often improves difficult situations. 4._____

5. Valery, in the first part of <u>One Fainting Robin</u>, was correct in her judgment of her own situation. 5._____

6. The Author of <u>One Fainting Robin</u> is very realistic in her picture of the girl's attitude throughout the story. 6._____

7. The deformed doctor helped Valery change her attitude toward life only by his words. 7._____

8. The kindness of the doctor toward the Polish lady did not look sincere. 8._____

9. It is a requirement of a responsible human life to think of others and to try to help them. 9._____

10. To use our talents and possibilities for the good of ourselves and others is completely optional. 10._____

Key (For second quiz)

1. D
2. D
3. A
4. A
5. D
6. A
7. D
8. D
9. A
10. D

Name_____ Grade_____ Date_____

A. Please complete the following:

1. The quality I find most striking in Paul Revere is_____

_____

2. Paul Revere is remembered by historians because _____

_____

3. Paul Revere's action was valuable because_____

_____

4. Love for our Country is _____

5. To serve our Country is _____

B. Write a paragraph about the topic suggested in either no. 2 or no. 4 on page 151 of A Book of Fortitude.

2. Imagine yourself to be Paul Revere. Tell how you felt as you waited on the shore for the signal. What were your emotions when you saw a "Glimmer, and then a gleam of light," and later as you sped on horseback, to "spread the alarm through every Middlesex village and farm." ?

3. Explain what the poet meant by "The fate of a nation was riding that night."

Key **(For the third quiz)**

Completions will vary, and so will the paragraphs developments.

Name_____ Grade_____ Date_____

A. Please answer the following:

1. What other poem came to your mind while you were studying "What Is Good?" _____

2. Did you agree, or did you disagree, with the author's identification of the "real good?" _____

3. Why? _____

4. How did Benjamin Franklin show that he wanted to be helpful when Keimer told him he had no work? _____

_____

5. Do you think the passage you read shows strength of will in Franklin?

_____ Give reasons for your answer _____

_____

B. By a T or an F indicate whether you consider each of the following statements true or false.

1. To aim at the real good is important in life. _____

2. The practice of kindness gives more interior satisfaction than the achievement of fame. _____

3. The author of "What Is Good?" is very deep in the conclusion of the poem. _____

4. Benjamin Franklin felt very little interest in work. _____

5. Work, when well understood, has a great value in shaping one's life, also in terms of benefit to others. _____

Key (For the fourth quiz)

1-5 Answers will vary.

True-False:
1. T
2. T
3. T
4. F
5. T

Final Test

A. Briefly answer the following:

1. Did the poems and prose selections you studied during the first part of this school year increase your interest in literature? _____

2. What did this first part of the program mean to you? _____ ___

_____

3. Did you learn much from your literature study, besides literary contents and forms? _____

4. What changes should, in your opinion, be introduced in our Literature classes? _____

_____

5. What part of our literature program interested you most this year?

_____

6. Which poem, or prose selection sounded most real to you? _____

_____

7. Is there any part you would have left out? _____

_____

8. Did you consider the outside readings a help to your literature study?

_____

9. Could you comment on the oral reports? _____

_____

10. Which of the library books which were used for reports interested you most? _____

11. Did you notice any relationships between the topics assigned for compositions and poems and prose passages you studied? _____

_____

12. Do you think it is important to learn something about the authors' lives?

_____ Why yes, or why not? _____

_____ _____

13. Could you mention any characteristic which you have considered common to all the literary works you have studied? _____

_____

14. Ask two good questions about anything that was discussed in this unit.

a. _____

b. _____

15. Do you think pictures could well illustrate the ideas of poems and of prose selections? _____

B. Choose the ending you consider most appropriate:

1. Books are really valuable when they
   (a) give a lot of information.
   (b) have fine illustrations.
   (c) appeal to the intellect and to the heart.
   (d) relate true stories.

2. To help others as far as possible is always
   (a) hard.
   (b) followed by others' appreciation.
   (c) in accordance with the principle of life's responsibility.
   (d) followed by a tangible reward.

3. Life is important because it
   (a) offers enjoyments.
   (b) requires continuous sacrifices.
   (c) gives time for intellectual growth.
   (d) can be spent in doing good to oneself and others.

4. It is a duty to prepare oneself for life because
   (a) all states of life will be full of responsibilities of some kind.
   (b) a good preparation assures financial success.
   (c) a well prepared person will go through life without making any mistakes.
   (d) preparation gives certainty of material contentment.

5. One can prepare oneself for a responsible life by
   (a) renouncing all kinds of enjoyment.
   (b) doing all school works.
   (c) willingly and conscientiously doing one's daily duties.
   (d) reading only Religion books.

C. Indicate whether you consider each of the following True or False.

1. Good books and magazines teach us a lot, besides telling us stories. 1._____

2. There is nothing to learn from "Out to Old Aunt Mary's" because all the characters are unreal. 2._____

3. Some of the things mentioned in "What Is Good?" are better than kindness. 3._____

4. Paul Revere was great because he did not think of himself, but thought, rather, of what he could do for others. 4._____

5. To be able to help others one should be healthy or wealthy. 5._____

6. It is always possible for a boy or a girl to do something for his or her parents. 6._____

7. Strength of will helped Benjamin Franklin to overcome the hardships of his early age. 7._____

8. Valery's decision to become a nurse was significant for herself and others. 8._____

9. Dickinson showed a very sensitive and generous heart in her little poem. 9._____

10. "Snow-Bound" shows that each of the characters involved was only thinking of himself. 10._____

D. Work on one out of the three items below:

1. Write a poem describing one of your experiences which came to your mind while you were studying some part of the unit.

2. Do you have, now, some new ideas about what you can do to make somebody happy? Express your thought in paragraph form.

3. Draw a picture about an event in which you, or a person you know, did something in some way related to what you have read.

Key (For Final test)

A. 1-15 Answers will vary

B. 1. (c)
2. (c)
3. (d)
4. (a)
5. (c)

C. 1. T
2. F
3. F
4. T
5. F
6. T
7. T
8. T
9. T
10. F

D. Choices and developments will vary.

Appendix 2

Topics for compositions

A. 1. What Literature Means to Me.

or

2. My Acquaintance with Literature during the Past School Years was a Useful or a Useless One.

B. 1. Something I Did That Made Me Very Happy.

or

2. It Was An Unfortunate Case: Somebody Could Have Helped Those People.

C. It Was a Hard Choice to Make, But I Made It, and It Paid.

D. Life is Important Because....

Suggested Outside Readings

Chandler, Edna Walker. The Missing Mitt, (Ginn and Company: Chicago, Illinois, 1955) - Fiction

Daugherty, Sonia. The Brave Men, (J. B. Lippincott Company: Philadelphia and New York, 1951) - Biography

DeAngeli, Marguerite. Bright April, (Doubleday: New York, 1946) - Fiction

DuBois, William Pene. The Giant, (The Viking Press: New York, 1954) - Fiction

Gates, Doris. Blue Willow (The Viking Press: New York, 1940) - Fiction

Hume, Ruth Fox. Florence Nightingale, (Random House, New York, 1960) - Biography

Lee, Bruce. Boys' Life of John F. Kennedy, (Sterling Publishing Company: New York, 1961) - Biography

Morris, Frank. Boy of Philadelphia, (The Bruce Publishing Company: Milwaukee, 1955) - Biography

Nevins, Albert J. The Adventures of Kenji of Japan, (Dodd, Mead and Co.: New York, 1957) - Fiction

North, Sterling. Young Thomas Edison, (Houghton Mifflin Co.: Boston, 1958) - Biography

Simpson, Dorothy. New Horizons, (J. B. Lippincott Co.: Philadelphia and New York, 1961) - Fiction

Textbooks used for the Prose and Poetry selections indicated in the Section of Outlines.

All Around America, by McDowell, John B., Pooley, Robert C., Grommon, Alfrey H., and Daniel, Edythe (Chicago, Scott, Foresman and Company, 1966).

A Book of Fortitude, by Sister M. Charlotte, Sister M. Brendan, and Mary Synon (Boston, Ginn and Company, 1948).

A 12

A CURRICULUM UNIT IN VALUE EDUCATION

The Conservation of Forest Resources and Its Relation to Water and Soil

by

L. Wallinga
(classroom teacher)

Specific Value:	Conservation
Subject Area:	Biology
Grade Level:	Eighth
School:	Godwin Christian School
District:	Parochial
Time:	September 7 - November 6, 1967
Directed by:	Walter L. Thomas, Project Director
Sponsored by:	Project on Student Values 3860 Plainfield, N.E. Grand Rapids, Michigan 49505

THE CONSERVATION OF FOREST RESOURCES

AND ITS RELATION TO WATER AND SOIL

The area of conservation is one that is vital to our survival. Today's youth hold the key to what will be done with our natural resources. Because of this, the teaching of conservation values deserves a definite place in our curriculum.

The general objectives of the unit are that the student might learn something of the importance of the forest, how to manage the forest, to appreciate the beauty of the forest, and of the tree, to respect human dignity, vocational interests, and to understand plant life.

More specifically, the student should learn to treat the tree with care, to keep forests clean, to keep streams clean, and to keep forests free from fire.

The unit was taught in the setting of the normal eighth grade biology course at Godwin Christian School. The school is related to the Christian Reformed Church.

The content consisted of the parts of the tree, the importance of the tree, the importance of the forest, and dangers to the forest.

Some of the methods used consisted of demonstrations, value-clarifying discussions, films, a field trip, a visit by a conservation man, pupil projects, viewing of microscope slides, and the use of pictures and charts.

The unit was covered from September 7th to November 6th. Value teaching did not take place every day, as the material was covered at the same time that the text was covered.

Using the instrument which was developed, the median went up from 40 to 45, and the average rose from 41.6 to 43.6. On another pupil-evaluation sheet, 25 out of 31 pupils responded that they thought they would act differently after having the experiences that they had.

Although the results of the instrument showed a rather small percentage of increase, the results of the pupil-evaluation sheets indicated a more positive result. My own observations tend to confirm the results of the pupil-evaluation sheet.

I would recommend a more carefully coordinated unit, some change in methods, a revamping of the test instrument and individual study of methods to teach values.

THE CONSERVATION OF FOREST RESOURCES

AND ITS RELATION TO WATER AND SOIL

Statement of Philosophy

The area of conservation is one that is vital to our survival. We recognize today that the wise use of all of our natural resources must be impressed on all of our citizens. With our ever growing numbers of individuals and industries, the problem is becoming more and more acute.

We are interested at this point in the place of teaching conservation to the pupils in our schools. These pupils are the individuals who now have the potential of spoiling our woods and waters; and as they grow to adulthood, they will be the ones who influence the thinking of the leaders of the community, state, and federal government. They will be the people who own the factories which polute our streams and air. They will be the individuals who throw their cigarettes into our forests.

However, teaching <u>about</u> conservation to our pupils is not enough. To teach <u>about</u> conservation is but to have the pupils memorize and forget. We must provide conditions so that pupils can learn values and attitudes which will result in changes in their behavior.

Value education has a definite place in the study of conservation, for only in the internalization of values will the behavior of the pupils be effected in such a way that they will preserve our natural resources. It is the <u>behavior</u> of the individual that we must deal with, not his ability to memorize and reproduce facts.

Statement of General Objectives

1. To provide an atmosphere in which pupils will learn the value of, and importance of forests to man.
2. To teach pupils to manage forests properly.
3. To provide an atmosphere in which pupils will learn to appreciate the beauty of the forest.
4. To teach an appreciation for nature's handiwork in the tree, which will result in moral and spiritual growth.
5. To achieve growth in desirable habits and open-mindedness such as intellectual honesty and respect for human dignity.
6. To achieve growth in the development of vocational interests in forestry.
7. To achieve growth in the understanding of plant life (more particularly--trees).

Statement of Specific Objectives

A. To teach pupils to treat the tree and its parts with care.
   1. Young trees are not meant to climb upon or to break.
   2. Trees must not be carved into or mutilated.

B. To teach pupils to keep forests and woodlands clean by refraining from litering.
C. To promote the desire to keep streams clean by:
   1. Refraining from throwing things into streams.
   2. Checking on family and friends to make sure that streams are not polluted by human or animal waste.
D. To promote the desire to keep forests free from fire by:
   1. Refraining from careless use of matches.
   2. Putting out all fires effectively.

Statement of Context

The unit on conservation was put into the normal time schedule of the eighth grade biology course. In general, I followed the text The World of Living Things, Harcourt, Brace, and World. The first semester deals with the study of plants and animals, and the second semester deals with the human body. A little conservation study is included in the text, and I expanded on this.

I varied the timing of certain areas so that their study would fit in with what is available in nature. We studied trees at the beginning of the year, made a leaf collection, went to the woods, and, at this time I introduced the conservation of forests.

At Godwin Christian we have one class of eighth graders. The class has 33 pupils, and is made up predominately of children from middle-class protestant (Christian Reformed) homes. I believe that the pupils in general are quite average, but come from homes where success in school is stressed.

My classroom is about five years old. It was conservatively built, having a science table in the front and a small preparation room in the rear. There are 37 desks in the room and room for one table.

Outline of Content

I. Parts of the tree
   A. The leaves
      1. Importance of leaves
         a. Shade, beauty, ornamentation
         b. Necessary for animal life
            1) make oxygen
            2) make the basic food, sugar
      2. Kinds of leaves--weeds, flowers, trees, bushes
      3. Leaf terms--used for identification
      4. Making a leaf collection
      5. The marvels of food-making and oxygen production
         a. Only green plants (chlorophyll) with the help of sunlight can accomplish this.
         b. What is used and what is made:
            1) $6CO_2 + 6H_2O \rightarrow C_6H_{12}O_6 + 6O_2$
            2) The importance of this should be stressed.

6. Internal parts of leaves

B. The stem or the trunk
   1. Purpose of the trunk
      a. To hold up the tree
      b. To bring water to the leaves
      c. To bring food to the roots
   2. The cross-section of a stem with definitions of terms

C. The roots of a tree

II. The importance of the Forest
   A. For wood
   B. For recreation
   C. For beauty
   D. For wildlife protection
   E. For storage of water
   F. To prevent soil erosion

III. Dangers to the Forest
   A. Fire
   B. Disease
   C. Insects
   D. Man

Statement of Methods

In the book Values and Teaching by Raths, Harmin, and Simon, six methods for developing classroom discussion are mentioned. I shall give a brief description of three of the methods which I used.

1. The value-clarifying discussion. Value confusion cannot be cleared by clever teacher direction in which the teacher demands one particular answer. Rather, the teacher must lead a discussion in which the pupils develop clear answers. Some methods which can begin such a discussion are: quotations, a picture without a caption, a scene from a play or a movie, or provacative questions.

2. The zig-zag lesson. The teacher starts out with innocuous statements or questions, but then ends up at the heart of the matter.

3. The Value continuum. Two opposite views to a statement are written on either end of a line on the board. A statement such as, "The government should be permitted to tell a farmer which trees he can cut on his own property" could be made. Both view could be discussed, and and many views in between the extremes can be listed.

It should be kept in mind that, although many of the "discussion" methods can be planned, they will originate with questions which the pupils ask. Especially, at this grade level, and with this topic, the teacher must allow considerable time for discussions which will originate with pupil's questions. This is one reason that I found myself constantly behind schedule. It is important that the teacher guide this discussion with appropriate responses of his own.

Time Schedule

September 7 Pretest

September 8 Film Aqua Folly Showed the misuse of water and the effect on streams and forests. (objectives 2,3)

September 11 Pupils suggested and talked about various reasons why trees are valuable. (objective 1)

September 13 Pupils were taken on trip to local forest preserve. Opportunity to show effects of insects and human carelessness. (objectives 1,2)

September 19 Discussion of how insects get into trees. (objective 1)

September 25 Film Neighbors on the Land was mainly about conservation of wildlife in Wyoming, but values can be applied here. (objectives 2, 3)

September 26 Question sheets on previous day's film were collected. Pupils contributed well, and various answers were written on the board. (objectives 1, 2, 3)

October 2 Leaf collections were collected.

October 6 Essays on topics collected. (suggested list included elsewhere in this report) (reflection of values gained)

October 11 Two films used: Then It Happened, which showed a forest fire and From Trees to Paper, which showed how lumbering industries practice conservation. (objectives 1, 4)

October 12 The purpose or function of leaves--pupils suggested shade, beauty, storage of food, and to make food. (objective 1)

October 13 Continuing the purpose of the leaf--to make food. Class notes were given. (objective 1)

October 16 Zig-Zag lesson sued with explanation of how important the leaf is. It makes sugar and oxygen. (objective 1)

October 17 The microscope used to see a cross-section of a leaf. Parts of the leaf and their functions were pointed out. (objective 1)

October 18 The opaque projector was used to show wall charts obtained from the Saint Reges Lumber Company. These are excellent charts and many of the ideas which I was trying to develop could be seen. (objective 1)

6. Internal parts of leaves

B. The stem or the trunk
   1. Purpose of the trunk
      a. To hold up the tree
      b. To bring water to the leaves
      c. To bring food to the roots
   2. The cross-section of a stem with definitions of terms

C. The roots of a tree

II. The importance of the Forest
   A. For wood
   B. For recreation
   C. For beauty
   D. For wildlife protection
   E. For storage of water
   F. To prevent soil erosion

III. Dangers to the Forest
   A. Fire
   B. Disease
   C. Insects
   D. Man

Statement of Methods

In the book Values and Teaching by Raths, Harmin, and Simon, six methods for developing classroom discussion are mentioned. I shall give a brief description of three of the methods which I used.

1. The value-clarifying discussion. Value confusion cannot be cleared by clever teacher direction in which the teacher demands one particular answer. Rather, the teacher must lead a discussion in which the pupils develop clear answers. Some methods which can begin such a discussion are: quotations, a picture without a caption, a scene from a play or a movie, or provacative questions.

2. The zig-zag lesson. The teacher starts out with innocuous statements or questions, but then ends up at the heart of the matter.

3. The Value continuum. Two opposite views to a statement are written on either end of a line on the board. A statement such as, "The government should be permitted to tell a farmer which trees he can cut on his own property" could be made. Both view could be discussed, and and many views in between the extremes can be listed.

It should be kept in mind that, although many of the "discussion" methods can be planned, they will originate with questions which the pupils ask. Especially, at this grade level, and with this topic, the teacher must allow considerable time for discussions which will originate with pupil's questions. This is one reason that I found myself constantly behind schedule. It is important that the teacher guide this discussion with appropriate responses of his own.

October 23 The stem or trunk. Notes and discussions were used. The microscope and a flat picture of a trunk were used. (objective 1)

October 24 Several days earlier two questions were given to the class for written discussion. The sheet was collected and discussed in class. (objectives 1, 4)

October 25 Discussion and notes on results of forest fires, and pollution of streams. A demonstration of osmosis to show how water gets into roots was done. (objectives 1, 3, 4)

October 30 Continuation of discussion and notes on forest fires, how to prevent them, and how I can help. The osmosis demonstration was completed (obj. 1, 4)

October 31 The value continuum method of class discussion. The question was: "What should be the role of the government with respect to people and forest fires?" (objectives 2, 4)

November 2 Mr. Wagner from the Michigan Conservation Department presented the film Bulldozed America and gave a talk on conservation for a school assembly sponsored by our class. Following the assembly, Mr. Wagner, whose main field is forestry, was available to our class to answer questions. (objectives 1, 2, 3, 4)

November 3 Discussion on litter. (objective 2)

November 6 Film, Fire--Friend or Foe? and discussion about the film. (objective 4) Pre-test.

GRID

Content \ Objectives	1	2	3	4	Totals
The tree and its parts	16% 1*			5% 2	21%
The Importance of the forest	12% 3	8% 4	13% 5	13% 6	46%
Dangers to the forest	12% 7	8% 8		13% 9	33%
Totals	40%	16%	13%	31%	100%

*these numbers are explained in the following section Evaluation Data.

Evaluation Data

A copy of the instrument used, Ideas about Conservation, can be found at the end of this report. The numbers in the corners of the grid layout denote the intersections of the objectives and content. The percentages indicated by the intersections correspond to the amount of time spent in value teaching, but they also correspond to the percentage of questions concerned with that particular intersection. For example, about 16% of the time spent in value teaching dealt with the area in the intersection labeled "1." Therefore, about 16% of the 40 questions, or 6 questions, were about this intersection. The test questions as related to this are as follows:

1. 1, 10, 18, 21, 30, 40.
2. 2, 22.
3. 3, 11, 23, 31.
4. 4, 13, 24, 32.
5. 5, 12, 25, 33.
6. 6, 14, 19, 26, 34, 39.
7. 7, 15, 27, 35.
8. 8, 16, 28, 37.
9. 9, 17, 20, 29, 36, 38.

The responses were scored by assigning a number value of 2 to a strongly disagree or agree (depending upon which the question is keyed to), 1 to a simple agree or disagree, and 0 to anything else. Question number 27 was omitted in the scoring. The highest possible score was 78 points.

The results of the pre-test and post-test are indicated below. The results of each of the four areas of objectives are also indicated: 1 to teach pupils to treat the tree and its parts with care, 2 to teach pupils to keep forests clean, 3 to promote the desire to keep streams clean, and 4 to promote the desire to keep forests free from fire.

	pre-test Objectives					post-test Objectives				
Student number	1	2	3	4	total	1	2	3	4	total
1	6	6	3	8	23	11	8	5	15	39
2	13	12	5	16	46	13	9	4	14	40
3	9	11	5	11	36	14	13	5	14	46
4	12	7	8	12	39	13	5	6	6	30
5	11	7	4	12	34	19	9	4	9	41
6	14	8	6	19	47	15	13	7	19	54
7	8	6	3	15	32	13	10	6	22	51
8	13	10	5	14	42	16	11	7	18	52
9	11	13	8	21	53	15	11	7	15	48
10	9	8	4	11	32	10	6	4	9	29
11	5	6	2	15	28	7	9	4	15	35
12	17	12	8	17	54	16	15	5	13	49
13	17	13	6	19	55	14	15	6	23	58
14	14	13	8	21	56	21	16	8	23	68
15	13	8	4	15	40	13	12	7	13	45
16	14	6	4	12	36	12	6	1	8	27
17	18	14	5	17	54	16	14	5	2	55
18	14	10	5	16	45	14	9	4	13	40

(scores continued)

Student number	pre-test Objectives 1	2	3	4	total	post-test Objectives 1	2	3	4	total
19	13	9	5	17	44	11	7	6	13	37
20	17	14	2	21	54	17	16	5	16	54
21	11	7	3	10	31	9	6	5	7	27
22	13	8	1	11	33	12	6	4	16	38
23	14	11	3	12	40	16	11	5	19	51
24	6	8	4	15	33	12	10	7	18	47
25	8	13	7	23	51	12	10	7	16	45
26	10	3	6	12	31	9	9	3	11	32
27	10	11	6	21	48	15	8	6	16	45
28	14	15	5	17	51	15	13	4	16	48
29	8	7	3	14	32	13	8	4	10	35
30	8	8	5	14	35	14	12	4	12	42
31	10	10	6	12	38	12	11	6	12	41
32	17	12	6	21	56	14	12	5	17	48
33	11	13	5	16	45	12	9	5	13	39
average	11.8	9.7	4.8	15.4	41.6	13.5	10.6	5.2	14	43.6
median					40					45

Of the pupils who took the test, 19 went up on the post-test, 13 went down, and one remained the same.

After observing the results of the post-test and comparing the results of the individual tests with the actions of the individual pupils, I desired another response from the pupils. Therefore, I made the Student Evaluation Sheet and asked them to fill it out without making any further comment about the unit or the test to them. The results of the sheet were as follows:

Question 1: 28 yes, 4 no.
Question 3: 25 yes, 6 no.
Question 4: 28 yes, 3 no.

The results fo the evaluation sheet tends to confirm my own observations. The teaching of the unit went extremely well; the majority of the pupils worked very well, had a good attitude toward their work, and turned in some very good projects and other work. My observation was confirmed by Mr. Wagner, from the Michigan Conservation Department. He commented on the interest shown by particularly one of the pupils. This pupil contributed nearly every day in calss, asked good questions, brought materials to class, and, in general, displayed an excellent attitude. He is indicated by pupil #33, and it can be seen that he went down on his post-test 6 points.

In summary, then, my own observations and the results of the pupil evaluation sheet in many instances did not agree with the results of my evaluation instrument.

Evaluation and Interpretation

The results of the evaluation instrument were rather discouraging to me. Although the post-test showed some improvement over the pre-test, the amount was small. The fact that 13 of the pupils showed a drop on the post-test seems, also to indicate that something is amiss. The natural question would be, "What is amiss ?"

I used as many methods as I could think of to teach the content. They were varied, and, from the pupils own statements, interesting and effective. Value teaching is difficult. Many times I found myself "preaching" to the pupils rather than allowing them to develop the values. I believe this to be my greatest problem.

I was satisfied with the content of the unit. Some of the films which I wanted could not be obtained, and inferior films were used. I was quite disappointed about this.

I feel that the problems encountered were due largely to the testing instrument. This was my immediate reaction when I compared my own observation with the results of the post-test. This opinion was strengthened when I gave the pupils the evalutaion sheet on which they evalutated the unit, the methods, and the result. On this unsigned sheet, 25 of the 31 pupils stated that they thought that they would act differently after their study of conservation than before.

It is extremely difficult to measure any lasting change that these pupils might have internalized. My own judgment is that there will be some change. Many of the pupils admitted that they had previously not even given thought to some of the things about which we studied. I hope that their exposure to the area of conservation by this means would have some lasting effect.

Recommendations

As was stated earlier, I tried to fit the unit on conservation into the study of natural sciences. At times I found myself trying to do two or three things at once. I believe that the main reason for this problem was that I did not allow enough time for the teaching of the unit. Now that I have taught the unit, I would reorganize it before attempting to teach it again.

I believe that more methods could be used and some of the films could be replaced with more appropriate ones.

I feel that one of my major problems was the instrument. Although I am not sure exactly what was wrong with it, or how it could be improved, I think it would be wise to reconstruct this instrument.

It is necessary to avoid "preaching" the values and allow the pupils to develop them. Pupils have the tendency to "tune out" the teacher as soon as he begins "preaching."

IDEAS ABOUT CONSERVATION

Conservation means the wise use of our natural resources, such as water, minerals, soil, forests, etc. Here is a list of questions about conservation. This is NOT a test, and you will not be graded. We ask only that you be honest. Do not answer the way you think your teacher would like you to answer, but answer the way you feel personally.

Do not put any marks on this question sheet, but put your ideas on the answer sheet. Draw a line through one of these letters:

A - strongly agree
B - agree
C - disagree
D - strongly disagree

Example: My name is Tom Jones. A B C ~~D~~

1. The main reason that children should not climb young trees and break branches is that this will destroy the beauty of the tree.

2. If a conservation man tells a lumber company that a fire might start during a dry season by pulling one log over another, then lumbering should stop until a rain comes.

3. A forest where trees are never cut down or their products used, still benefits man.

4. All the old leaves, dead trees and animals make much more of a mess in the woods than man does when he drops a few papers or bottles in a woods.

5. If cutting down shade trees raises the temperature of a stream and that kills fish, then the lumber company should not cut down the trees.

6. If danger of a forest fire is very high, the state should have the right to ban all campers from entering the woods.

7. When houses are built in a woods, bulldozers often skin bark from trees. This is not serious because the tree has the ability to replace the bark and heal itself.

8. If a dump in a forest could kill some wildlife, then people should be required to dump their junk somewhere else.

9. The state should have the right to ban camp fires if the woods become very dry.

10. If one branch of a tree has a nest of worms hanging on it, it would be foolish to try to burn the nest of worms while it is hanging on the tree.

11. I believe that one ought to be allowed to carve his initials into a tree, providing they are not too deep.

12. My uncle lets raw sewage run into a creek on his property. It sure does stink, but it's his problem whether or not he wants to live with a mess like that.

13. We have people hired to clean up parks and highways, so it doesn't hurt to throw a few things out of the car windows.

14. Forest fires and their prevention do not interest me as this is not a subject that is vital for me to know about.

15. If a tree is infected and dying, the best thing to do would be to cut it down and bury it.

16. If people are caught throwing trash where they shouldn't, they should be required to pick up much more than they throw down.

17. The people who should be concerned about forest fires are rangers and people who live in the forest.

18. One should not cut low branches off from a young tree because someday those branches will be near the top.

19. It doesn t do much good to constantly warn people against forest fires because the people who start the fires won't listen to the warnings anyway.

20. It would be interesting to obtain a job working for the conservation department.

21. The management of our forests is not necessary, as we already have substitutes for wood.

22. We need not stress the prevention of forest fires as much today as was needed 100 years ago because our cities and farmlands are spreading so fast that there are becoming fewer and fewer forests to burn.

23. The government should recommend the number and size of trees which can be cut on private land.

24. It is important for me to make sure that I don't drop candy-bar and gum wrappings in a forest.

25. You, as president of Boxford Paper Plant, located on the Bogue River near Grand Rapids, find some dead fish near your plant, so you clean them up, but you feel that you should do more than that.

26. The main reason that forest fires are bad is that they might burn down someone's house that is in the path of the fire.

27. The beech tree near our school has smooth bark, and everyone carved their initials into it, so I did too.

28. My father owns a farm with a large woods on it. We threw junk in a gully in the woods for years, but I don't think we should throw junk there any more.

29. If we could re-forest all burned over land, we would prevent floods.

30. I used to climb young trees and bend them over, but it might harm some young trees, so I should not do that any more.

31. Growing trees on so much land seems like a waste when we could try to grow corn or wheat there.

32. The few bottles or cardboard boxes that I drop in a woods won't make any difference.

33. If I don't like to catch or to eat fish, I need not be concerned whether there are fish in streams or not.

34. I live in Grand Rapids, so I need not be concerned about forest fires.

35. Small worms get into oak branches and kill them, so it would be a good idea for me to collect the dead twigs from under our oak trees and burn these twigs.

36. In case of forest fire, the authorities should be able, with a few limitations, to call on anyone to help fight it.

37. If the woods is on our land, I believe we should be able to use it the way we want to.

38. If there are no houses or villages in the path of a forest fire, it ought to be allowed to burn, as this would kill many of the insects and clear much of the dead and undesirable growth out of the forest.

39. If, in the morning, there is no more smoke coming from last night's camp fire, one can safely conclude that it is out.

40. Conservation means that we should save as many trees as possible until they are needed.

Student Evaluation Sheet

These questions pertain to the unit on conservation which you have just finished studying. Please be as honest as you can with your answers. You need not sign your name.

1. For the most part, did you find this study interesting?_____ Tell why or why it was or was not interesting, and what was particularly interesting or uninteresting to you.

2. If you were going to begin your study over again, can you think of any improvements that could be made to make it more profitable to you?

3. Do you think you will act any differently now than before you began your study?_____ If so, name one or two ways.

4. Do you think that this study was valuable to you personally? That is, was there something that you learned which will help you or make you a better person?_____ Explain.

Questions About the Film: Neighbors on the Land

1. We have been studying about trees and forests, but the film does not have a great deal about trees and forests. Name specific ways in which the values and attitudes talked about in the film also apply to the forest.
   a.

   b.

2. The film was about Wyoming, where much of the scenery and wildlife are different from what we see. List specific ways in which the values and attitudes mentioned also apply to our lives here in our local area.
   a.

   b.

3. How can you, as eighth grade pupils put into practice in your daily living here, where you live, the ideas that you find in the film?

   a.

   b.

Suggested Topics for Projects on Conservation

1. A History of Forestry in the United States
2. A History of Forestry in Michigan
3. Animal life in the Forest
4. Plant life in the Forest
5. Birds of the Forest
6. What We Use Wood For
7. Conservation of Forests
8. Seasons in the Forest
9. What it Means to be a Good Sportsman
10. Diseases and Insects that Attack the Forest
11. Streams and Their Pollution
12. How Our Local Cities are Polluting Grand River
13. How Forest and Water Conservation is Related to Soil
14. How Forest Conservation Relates to Wildlife
15. Forest Fires

Projects may be done by groups of pupils (two or three)

Projects are due October 16.

Each pupil must
- make a leaf collection (due October 2)
- write an essay on his topic (due October 6)

Suggestions for the rest of the project:
- Put everything on a board or cardboard.
- Make charts, maps, or booklets.
- Get pictures from National Geographics.

Questions for Discussion

Discuss the following. Be sure that you give good arguments as reasons why you agree or disagree with these ideas.

1. Mr. A owns a large 240 acre farm. He states that early each spring he starts fires across some of the wilderness area. He claims that this helps to "green it up faster." "It is my land, " says Mr. A, "and it's too bad if neighbor B doesn't like it, becuuse it is none of his business."

2. Mr. C. claims that whenever man interferes with nature, something bad happens. He cites the Saint Lawrence Seaway as an example. "Man built a canal," says Mr. C, "and the Great Lakes were plagued with the lamprey. Therefore," he says, "leave nature alone. If a forest fire starts, leave it alone. There surely must have been forest fires here before the white man came."

FROM PROSE AND POETRY AN APPRECIATION FOR A LIFE OF CONSTRUCTIVE ACTIVITY AS IT RELATES TO PERSONAL INVOLVEMENT WITH OTHERS*

Specific Value:	**Involvement**
Subject Area:	**English Literature**
Grade Level:	**Eighth**
Time:	**Six Weeks**

Project on Student Values
3860 Plainfield N.E.
Grand Rapids, Michigan 49505

***Materials prepared by Sandra Woodwyk**

FROM PROSE AND POETRY AN APPRECIATION FOR A LIFE OF CONSTRUCTIVE ACTIVITY AS IT RELATES TO PERSONAL INVOLVEMENT WITH OTHERS

Abstract

I. Philosophical Statement: One of the responsibilities of education is to show that we live today in an age of inter-dependence. It is, therefore, necessary that unless students see the value in becoming personally involved with those around them that they will not function as truly whole citizens in our society and that their growth in becoming truly "human" beings will be arrested.

II. General Objectives. Students in this Literature class will evaluate and communicate their reactions to a selected group of writings on the basis of how well the value of involvement is realized.

III. Specific Objectives. Lead student to:
   A. Conclude that all people must show a concern for other human beings and their problems.
   B. Analyze conditions and situations in which their personal involvement is needed.
   C. Formulate strategies or plans of action that can be implemented in helping others.

IV. Context. Eighth Grade.

V. Content. Consists of a pre-test, a group of poems and selected short stories that will hopefully lead the student to an awareness of the need to be involved.

VI. Methods. The methods include a preliminary test, two quizes and a final test, a value sheet, the use of pictures without captions, role-playing, debate, quotations, records, discussion and composition.

VII. Time Schedule. Six Weeks

FROM PROSE AND POETRY AN APPRECIATION FOR A LIFE OF CONSTRUCTIVE ACTIVITY AS IT RELATES TO PERSONAL INVOLVEMENT WITH OTHERS

Philosophical Statement

Since Literature is a reflection of life it would follow that Literature will contain value dilemmas. One of life's dilemmas is to wonder how the individual relates to other individuals in his own culture and out of it. What is the responsibility of one human being to another? How far should one go in loving his neighbor, or should there be love at all? It is my contention that young people today want to be committed, that they wish to have proper modes of behaving in our society clarified for themselves. But mere lip-service is not enough. Action must follow. It is to this idea that Paul Goodman lends his attention when he says, "When we do nothing, we run the risk of becoming nothing."

It will be the purpose of this unit to show students that life requires an individual to be involved, that a rich and meaningful life demands involvement and interaction and the intent of the teacher is to present situations in which the student will learn to feel, to sympathize, to wish to alter, and to plan and change current ways of behaving that will give his life a real sense of involvement.

Statement of General Objectives.

The general objectives the teacher tried to accomplish were:

A. To offer good Literature selections and the opportunity to explore the reasons for their merits.
B. To observe the different ways in which authors handle the elements of plot, character, setting and theme.
C. To analyze how characters and plot are related.
D. To identify and explain strengths and weaknesses of main characters that evidence their "humanity."
E. To have the student formulate the recurring conflicts in Literature such as man vs. man, man vs. self and man vs. nature and to acknowledge that these are universal and constantly recurring themes that man must deal with.
F. To have the students participate in relating these themes to their own lives.
G. To criticize or defend the actions carried out by the characters in the selections.
H. To base conclusions on fact rather than opinion.

Specific Objectives

A. Detect that human existence to be really meaningful must have as one of its most important criteria, compassion for others.
B. Define what he would do in given value situations.
C. Modify current behavior if it is in conflict with the ideal of consideration for others.
D. Identify new situations in which he could become personally involved to aid others.

Context

This unit of study is designed for a heterogeneous group of sixty-one eighth grade students whose intelligence scores range from ninety-two to one-hundred and thirty-seven according to Intelligence Tests of the verbal and non-verbal variety.

The students live in the suburban area of South-West Grand Rapids and are primarily of Dutch extraction. Only one child of foreign origin is in this group of sixty-one students and this is a Korean/American who was adopted by one of the families in the school. No other minority group is represented in this church-related school class.

The parents' backgrounds are as varied as one might imagine. They range in their educational backgrounds from less than an eighth grade education to having earned Doctorate Degrees. Many from the group of parents are self-employed ranging from farmers, to owners of small construction companies to small stores. Others are doctors (four), dentist (one), college professors (two), highschool and elementary teachers. Some are car salesmen, plumbers, and factory workers.

Generally, the community tends to be average to fairly affluent with very few families in the low income brackets. There seems to be quite an interest and value placed on "things" in this community and it is not strange to see both parents working for that new boat or Florida vacation.

Politically the community would be classified as conservative. An interesting note here is that in the past mock presidential election held in the church-related high-school, George Wallace gained 87 votes to Hubert Humphry's 7, although Mr. Nixon won with a comfortable margin of 167 votes.

Generally, the students in this school have a healthy respect for those in authority including policemen, teachers, parents, and ministers.

Content

A. Poetry

1. "A Word Said" by Emily Dickinson
2. "A Little Word" by John Oxenham

Both of these poems show that speech is one of our most important activities. The question posed by these poems is a good one. Do we fashion our words and thoughts with the realization that what we say affects others?

1. What truth is expressed in both of these poems?
2. How often do we realize that the effects of our words come back to us sooner or later?

3. "The High Requirement" Christ's words taken from Matthew 5:43-48.

This selection was included to present the idea that each individual is urged to do some thinking on this command from God as to what our relationship and involvement to others should be.

1. Review the popular idea concerning love in paragraph one.
2. Notice what and how it contradicts the popular notion. Paragraph 2.
3. Observe the reasons Christ uses to show us why we must love our enemies.

4. "Ode to Billy Joe" by Bobbie Gentry

Says Bobbie Gentry about this ballad: "I don't write "protest" music or music that supports a cause. I'll be glad to talk about my feelings, but not in my songs. I wasn't even protesting indifference when I wrote 'Billy Joe'. I was just describing it."

1. Find out what a delta is.
2. The scene of the ballad is formed in verse one. Describe the setting (time, place, mood) . What is learned about the family? How is indifference first brought out?
3. Identify the relationship existing between the singer and Billy Joe.
4. Indicate your idea of what was thrown off the bridge.
5. Analyze the girl's reaction to the death of Billy Joe and try to deduce his reason for committing suicide.
6. Why do you think the family's reaction is so callous?
7. To what extent do you feel it is good to be involved in other people's tragedies?
8. Summarize your findings in the form of a ballad.

5. "Epitaph for a Concord Boy" by Stanley Young

The young boy in this poem was involved. The tragedy of his death seems to be that he died for an involvement he knew little about. He was doing the expected thing by joining the fight. The outstanding feature of this poem is the poet's ability to communicate the boy's final thoughts and make us feel the weight of grief for a young person's death.

1. Conclude what you think to be the real tragedy in dying young.
2. Draw parallels between the death of the Concord Boy and the death of soldiers today in Viet Nam.
3. Consider the reason for the young boy going to war.
4. Describe the form and language of the poem. Is the realistic conversational tone sometimes more powerful than dramatic emphasis?

6. "To Look at Any Thing" by John Moffitt

Although the poem is generally talking about nature, in this poem we could also look at it in terms of involvement with other human beings. Appreciation for the problems of others can be easily examined if the student can put himself in the other person's role.

1. Explain the significance of the line "Be the thing you see" in terms of your ability to understand others' problems.

2. Evaluate the following quotation in terms of the snap judgments we sometimes make about people. "To look at any thing, If you would know that thing,, you must look at it long."
3. Analyze what you think this poem might suggest about reading a poem? About writing a poem?

7. "The Builders" by Sara Henderson Hay

This poem tells of parody on "The Three Little Pigs." The student will be able to detect the basis on which involvement is offered but qualified. "I will help you if you admit your way is wrong."

8. "Today" by Thomas Carlyle

Each new day given to us is the start of a new adventure. How is our time to be used? This is the question this poem asks.

1. What is the poet asking of his reader? See especially the first and last stanza.
2. Define the word steward. In what way does this poem ask us to be stewards? Of what?
3. Explain how the poet has expressed the grandeur and the mystery of each new day.

9. "Kentucky Belle" by Constance Fenimore Woolson.

The love of a Northern woman for her girlhood home in the South leads her to a surprising involvement with a young lad during the stormy days of the Civil War..

1. What things did the young woman long for when she lived in the level farm land of Ohio?
2. What does the fact that she and her husband moved to the river reveal about the woman?
3. Name two facts she learned about the boy raider who stopped for a drink. In what way did these facts affect her attitude toward him?
4. Explain what you feel was the most important reason the woman gave Kentucky Belle to the boy?
5. In sending her horse back to the South with the boy the woman made a choice of loyalties. She expressed her love for the South at the expense of showing loyalty to her country. What is your reaction to this?

B. Short Stories

1. The Kiskis - by May Vontver

In this story the keen realization of being different from other children is explored. The teacher's involvement with the problems these poor children faced and her tactful handling of their desire to be acceptable to the rest of the class

proves to both the Kiskis and the rest of the students that all individuals are important and worth kindness and consideration.

2. The Thread That Runs So True - by Jesse Stuart

This is a story about a very young teacher in a mountain community in Kentucky. How the teacher meets the many obstacles that face him and ultimately wins the students to trust and respect him comprises the plot. The students are led to develop a pride in their own accomplishments and a realization that what they do affects not only themselves but others as well.

3. Massacre - by Carol Ryrie Brink

The teen-aged heroine of this story faces danger courageously in order to protect her Indian friends from harm. The lengths to which she is willing to go to prove gossip is false and to keep the peace between the white and the red-man is admirable.

4. Nothing Ever Happens - by Dorothy Canfield Fisher

In this story students are shown two examples of involvement both of which point out that helping people to feel comfortable in new situations might make things uncomfortable for the one who is trying to help. In the long run, however, they were proud of what they had accomplished in making others welcome and others such as relatives and friends took pride in their actions too.

5. The Legend of Kate Shelly - by Freeman H. Hubbard

The desire on the part of a fifteen year old girl to save the lives of others even though it could have resulted in theloss of her own is the theme of this story. It shows that sometimes people have to be true to their convictions even if personal harm is emminent.

6. Where Love Is There Is God Also - by Leo Tolstoy

This is a story of an old shoe-maker who knows no real happiness until he comes to the aid of three people less fortunate than himself. The students should be able to deduce that a happy life means sharing and involvement.

Methods

A. Poems

1. "A Word Said"
2. "A Little Word"

a. Introduce the poems by asking the following voting questions:
   1) How many of you realize that words can often hurt as much as "sticks and stones?"

2) How many of you have been hurt by anothers unkind words?
3) How many of you have hurt others by your unkind remarks?
4) How many of you would give up your weekly allowance or a week's television viewing if you had the chance to take back some cruel words you've spoken?

b. Assign a composition paragraph on "Words I Wish I Never Said"

3. "The High Requirement"

a. Notice how complete a piece the selection is as it stands by itself
b. Observe how Jesus develops his thought and brings it to a forceful conclusion.
c. Explain how this selection can be used as a guide for us in our relations with others.
d. Describe the effect of these words on yourself and tell how you might put them into practice daily.

4. "Ode to Billy Joe"

a. Prepare the record player so that the recording can be played unanounced.
b. Have the students conclude why this record achieved such success. (It sold over 2,000,000 copies)
c. Give a brief background of Bobby Gentry's life.

Follow up activities:

a. Choose a narrator and have students learn or read the parts and act out the scene at the table.
b. Write a composition relating an experience in which you saw or felt people's indifference toward others' misfortunes.
c. Have the students find pictures in magazines which might show the the idea of indifference and have them state what they would have done had they been in the circumstance.
d. Posters could be made around the theme "care" or "be involved" or "help"

5. "Epitaph For a Concord Boy"

Introducing the poem

a. Do you ever think of death? Your own death?
b. Have you ever known someone who has died young--in a war, through sickness or by accident?
c. Analyze what makes this boy's death such a sad one.
d. Identify the following terms:
    1) epitaph
    2) Red Coats
    3) Concord
    4) village green
    5) country's deliverance
    6) plow-taut hands

Follow-up Activities

a. Have a class debate: Is it right to make a person risk his life for a cause he does not believe in?
b. Drawings could be made depicting a scene from the poem.
c. Write an epitaph for a person you either knew or have read about.

6. "To Look at Anything"

For real understanding of life and its problems, this poem tells us to "be the thing you see." This could be interpreted in a broad sense referring to placing oneself in the other person's position to set a real understanding of feelings and issues.

Role-playing would be a good device or en route behavior here. The book Black Like Me might be mentioned in this connection as an example of a man who really wanted to know how the minority group felt. Roles could be assigned a parent/child conflict, a new student coming to a strange school meeting cold stares of classmates or a Negro family talking to a real-estate agent about buying in a suburban all-white area.

7. "The Builders"

a. In this poem what did the third pig expect the other two pigs to do when the wolf came?
b. Under what conditions would he have been "willing to help them?"
c. What does he really care about?
d. Explain the type of friend you would expect this "pig" to be.

Activity

Included in this study of this poem the value sheet on "Minding Your Own Business vs. Helping Those in Need" could be used constructively for a values-clarification process. State what you would do in the following examples: (In writing) Later discuss the points of view.

a. As you are driving to work and are late as it is, you notice an older woman having a good deal of trouble changing a flat tire.
b. As you are walking down the street, you notice a group of older boys ganging up on two or three younger boys.
c. You hear that Indians on the reservation in the next state are suffering from severe poverty and that no one is doing much about it.
d. You have heard a friend of yours continuously make fun of an unpopular classmate.
e. You know you can help to solve a crime for the police but you have been threatened with your house being burned down if you tell.
f. Your sister or brother have been accused and punished rather severely for something you have done.

8. "Today"

Introduction - This poem asks all of us to look at the way we spend our time and to plan with thought what we shall fill our time with.

Activity

Have students make up time chart of one week's hours and fit into them their activities including chores, school-work, T.V. watching, helping out those in need, etc. They can compare their schedules with others and draw some inferences of what they might better be doing.

9. "Kentucky Belle"

a. Under what circumstances might you give away a possession you prize?
b. How was the young woman in her own way showing love the best way she knew to express it?

B. Short Stories

1. The Kiskis

Make a list of ways you might have used in trying to get the Kiskis children to lose their shyness.

2. The Thread that Runs So True

a. One quality of autobiography that is special is that it allows us to compare the lives of actual persons---the differences and the similarities and gives us a chance to contrast what a real person would do in a given situation to what we, ourselves would do.
b. Non-fiction reading is often thought of as dull in comparison to fiction writing. How many of you agree with this?
c. Let me list a few biographies and auto-biographies that I think will interest you. You may also list your favorites.
d. For what qualities do you admire the teacher in this true story?
e. What would you have done in handling the situation with Guy Hawkins?

3. Massacre

a. Through which of the following do you best learn what kind of person Caddie Woodlawn is?
   1) What she says
   2) What she does
   3) What others say about her
   4) What the author tells you about her directly
b. Explain the following quotation from the story as it relates to both the story and the times in which we live today. 'Fear spread like a disease, nourished by rumors and race hatred."
c. Analyze the following quotation in terms of your life. "To see what is right and to do nothing, that is cowardice." Confusious
d. Write a short play, short story or essay in which a young person is confronted with making a choice of whether to involve himself in a situation which might mean unpleasantness or even danger to himself.

Follow-up Activities

a. Have a class debate: Is it right to make a person risk his life for a cause he does not believe in?
b. Drawings could be made depicting a scene from the poem.
c. Write an epitaph for a person you either knew or have read about.

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Role-playing would be a good device or en route behavior here. The book Black Like Me might be mentioned in this connection as an example of a man who really wanted to know how the minority group felt. Roles could be assigned a parent/child conflict, a new student coming to a strange school meeting cold stares of classmates or a Negro family talking to a real-estate agent about buying in a suburban all-white area.

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8. "Today"

Introduction - This poem asks all of us to look at the way we spend our time and to plan with thought what we shall fill our time with.

4. Nothing Ever Happens

   a. In this story explain how grandmother and the farmer are heroes
   b. Identify for the class some time when you have done an unpopular thing in coming to the aid of another person.

5. The Legend of Kate Shelley

   Find a newspaper article or magazine article in which a person has done some heroic deed in the saving of a human life.

6. Where Love is There is God Also

   Introduction:

   The most significant discovery that anyone can make about himself must certainly be that of his spiritual origin, purpose and destiny. Notice how this last story relates a person in search for true identify to God. The question to be asked here is am I God's possession and what responsibilities are inherent in this question?

   Activities:

   a. Find at least four examples from the New Testament in which Christ has something to say about our dealings with our fellow-men.
   b. What examples does Christ, himself, show of love and involvement? Be specific .
   c. Conclude what the Holy Bible has to say about The Golden Rule and apply it to your own activities in life in terms of helping others

GRID

Objectives / Methods	I	II	III	IV	Totals
Tests	1	2	2		5
Reading of Poems	5	4	5	3	17
Reading of Short Stories	5	4	5	3	17
Compositions	4	4	5	3	16
Discussion	6	5	8	4	23
Values Strategies	6	5	7	4	22
Totals	27	24	32	17	100

Name _____ Date _____

1. Is reading one of your hobbies? Why or why not?

2. Do you prefer reading fiction to non-fiction?

3. Do you enjoy Literature as a subject in school? Why or why not?

4. How many books have you read this past summer?

5. Has reading ever helped you solve a problem or find new solutions in your life?

6. Give the title and a brief paragraph about your favorite book.

Answer the following questions as honestly as you can according to the following key.

a. Strongly disagree
b. Disagree
c. Agree
d. Strongly agree

7. ____ I would defend the right of a person to his belief even if my belief were quite different.
8. ____ I would defend an unpopular student's opinion in front of my classmates if I thought he was right.
9. ____ I would welcome a new student into my group of friends.
10. ____ I would welcome a new student into my group of friends even if he or she were personnally unattractive.
11. ____ I welcome the chance to be of service to students who are having a difficult time with their studies.
12. ____ Even if I were very busy I would try to help another student understand a new concept in science.
13. ____ I go to the aid of a younger child on the playground when I see my friend making life difficult for him.
14. ____ I do not pass on rumors that might hurt someone.
15. ____ I am apt to criticize people for their mistakes.
16. ____ When I've found out I'm wrong I admit it readily.
17. ____ When my friends don't go along with my ideas I become angry.
18. ____ When someone has wronged me I generally plan to get even.
19. ____ I would rather keep my angry feelings to myself until I forget them than openly discuss them with my friend.
20. ____ I feel sad when I see a maimed or crippled bird.
21. ____ I am more interested in watching TV than playing a game with the children I babysit for.
22. ____ I sometimes find it interesting to take an unpopular position and debate it.
23. ____ I would rather be known as the most popular than the most considerate.
24. ____ I would rather be a leader than a follower.
25. ____ I think it's ridiculous to cry over books or movies.

26. ____ For the most part I am happy with myself.
27. ____ I would rather be known for my honesty than my sports ability.
28. ____ Most of the time I try to understand my parents point of view.
29. ____ Most of the time my parents understand me.
30. ____ I have a strong desire to do something great for the world.

Name _____ _____ Date _____

1. What universal truth about words is expressed in the poems "A Little Word" and "A Word Said?"

2. Identify from the words of Christ in Matthew 5:43-48 what our Lord considers the "High Requirement" to be.

3. Paraphrase the popular idea about love that Christ talks about in the selection mentioned above. Formulate in your own words what you will be willing to do in regard to your enemy since you have read this selection.

4. What is the theme of the song "Ode to Billy Joe?
   a. ____ sorrow over the loss of a young boy's life
   b. ____ futility of life
   c. ____ indifference to death

5. Give evidence from the above selection that the singer of the song and Billy Joe were well acquainted with each other. .

6. Did the young boy in "Epitaph for a Concord Boy" die for a cause?

7. In the poem "The Builders" under what circumstance would the third pig been willing to help the other two?
   a. ____ When he found the time.
   b. ____ If he saw the other two pigs were really in need of his help.
   c. ____ If the other two pigs had asked for their help.
   d. ____ If the two pigs had admitted their error in building judgement to him.

8. The following statements about the poem "Kentucky Belle" are either true or false.
   a. ____ The poem's setting is placed in Revolutionary War days.
   b. ____ The home of the woman was Tennessee.
   c. ____ The woman gave the horse away because of her fear he would be stolen.
   d. ____ Conrad showed little understanding when he heard what his wife had done.
   e. ____ The theme of the poem could be stated as follows: A woman showing what loyalty meant to her.

9. Which of the poems we have read together had the biggest effect on you as far your desire to become personally involved with people is concerned? Explain.

Key

1. The effects of our words come back to us sooner or later or words go on living after they are spoken.

2. "Love your enemies,bless them that curse you, do good to them that hate you, and pray for those who persecute you."

3. Love your neighbor and hate your enemy.

4. c

5. a. She couldn't eat when she heard of his death.
   b. A year after the event she remembered the specific date of his death.
   c. The preacher saw a girl who looked like the singer on Choctaw Ridge with Billy Joe the day before he died.
   d. Since Billy Joe's death the singer spends a lot of time on Choctaw Ridge picking the flowers and throwing them over the Tallahatchee Bridge.

6. No. He died because his father put a gun in his and and told him to fight. He evidenced little hatred, he thought the enemy looked elegant.

7. D

8. F
   T
   F
   F
   T

9. Answers will vary.

Name _____ Date _____

Choose the most correct statement.

1. What made the most difference in the teachers relationship to the Kiskis in drawing them out of their shyness.
   a. ____ leaving them alone when they desired it.
   b. ____ her humor.
   c. ____ her joy in their gift.
   d. ____ her determination to help them.

2. The Kiskis children eventually found happiness because:
   a. ____ they realized the other children were also poor.
   b. ____ they finally were able to wear shoes to school.
   c. ____ the gift they brought gave pleasure to others.
   d. ____ the teacher read stories to them.

3. What won Guy Hawkins over to the side of his teacher?
   a. ____ his realization that what he had done to the teacher's sister was wrong.
   b. ____ the teacher's promoting him to another grade.
   c. ____ special favors to him by the teacher.
   d. ____ the knowledge that the teacher not only wouldn't back down from a fight but could win it.

4. Why did Jesse Stuart risk his life in the snowstorm to visit the superintendent?
   a. ____ to get more materials for his students to use in their studies.
   b. ____ to complain about the behavior of Guy Hawkins.
   c. ____ to tell him about the contest.
   d. ____ to let him know he was succeeding in his job.

5. What kind of reputation did Caddie Woodlawn have?
   a. ____ outspoken
   b. ____ being a fine cook
   c. ____ gentle
   d. ____ stubborn

6. What was found to be true of rumors in the story Massacre?
   a. ____ They are always unfounded.
   b. ____ They saved the settlers lives.
   c. ____ They can nourish race hatred and cause great problems.

7. What valuable lesson can be learned from the story Nothing Ever Happens?
   a. ____ That country living has many rewards.
   b. ____ That people are the same every where.
   c. ____ That wearing strange clothes is not as bad as it might seem.
   d. ____ That a great deal of pride can be felt when someone does a small kindness.

8. Which of the following is the most true about Kate Shelley's courageous act?
   a. ____ That she did not fully realize the dangers in the task she set out to do.
   b. ____ That she knew that her life of hard work would suit her to the job ahead of her.
   c. ____ That she relied on God for her strength and courage.
   d. ____ That she wanted her father to be proud of her accomplisment.

9. Martin Audeich was an unhappy man because
   a. ____ he had had a difficult life with much sorrow.
   b. ____ he had been trying to live his life for his own happiness.
   c. ____ no one appreciated his humble task of shoe-repairing.
   d. ____ he had few friends.

10. Martin became a happy man when:
    a. ____ he realized that to be happy you share what you have with others.
    b. ____ he found out he was not responsible for his son's death.
    c. ____ he realized a man can take pride in his work as long as he does his work as best he can.
    d. ____ he dreamed his dream about Christ having visited him.

Key

1. d
2. c
3. d
4. a
5. a
6. c
7. d
8. c
9. b
10. a

Name _____ Date _____

Answer the following briefly:

1. Have the poems and short story selections we have read in this unit increased your interest in literature?

2. Which poem do you feel had the most meaning for your life? Why?

3. Which short story do you feel sounded most real to you?

4. If a theme had to be placed on this unit of study we have covered,what would you say it would be?

5. Select your favorite character from the short stories you have read and tell how that character has influenced your life.

6. Do you have any new ideas about what you can do to make someone else happy?

7. Comment on the statement, Life Means Involvement.

8. In what way had Christ really come to Martin Audeich?

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9. In your opinion, which character about whom you've read did the most for other human beings? In what way?

10. Identify what a value is and list in terms of importance to you five values you hold true for your life. (Number one would be your first choice, etc.)

Answer the following questions honestly. Use the following key:

a. strongly disagree - SD
b. disagree - D
c. agree - A
d. strongly agree - SA

1. ____ Literature presents ideas that I have often thought about.
2. ____ I enjoy reading biography to fiction.
3. ____ I am sometimes so affected by sad or happy endings or events that I admit to crying a little.
4. ____ I would like to become a great writer.
5. ____ Prose has more to tell me about life than poetry does.
6. ____ I am in favor of having more class periods devoted to literature.
7. ____ I would come to another person's aid even if it meant my own life would be involved.
8. ____ Generally, I would rather stay out of other people's problems.
9. ____ I am deeply concerned when I see another individual getting a "rough deal."
10. ____ Even though I feel I might be wrong, I am still willing to give my opinions in class.
11. ____ The best thing a person can do for the poor is to give them money.
12. ____ A person shows little backbone if he listens to others' views and ideas.
13. ____ Each person has something to contribute to life.
14. ____ It is very important to be thought of by others as helpful.
15. ____ I would rather be a social worker than a business man selling a product.

Key

A. answers will vary
B. hopefully values relating to involvement will emerge

Suggested Outside Reading

Fiction

Sally Benson. Junior Miss. Doubleday & Co., Inc.
Betty Cleary. Fifteen. William Norrow & Co.
Henry Gregor Felsen. Bertie Comes Through. E. P. Dutton & Co.
Esther Forbes. Johnny Tremain. Houghton Miffon Co.
Douglas Gorsline. Farm Boy. The Viking Press.

Kathryn Hulme. The Nun's Story. Pocket Books Inc.
Jessamyn West. Cress Delahanty. Harcourt, Brace & Co.

Non-Fiction

Nancy and Benedict Freedman. Mrs. Mike. Bantam Books.
John Gunther. Death Be Not Proud. Harper and Row.
Ruth Hume. Florence Nightingale. Random House.
Helen Klaben. Hey I'm Alive. Scholastic Book Services.
Bruce Lee. Boy's Life of John F. Kennedy. Sterling Publishing House.

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Peppermint. New York: Scholastic Book Services, 1966.

Reflections On a Gift of Watermelon Pickle. New York: Scholastic Book Services, 1966.

The Charge of the Light Brigade and Other Story Poems. New York: Scholastic Book Services, 1969.

The Pilot Series in Literature. Grand Rapids, Michigan: National Union of Christian Schools, 1957 - Books I and II were used.

Pamphlet:
An Instructional Guide to Teaching Literature Thematically in the Junior High School. Grand Rapids, Michigan: National Union of Christian Schools, 1967.

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AN APPRECIATION FOR SCIENCE*

Specific Value:	Responsibility
Subject Area:	Biology
Grade Level:	Seventh
Time:	Five weeks

*Revised from initial materials prepared by Irene Zalans

AN APPRECIATION FOR SCIENCE

Abstract

I. Philosophical Statement. Science more than any other subject has liberated the human spirit.

II. General Objectives. The general objectives are to show science is not a mechanism, but a human progress and man's greatest achievements are the result of cooperation, responsibility, respect, and understanding for his fellow man.

III. Specific Objectives. The specific objectives of the unit are as follows:

A. much of living is a process of shared responsibility
B. tolerance among men is based on respect
C. scientists are men, because of that they are fallible and as men must be willing, and as a society must be organized, to correct their errors

IV. Context. Seventh grade biology class.

V. Content. The material covered will be as follows:

A. physical environment
B. activities of living things
C. matter and life
D. energy and life
E. physical conditions for life
F. communities of living things

VI. Methods. Some of the methods selected for use are:

A. the value-clarifying discussions
B. the contrived incident
C. the zig-zag lesson
D. the value sheets

VII. Time Schedule. Five weeks.

AN APPRECIATION FOR SCIENCE

I. Philosophical Statement. Science is one of those subjects that helped to liberate the human spirit. Through the study of science, pupils develop reverence for life and an appreciation for the search of truth. The study of science also develops respect for the opinions of others and the patience to reserve judgment until facts are known.

II. Statement of General Objectives. Science is not a mechanism, but a human progress. Man's great achievements are the results of cooperation, responsibility, courage, respect, and understanding for his fellow man.

Basic concepts:

1. All living things depend upon their environment and upon each other.

2. Living things can survive only in an environment that provides matter and energy for the various life processes.
3. Only a thin region on and near the earth's surface provides many environments for living things.
4. Living things are composed of matter, mainly elements and compounds.

5. Certain forms of matter can provide energy for maintaining life and for doing work.
6. Living things are organized in form and function to carry on activities that sustain life.
7. Green plants use the radiant energy of sunlight to make food.

8. Each climax society of living things has its own community of typical plants and animals.

Skills, habits, and competencies:

1. To help the student to uncover facts by himself.
2. To improve skills in setting up experiments, observing, and recording data.
3. To develop the habit of checking evidence before forming a conclusion.
4. To work together.
5. To share materials and ideas.
6. To develop concepts which enable students to deal with living organisms successfully.
7. To develop an interest that leads the student to seek natural and orderly explanations of phenomena that confront him.

III. Statement of Specific Objectives.

1. To develop responsibility in the life processes.
2. To promote tolerance by promoting respect for one another.
3. To achieve understanding for one's fellow man through a realization that all men are fallible and must be willing to correct their errors.

IV. Statement of Context. The units was implemented in a seventh grade biology class at Northview Junior High School. The class consisted of 28 students from a mixed middle and lower middle class community. The general ability level of the class is average.

V. Statement of Content and Methods. The material which was covered was: physical environment, activities of living things, matter and life, energy and life, physical conditions for life, and communities of living things. These were taught by various methods which included value-clarifying discussions, the value continuum, the contrived incident, the zig-zag lesson, and value sheets (samples included in this report).

VI. Suggested Time Schedule. Nine weeks.

Pre-test

Physical Environment	2 weeks
Activities of Living Things	2 weeks
Matter and Life	2 weeks
Energy and Life	1 week
Physical Conditions for Life	1 week
Communities of Living Things	1 week

Post-test

Value Clarification Lesson # 1

1. Performance Target: Much of living is a process of shared responsibility.

2. Subject Matter: a. In what ways do living things depend upon each other?
   b. What are your responsibilities to self? To family? To friends? To community? To country?

3. Methods: a. The Value-Clarifying Discussions.
   b. The Zig-zag lesson.

4. Learning Activities: a. Group projects (assigned and planned in advance). Title of the projects: Living Things and Microclimates--a study and observation of outdoor living things and their biome.
   b. The value sheets.

5. Basic Concepts: a. Living things depend upon their environments and upon each other.
   b. Each climax society of living things has its own community of typical plants and animals.

6. Skills and Habits: a. To improve skills in setting up projects, observing and reocrding data.
   b. To develop concepts which enable the student to deal with living organisms successfully.

At this time group projects were completed and displayed in the classroom. Using projects as visual aids, the class discussed different kinds of living things and their relationships to each other. They discussed man as the most advanced living thing on earth, and they examined man's dependence upon others and his obligations in the process of living. The projects were used as examples of team work in which all were jointly responsible for the results.

To identify the value area and to stimulate the valuing process the Zig-zag technique was used. For example: "Why is it important to fulfill one's obligations?" or, "What other solutions can you think of?" or, "Which of the offered solutions to the problem do you think is best?"

To encourage students to make an intelligent choice freely and thoughtfully in a non-threatening way, a value sheet was distributed. Later, small group discussions were held, followed by discussion among the whole class.

VALUE SHEET # 1

Instructions:

Please respond in writing to the questions below and feel free to express your own personal points of view.

1. If you had toast and milk for breakfast, how many people shared responsibilities to provide this food? Make a list beginning with the farmer who planted the wheat, etc.

2. Make a list of people who depend upon you. (Opposite the names, list the responsibilities expected of you).

3. How do you feel when someone praises you for doing your duty?

   How do you feel when someone criticizes what you did?

   What do you do when someone says you failed to do your part, but you really did?

4. List five ways you could make someone happy this week/or/ describe three situations and tell how you could cooperate in some way to better the situations.

5. What are some ways you measure the worth of human beings?

The following are some of the original answers given to the questions on value sheet # 1. They appear exactly as they were written.

1. Is it possible for one to go through life without responsibilities?

Responses:

No, because this world would be full of chaos and every one would probably be sick if they didn't have responsibilities.

Yes, I think it's possible, anything is possible, but I think life would be dull without responsibilities.

No, because you have responsibilities towards your family, yourself, and your actions.

2. Does anyone depend upon you?

Responses:

Yes! My mother and father do depend upon me to do my work at home and school. My friends depend upon me to be truthful, fair and honest.

I don't think anyone really depends on me but think there are a few times when I am depended on.

Yes, my sisters depend on me to take care of them, if my parents aren't at home.

3. Do you expect to be praised for everything you do?

Responses:

No! Because just doing something is praise enough without being more praised than it is.

No. I think if I was praised for everything I did I probably would be very spoiled. I would be doing things just for the praise and it would make me sad when someone forgot.

No, because if you do something and it isn't right you shouldn't be praised. People should say what they think in most cases.

4. Should you isolate yourself from others in order to understand the process of life?

Response:

No, people give their opinion about things that give you more information than you have now and they give fact and ideas.

Value Clarification Lesson # 2.

1. Performance Target: Tolerance among men is based upon respect.

2. Subject Matter: Scientific discoveries in the past and the present.

3. Methods: a. The value continuum.
   b. Value-clarifying discussions.

4. Learning Activities: Handout materials (a booklet Man Against Disease by U.S. Office of Education).

5. Non-Value Concept: Science confronts the work of one man with that of another.

6. Skills and Habits: a. To develop a habit of checking evidence before forming a conclusion.
   b. To share ideas.

The issue of this particular lesson in value education was: "Has or has not man of the past helped man of today?" After identifying the issue, two polar positions were presented, e.g., the man of the past has helped the man of today; and the man of the past has not helped the man of today. The task of the class was to read the booklet Man Against Disease and identify other alternatives and place them on the continuum, both in relationship to the poles. Each student independently weighed the alternatives he had chosen; discussion followed.

At the end of the lesson, students were more aware of the fact that there can be many sides in the same issue. Also, they understood that respect for the opinions of others is important--that knowledge grows where there is a respect for the views of others.

Value Clarification Lesson # 3.

1. Performance Target: Scientists are men, because of that, they are fallible and as men must be willing, and as a society must be organized, to correct their errors. (Understanding of one's fellow man.)

2. Subject Matter: How necessary is light for growing plants?

3. Methods: a. Devil's Advocate.
   b. Value-clarifying discussions.

4. Learning Activities: Experiments (groups and individuals). Different experiments with plants--germination, photosynthesis, and testing for chlorophyll--were assigned and set up a week in advance.

5. Basic Concepts: a. Green plants use the radiant energy of sunlight to make food.
   b. The plants in the light grow green, but the plants in the dark remain white.
   c. The seeds start to grow (germinate) under both conditions (light and dark).

6. Skills and Habits: a. To help the student uncover facts by himself.
   b. To develop the habit of dependability and accuracy.

This time the teacher announced to the class that he would play the role of "devil's advocate," as follows: "Man never fails! Everything man does is perfect. He always figures out things carefully, so nothing can go wrong." The extreme statements ignited interest and challenged the students' thinking. After short discussions, the students that worked on experiments and investigations were asked to demonstrate and explain their experiments to the class. Quite a few experiments did not work (you can always be sure of that!) because of simple mistakes made in timing or measuring.

VALUE SHEET # 2

Instructions: Please respond in writing to the following questions.

1. It is said that men master nature not by force, but by understanding. What does that mean?

2. How can you honor the man whose beliefs you do not share?

3. Mr. Brown said, "Violence is as American as cherry pie." How do you value Mr. Brown?

4. Why should search be cherished above discovery?

5. Why should thinking be cherished above the thought?

The following are some of the original answers given to the questions on value sheet # 2. They appear about the same as they were written.

1. It is said that men master nature not be force but by understanding. What does it mean?

Responses:

Men are masters of nature but do it with the understanding of nature's life, and are making more and higher plant life.

It means that if something like a hurricane were coming man could not stop it, but he could understand it was coming and prepare himself.

Men can't master nature by force because nature grows and functions by itself and it is too much for man to control.

2. Do you honor the men whose beliefs you no longer share?

No, I wouldn't honor him but I would just listen to what his opinions are and put it together with mine and I would find out that everyone has different beliefs and opinions and just learn to live with it, because I'm never right all the time and neither are others.

Yes. Because say (for example) a man started a scientific study to prove that bacteria were animals we might have never known by this time that they were plants.

Yes, because he knew the best at the time and you should give him credit for what he tried to do.

3. Mr. Brown said, "Violence is as American as cherry pie." How do you value Mr. Brown?

I think he's right because "cherry pie" is favored in America, and violence is mainly like cherry pie because it seems to be as popular in American as pie, and lots of violence is going on in America.

I do not value him very highly because even if it were, and I don't think it is true, it would be a very unwise thing to say in public.

I don't value Mr. Brown very well because he acts like violence is something very common in America and he's not trying to do anything to stop it. He's just talking about it. America has never been noted for violence. I wouldn't consider it as good as a cherry pie.

4. Should search be cherished above discovery?

Yes, because people have to search for something to get progress. If we discovered something already we should go and search because you may find things you never knew and it might be a whole change in our life or it will be just another discovery and search for progress.

Yes, because search might often be something long and tiring but discovery is only a tiny moment. Or, if a man were to search for something and not find it and another man just stumbles over it and discovers the same thing the other man was searching for, the man who searched should be valued higher.

If the person searched hard enough and tried then he should get as much credit as the man who discovered, because if men didn't search then nothing would ever be discovered.

5. Should thinking be cherished above the thought?

Yes.

Yes, because a thought no matter how great would be lower than thinking because a thought is always a product of thinking.

Well, I think thinking is thought.

UNIT LAYOUT

Content and Methods / Specific Objectives	1	2	3	totals
Physical Environment What are living things? Do living things depend upon each other? What are you? What is your mission on the earth? Value Sheet # 1. Methods: a. Value-clarifying discussions. b. The zig-zag lesson.	35%	2%	2%	39%
Matter and Life What is matter? What are you composed of? How do living things survive? The pyramid of life Scientific discoveries in the past and present Methods: a. The value continuum b. Value-clarifying discussions	3%	20%	1%	24%
Physical Conditions for Life Experiments and investigations with plants Study of biome Film: Balance in Nature Methods: a. Devil's advocate b. Value-clarifying discussions	6%	1%	30%	37%
Totals	44%	23%	33%	100%

VII. Evaluation and Interpretation. I did my experimental pilot study with typical average class students. Some of them were already purposeful and enthusiastic, others were uncertain, negative and listless.

At the beginning and at the end of the experimental teaching period, I measured student responses in terms of: (1) understanding, (2) respect for his fellow man, and (3) responsibility. The most significant changes on all the children were in terms of positive attitudes toward learning and active participation in class undertakings.

My assumption is that value clarifying experiences do have a positive effect on the kind of learning behavior for which teachers strive.

The results of the tests were as follows:

EVALUATION PROFILE

	Pre-index	Post-index
I. CLASS AVERAGE SCORE	59.2%	90.8%
II. SCORE of EACH OBJECTIVE TESTED		
1. UNDERSTANDING	54.4%	87.8%
2. RESPECT	60.6%	93.2%
3. RESPONSIBILITY	62.5%	91.4%
III. BOYS:		
1. UNDERSTANDING	56.9%	87.7%
2. RESPECT	63.7%	93.4%
3. RESPONSIBILITY	60.8%	90.1%
IV. GIRLS:		
1. UNDERSTANDING	51.9%	88.0%
2. RESPECT	57.5%	93.0%
3. RESPONSIBILITY	64.3%	92.8%

SCORES OF INDIVIDUAL STUDENTS

GIRLS

PRE-INDEX			POST-INDEX		
Under-standing	Respect	Respon-sibility	Under-standing	Respect	Respon-sibility
65%	71%	77%	95%	100%	96%
65%	64%	77%	100%	86%	100%
50%	64%	85%	55%	79%	100%
60%	64%	73%	90%	100%	100%
70%	50%	65%	100%	86%	85%
60%	64%	62%	100%	100%	100%
45%	71%	69%	70%	100%	92%
45%	64%	65%	70%	93%	92%
50%	57%	58%	100%	100%	92%
50%	50%	62%	100%	100%	100%
45%	43%	54%	90%	100%	92%
30%	43%	54%	90%	79%	77%
40%	43%	35%	85%	86%	81%

BOYS

90%	79%	70%	100%	100%	100%
70%	64%	81%	95%	71%	88%
45%	86%	81%	90%	100%	92%
70%	79%	65%	100%	100%	100%
75%	57%	62%	85%	71%	92%
70%	57%	54%	75%	100%	96%
50%	71%	58%	75%	93%	81%
50%	50%	62%	80%	86%	88%
50%	71%	50%	75%	100%	85%
45%	57%	54%	90%	100%	100%
35%	64%	58%	90%	100%	85%
50%	43%	50%	85%	93%	73%
40%	50%	46%	100%	100%	92%

Name:_____

This test has 30 statements which ask for some of your personal opinions. There are no right or wrong answers. What is wanted is your own individual feeling about the statements. Read each statement carefully and then decide how YOU feel about it. Indicate whether you Strongly Agree (SA), Agree (A), Disagree (D), or Strongly Disagree (SD) by placing the proper letter or letters in the space provided.

_____ 1. One should not have to fulfill his obligations if he doesn't want to.

_____ 2. We should destroy all undesirable species of animals in order that the most desirable species will thrive.

_____ 3. I feel all people should have equal rights.

_____ 4. I feel a person should stick up for his rights, regardless of what it does to other people.

_____ 5. There is something good about every human being.

_____ 6. Opinions of others are not important.

_____ 7. Science confronts the work of one man with that of another.

_____ 8. Making mistakes is human.

_____ 9. Nothing can go wrong if you figure things out carefully.

_____ 10. Violence shows the lack of human dignity.

_____ 11. There is hardly anyone lower than a person who does not feel sympathy for his fellow man.

_____ 12. If one is not interested in other people, he should not spend time learning about them.

_____ 13. In my opinion, a man who cleans the streets is worthless.

_____ 14. I never fail.

_____ 15. I ought to praise the search above discovery.

_____ 16. The existence of every man depends upon his relationship with other people.

_____ 17. I prefer to work alone because I do not agree with the group.

_____ 18. People who contribute less to society than others, ought to be ignored.

_____ 19. Willful waste of nature is a crime against humanity.

_____ 20. Scientists are men, because of that they are fallible.

_____ 21. If I make a mistake, I should not admit it.

_____ 22. In doing what I ought, I deserve no praise, because it is my duty.

_____ 23. Knowledge grows when we consider the views of other people.

_____ 24. I should try to correct my mistakes.

_____ 25. I ought to understand myself in order to understand my friend.

_____ 26. I am not always responsible for my actions, either good or bad.

_____ 27. Understanding people is one of the virtues I should learn.

_____ 28. Society or scientists should not honor the men whose beliefs they no longer share.

_____ 29. Being a man means having obligations.

_____ 30. Science holds all of the answers to life.

KEY FOR THE TESTING INSTRUMENT

Total questions asked: 30

Each question worth: 2 points

Possible points: 60

Interpretation of letters:

SA	+2 or -2 points
A	+1 or -1 point
D	+1 or -1 point
SD	+2 or -2 points

Objectives Tested:

1. Understanding--questions 8, 9, 10, 14, 15, 20, 21, 24, 25, 30.

2. Respect--questions 5, 6, 7, 13, 18, 23, 28.

3. Responsibility--questions 1, 2, 3, 11, 12, 16, 17, 19, 22, 26, 27, 29.

GUIDLINES PAPER I

SOME PERSPECTIVES FOR VALUE EDUCATION

Project on Student Values
3860 Plainfield, N. E.
Grand Rapids, Michigan 49505
August 1, 1968

Prepared by
Walter L. Thomas

SOME PERSPECTIVES FOR VALUE EDUCATION

WALTER L. THOMAS, DIRECTOR

PROJECT ON STUDENT VALUES

The only certain thing is change! Such an observation is probably an understatement when most of contemporary human experience is analyzed in our society today. Only the simple-minded recluse would deny such a statement in the light of recent events. Even if I could, I would bore you in attempting to explain all the political, economic, social, religious, technical, scientific, educational, and moral change that is so contemporary it is common. Even such an explanation would deny the very nature of change, since any analysis of change is itself probably passe'. Although change explanation is therefore untenable, I will offer some change description to sharpen our conception of present social condition and prepare us for the concerns of this workshop.

Although many generations have said it, it is probably more true now than in any other one period in human history: we are seeing the most complete and rapid transition of human experience ever. We are witnesses to a fantastic identity crisis in the time-line of specie homo sapien. Mankind is turning a dramatic corner in human history. Society is no longer rural but urban, no longer agrarian but industrial-technical, no longer passive but active, no longer static but fluid, no longer stationary but mobile, no longer poorly educated but liberally educated, no longer regional but international, no longer poor but affluent, no longer isolationary but interdependent, religion is no longer personal but academic, knowledge is no longer provincial but universal, science

is no longer suspect but worshipped, and morals are no longer absolute but relative. And with its progress and prosperity change has brought its problems and perplexity. Change is a factor that must be accepted and harnessed.

The greatest combatant of change is fear. The new and untested provide us with great insecurity and we naturally resist anything that is associated with anxiety-producing conditions. Many well intending persons are inadvertantly becoming part of the problem rather than part of the answer by failing to meaningfully relate to things and people as they really are.

When faced with the trauma of anxiety-causing situations, persons will usually react in one of three ways: (1) relate to the situation as healthy minded people, (2) face the situation temporarily and then run back to a more comfortable point of reference in the past, or (3) refuse to face current reality and remain at some historical point of reference. The first I call relate, the second I call predate, and the third I call fixate. As professionals trained in various methods and perspectives of dealing with people in these times, we will deal with people from one of these three perspectives. We will relate, predate, or fixate. Although this provides content for a thesis all its own, I shall forgo the temptation and keep to the concerns at hand.

The most pronounced by-product of social change is value dilemma. The pace-setters of value in a culture and society are its institutions, i.e., economic institutions, religious institutions, political institutions, educational institutions, the institution of the family, and so forth. But these very institutions are the centroid of cacophonous change. Some institutions have completely reversed their field when it comes to value position. Others have changed their relative role from dominant value influence to that of mild value influence. Some institutions have less and less to do with the general populace and more to do with decreasing minorities. We have seen the American family

and home shift from a primary group which was rural, thrifty, and self-sustaining to an urban family group that is loosely linked together and generally characterized as a small hotel in which one takes his board and room. We have seen the American family move from an intimate federacy to a loose confederacy. We have seen the church go from fundamentalism and personal involvement of the majority of a rural society to a passive and intellectual experience for a decreasing few. We have seen the family in the large urban setting unable to maintain constant membership through the first 15 years of a child's life with divorce rates ranging from one out-of-two in most large cities to three-out-of four in Los Angeles. We have seen many groups and organizations that were once secondary become primary groups. The union, the club, the office group, the school, and the peer group have become more important to many people than the regards of family members.

Walter Lippman, the noted American writer, has suggested a pertinent observation on change in our society. He makes it in keeping with the penetrating manner we have come to expect of Walter Lippman. He indicates in his work, A Preface to Morals, that two "acids of modernity" are eating away at the core of the American Way of Life. These acids he identifies as urbanization and industrialization. The one is taking us from the simple good life of the farm and rural scene to the sprawling megapolis with all of its subtleties and complexities, the other is taking us from a simple family unit economy to a vast network of social interdependencies. The rural man was essentially mystical and very much himself. He was next to the soil and dependent upon the elements for his very existence. It was easy for him to conceive of a God under those conditions. Morality was quite simple to understand and generally was indicative of the ten commandments. But with the changes urbanization and industrialization have brought man is three and four steps removed from anything that resembles dependence upon God or nature.

Morality is not simple but it is shaded with infinite numbers of shades between a clear black and white. Relationships between men have become so complex and subtle that right and wrong have given way to the practical and the pragmatic. Lippman does not recommend that we should all move back to the farm or declare war on machines, but he does suggest that we must look anew to value education and moral analysis if we are to relate to the times in which we live and preserve the society as we know it. As teachers, ministers, social workers, parents, and so forth, this comes to us as no new need. It is a mandate that brings us together to discuss the kinds of concerns which this workshop represents.

Children growing up in a society will internalize the values of the institutions, small groups, and significant persons with which they associate. If these cultural representatives with which they socialize are in the throws of value dilemma and value change, the children will internalize uncertain and incompatible value systems.

The children being born today will be living in a radically different world than most of us have known. In fact, among all the problems which our changing society presents, there are some exciting things. They tell us that life expectancy will be 100 years of age by 1980, that the average age of retirement will be 45 years old, that the work week will be four days long and six hours a day, that training and specialization will be so involved that one will not enter the work force until he is nearly thirty years of age, that man's biggest problem will be leisure and how to integratively handle it, that every family will have at least two cars with one a large turnpike cruiser with speeds to 200 miles per hour and the other a small little Renault-type car that will be fueled once at the time of purchase, that housewives will clean their homes through means of electronic tape located strategically about the house that will be switched on at nights to disintegrate the dirt after you throw out the cat, that most

clothing will be made of paper, that most kitchens will have one food machine to replace present infra-red ranges and frost-free refrigerators. that present phones will enable us to talk to anyone in the world regardless of his language because he will hear it in his own language when we speak English, that we will live in pre-fab houses made in factories out of such materials as paper and plastic, that every family can have computer services with a simple home console plugged into a central facility to handle such tasks as figuring income tax, making budgets meet, helping junior with his assignments and mother with special gourmet menus. So much for "tomorrowland". It's great and it will probably bring us new value problems also. But what about the present conditions about which I have already talked?

I think one of the most striking realizations that appears to the person who carefully views value change in these times, is the obvious shifting of responsibility for value education among various institutions. Although there are those who will probably disagree with the next statement, I submit that the institution of the school is and should be moving into an increasingly more vital and central role in value education. Furthermore, I submit that value education is a top-level priority task for the public schools. Philosophically, I like the way Harold Hand, the noted authority on secondary schools puts the matter, when he suggests that a top-level priority task for the public schools is one which the school can do for all of society's youth more efficiently and effectively than any other single institution can. Among others, he suggests the public school has such top-level priority tasks as: (1) to teach youth to understand, appreciate, and live the democratic way of life, (2) to teach youths to think and communicate clearly, (3) to serve all the youths of the community equally well, (4) to make full use of what is known about the learning process, (5) to teach proper regard and care for one's physical and psychological health, etc.

I am certainly suggesting that value education is now a top-level priority task for the public schools because it is better equipped to do so for all the youth than any other single institution. In making such a claim, I am also offering an indictment on the church which is offering viable value impact to a decreasing proportion of the urban populace; as well as an indictment on the home which is having a decreasing influence in proper value education on an increasing number of youth each year. This is not intended to suggest that we should begin tapering off support of homes and churches in preference to schools, or that schools and homes should discontinue value education in deference to the public schools. But as an ordained minister and concerned parent, I am suggesting that for the good of society and its youth, the school should shoulder more of the responsibility and give itself to understand more about values in the personality of youth and how they can be learned, taught and assessed. With this, I offer a case for the Project on Student Values and a keynote for this conference.

Whether or not you agree with my description of social change and the proposed dominant role the school must assume in value education, I am sure you agree that the school does engage in value education and that teachers should understand more about the dynamics of value and how values are taught. To the many persons who are not directly related to the public schools, I offer the resources of this conference and of the Project on Student Values so that you may more effectively carry out your respective institutional and personal tasks.

As if the problem were not bad enough as it stands, while the schools should be taking a greater responsibility for value education the school's teachers are backing away from value education responsibilities. Your presence at this workshop would tend to refute this observation, but I make it on the basis of a perspective which goes beyond this distinguished group. I think certain predisposing factors have contributed

to this reticence to bring students into a value analysis. The paramount factor is no doubt the defensive minorities in the various school communities who have "put the hex" on the teachers. The problems of religion and the state and prayer or Bible reading in the schools have dramatized the rights of minorities. The series of Supreme Court decisions on these issues have caused a disturbing reaction formation in the classroom, the administrative office, the PTA and the board room. It is an established fact that most teachers do not begin to understand or interpret the recent decisions accurately. In a recent study it was noted that less than one-fourth of one percent of classroom teachers had ever read one of the decisions on religion and the schools, much less the interpretations by the various justices or state departments of education. The one thing that some teachers have tended to do in unanimous concert is to back off of anything that infers a religious behavior or position. It takes no psychologist to point out what fear can do to people. The result is that teachers are concerned solely with teaching the facts and concepts that generally characterize classrooms in America. This condition is inadequate. I am not advocating disregard for the true and actual legal guidelines that are set for the public schools. In fact, I resent, both as a religionist and as an educator, the panic pieces and hate literature that religious fanatical groups are producing in reaction to the matter.

I believe one of the more responsible voices on the matter of religion and education is the Religious Instruction Association which has representatives in this workshop. They are attempting to provide constructive assistance to teachers and citizens who realize that ideas are currently distorted and out of proportion to the facts and needs of the situation in schools, and are trying to provide materials and guidelines to bring the conditions to a more healthy state of affairs. I urge interested teachers to look into their materials and ideas.

Some Basic Considerations for Value Education

Students learn values in the schools whether or not teachers "Teach" values.

It is not really a decision the teacher makes as to whether he is to teach values or not, it is a question of whether they will be taught by default or by design. It is not whether students will learn values or not, it is a question of what values will they learn or how meaningful the value experiences will be. It is not whether the teachers are responsible for the values the students are learning, it is a question of whether they will be negligent and derelict or prepared and resourceful.

A person who has not developed a reasonable and functional system of values is a personal and social hazard.

Personal values are the primary factors in explaining human behavior - such higher behavior as decision making and judgment. An individual with an inadequate system of personal values will be motivated by group pressure or impulse, or both. As such he is a physical and social hazard to himself and to those around him. He doesn't behave in regards to reason and propriety but by selfishness and fanaticism. He is easily influenced and exploited by his more clever associates. He is ripe for crime and disturbance. His only standard for behavior is momentary expediency. The teacher and the school which defaults the education of values is a very real partner in the resulting harvest of crime, destruction, and personal waste.

Nothing else that is learned in the classroom amounts to much unless certain values are taught.

There are four potential outcomes to the educational process as commonly conceived by educational psychologists and educators. Students may learn: (1) facts, (2) concepts, (3) skills, and (4) values. I list these in this order because it represents the relative degree of emphasis given each in typical classrooms, curriculum planning, and teacher-education. If an analysis of classroom materials, test materials, and teacher-education

curricula is made, one would discover by implication that facts are more important than concepts, that concepts are more important than skills, and that skills are more important than values. More attention, time, and emphasis is generally given to the former than to the latter. Whether this assumption is planned or unplanned it apparently dictates the whole of educational process. I call it into serious question. Such an assumption is itself an unfounded value judgment that rules by practice rather than by tenability.

In sharp contrast to evident practice, I submit that nothing else that is taught amounts to much at all, unless an integrative system of personal values is taught concurrently. The same learning of certain facts, concepts, and skills make a successful leader of a crime syndicate or a bishop. The personal values of the given student will make the ultimate difference--and the teacher can do a lot to determine that difference!

Values make individuals and groups distinctly human.

In the light of the previously mentioned industrial revolution in our society, I am less and less concerned about machines replacing people as I am concerned about people replacing machines--or more correctly the fear of people becoming machines! In our interdependent society we operate by precise social stimulus, almost as if we were being controlled by an electronic button or lever. People behave more and more like some sort of apparatus that is so cleverly characterized in the hotel advertisement, "keyed-up executives unwind at Sheraton." That advertisement is apropos when they picture the wound-up executive with a spring-wind key located conspicuously in the middle of his back. We are becoming automotons of a push-button, bell-ringing, calendar-checking world. We are more elaborately programmed than are computors! You must pardon the foregoing satire, but the point is needed to be made. You see,

sputnik, the science takeover, the knowledge explosion, and the demands of a technical society have dictated to the school curriculum and teacher the nature of learning experiences for society's youth: you are to teach the student facts, concepts, and skills! I am committed to the idea that schools must be relevant to the needs of society, but I also suggest to you that riots, increased delinquence and divorce, increased mental illness, decreased religious experiences, distorted human relations, and other similar factors, also have something to say about what shall go on in the schools. If we but program a student to be an encyclopedia, a computor, or a technician we have disenfranchised him from the human community and said in effect, that if he is efficient (like any other well designed machine) he is good. That student is a hazard to turn loose on society. A student with such tools will but turn them into weapons of suicide. I want no part of it! Oh yes, I want him to have a discerning mind, a clever hand and an articulate voice, but I also want him to have a compassionate heart and a sensitive conscience. It is the heart and conscience that will make the final difference for mankind. It is the heart and the conscience that make him more than merely an efficient machine. It is the heart and conscience that make him human. It is the heart and conscience that make a satisfying society. It is a heart and conscience that concern you and me to think about value education.

The responsible teacher will demonstrate personal and professional concern in planning value analysis and value education as legitimate inclusions in existing classroom experiences.

You have demonstrated this concern by virtue of your presence at this opening session of the Workshop on Value Education. It is not entirely fair to criticize teachers about a lack of planned value education experiences, if the fields of psychology, sociology, and education have been fumbling with the ball of theory development and re-

search on values. Much has and is being done on the matter and the current problem is one of communication to practicioners. Teacher education is suffering from a "knowledge gap" pertaining to the psychology, sociology, and education of values. The federal government funded the Project on Student Values because it held promise for attempting to reduce that gap. The project staff has been and will continue assimilating and preparing materials that will provide better understanding of how values are acquired, developed, modified, taught, and assessed. This workshop is one of the various methods the project is using to carry on this process of assimilating and disseminating such materials.

This workshop is designed to assist the responsible teacher in better preparing himself for the important process of value education. The concerns and materials reflected in this workshop will serve as substantial indicators of progress in value education. This workshop and Project on Student Values will share the responsibility with other similar agencies and concerns in reducing the "knowledge gap" regarding the value concept in education. I wish to officially express appreciation to Dr. Ulry of the College of Education of Western Michigan University for expressing confidence in this workshop by sharing sponsorship. As director of the Project on Student Values and this workshop, I want you, the workshop participants, to know that I am thrilled with your interest and that I am counting on you very heavily for the task at hand. Thank you.

GUIDELINES PAPER II

REVIEW OF SELECTED RESEARCH ON THE VALUE CONCEPT *

Project on Student Values
3860 Plainfield, N.E.
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August 1, 1967

Prepared by
Walter L. Thomas

* Walter L. Thomas, The Initial Development of the Differential Value Profile, (Unpublished Doctoral Dissertation, Tulsa: University of Tulsa) 1967, Chapters II and III.

CHAPTER II

REVIEW OF THE RESEARCH

The study of personality characteristics of students in high schools and colleges, especially the study of attitudes and values, has increased markedly in the past decade. It can be noted that increasing recognition is being given to the value concept as an important factor in human behavior. In this vein Mackinnon recently stated, "The problem of value, long ignored by psychologists as a metaphysical problem, has in recent years received increasing recognition as an essential variable in scientific psychology."[1] From another source, Woodruff contends that "the value concept has risen sharply . . . to a focal point in studies of human behavior."[2] In common parlance and professional usage, one hears many statements about the individual's values as they relate to his actions. Parsons and Shils point out in the Harvard interdisciplinary work, "Patterns of value orientation have been singled out as the most crucial cultural elements in the organization of systems of action."[3] This statement is also in agreement with

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[1]D. W. Mackinnon, "Personality," Annual Review of Psychology, II (1951), 113-36.

[2]A. D. Woodruff, "The Roles of Value in Human Behavior," Journal of Social Psychology, XXXVI (August, 1952), 97-107.

[3]Talcott Parsons and Edward A. Shils, "Systems of Value Orientations," Toward a General Theory of Action, ed. Talcott Parsons and Edward A. Shils (Cambridge, Massachusetts: Harvard University Press, 1962), p. 159.

Edward Tolman who asserts, "Cultures have value standards--cognitive, appreciative, moral," and he goes on to say that these standards are "acquired by the actors living in these cultures."[4]

The present-day interest in values has called forth an increasing amount of literature on the subject. Various authors and researchers have attended themselves to the practical study of values in specific areas of human behavior. Charlotte Buhler has suggested the primary import of the values held by the therapist and the client.[5] Martin Katz of the College Entrance Examination Board discusses values as a basis for decision-making. He points out, "Values mediate the organization of attributes within the individual's self-concept and muster them for decision-making."[6] Ralph Gabriel analyzes the place of values in various aspects of American life: in politics, law, religion, education, science, economics, the arts, and values in social and international relations.[7] Jacob and Flink, in an endeavor toward establishing an operational definition of values for use in public affairs research, talk about values and their function in

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[4]Edward C. Tolman, "Value Standards, Pattern Variables, Social Roles, Personality," Toward a General Theory of Action, ed. Talcott Parsons and Edward A. Shils (Cambridge, Massachusetts: Harvard University Press, 1962), p. 343.

[5]Charlotte Buhler, Values in Psychotherapy (Glencoe, Illinois: The Free Press, 1962).

[6]Martin Katz, Decisions and Values (Princeton, New Jersey: College Entrance Examination Board, 1963), p. 17.

[7]Ralph H. Gabriel, Traditional Values in American Life (New York: Harcourt, Brace and World, 1963).

political decision-making.[8] These identifications merely sample the pervasive interest given the value concept in differing kinds of concerns.

There is much noteworthy research that has been conducted in which values were variables under study. The writer attempts in the following paragraphs to review research judged pertinent to this study report. There are references in the literature to studies of values among college students, effects of various experiences on values, values and individual differences, values and other personality variables, and so forth. Many of the studies are contradictory in the conclusions they make and vary in techniques and sophistication of research design. During the last three decades, psychologists, sociologists, anthropologists, and educators have also studied the effects of different pedagogical methods in the development, stability, and change of different attitudes and values.

That attitudes and values are instilled early in life needs little documentation, but recent interest has shifted from the study of the chronological development of attitudes and values to a consideration of the effects of certain predisposing factors in the individual on that development. These predispositions are often referred to as values or value dispositions. In the last few months persons have expressed a need for more information about the student, particularly information of the non-academic variety. Studies of student characteristics are being called for in the light of student unrest and consequent public and educational concern.

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[8]Philip E. Jacob and James J. Flink, "Values and Their Function in Decision-Making," The American Behavioral Scientist, V, No. 9, Supplement, (May, 1962), 10 - 12.

The related research presented in this section is concerned primarily with those studies which bear upon: (1) socio-cultural factors and values, (2) the relationship between scholastic performance and affective variables, (3) changes in attitudes and values, and (4) instrumentation for assessing personal values.

Socio-Cultural Factors and Values

Sociological as well as psychological research has demonstrated that differences in attitudes and values exist among cultures and sub-cultures. Although a common value structure appears to be present among students in a given culture, variations exist within and among different cultural groups.[9] Miller, studying value differences among college students from different social classes, reported that rural students tend to identify themselves as members with the working class more frequently than do students from the urban areas.[10]

Some studies have indicated a disparity in college attendance among students from the different social classes.[11] Children coming from homes where the parents had some college education and valued it highly are more likely to attend college than those coming from homes where the parents have not had any college education. Those from the lower social class homes do not always have

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[9]Charles Morris, Varieties of Human Value (Chicago: University of Chicago Press, 1958); Byron S. Hollingshead, Who Should Go To College (New York: Columbia University Press, 1952); and Sloan Wayland and Edmund de S. Brunner, The Educational Characteristics of the American People (New York: Teachers College Bureau of Publications, 1958).

[10]Norman Miller, "Social Class and Value Differences Among American College Students," (unpublished Ph.D. dissertation, Columbia University, 1958).

[11]Hollingshead, Who Should Go To College; Ralph F. Berdie, After High School - What? (Minneapolis: The University of Minnesota Press, 1954).

the means to educate their children. Hollingshead and Berdie discovered that motivation for college was lacking for many of the superior high school students who did not attend college but who could have done so by obtaining a scholarship.[12] They discovered one of the crucial factors in ascertaining college attendance is family attitude. If college-going is a family tradition and there is awareness of the value of a college education, the child will attend college even if it means considerable sacrifice on the part of the parents.

Some studies have shown significant differences in attitudes and values among Protestants, Roman Catholics, and Jews. Spoerl, using the Allport-Vernon-Lindzey "Study of Values Test," concluded that Jewish students score significantly lower than Protestants and Roman Catholics with respect to religious values, but score significantly higher than Catholic students in respect to social values.[13] Woodruff demonstrated that religious experiences have an important effect on the value patterns of young people and concluded that denominations appear to produce diverse effects. He also showed variations within members of the same denomination which would lead one to question whether differences in attitudes and values are the result of religious differences or whether there may be an interaction of many factors such as socio-economic status and region.[14]

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[12]Hollingshead, Who Should Go To College; Berdie.

[13]Dorothy T. Spoerl, "The Values of the Post War College Student," Journal of Social Psychology, XXXV (May, 1952), 217-25.

[14]Asahel D. Woodruff, "Personal Values and Religious Backgrounds," Journal of Social Psychology, XXII (November, 1945), 141-47.

The thesis that other factors must be considered was supported by Rhodes.[15] While Studying the relationship between authoritarianism and religious preferences of high school seniors, Rhodes concluded that the association between authoritarianism and religious fundamentalism is not independent of the influence of socio-economic status and rural residence. The authoritarian difference between fundamentalist and non-fundamentalist subjects tends to decrease as status and urban influences increase. He also showed greater variation among Protestants than between Protestants and Roman Catholics with respect to authoritarianism.

Socio-cultural differences in attitudes and values have also been viewed by studying public and private high school graduates. Prince found significant differences in mean value scores among students in public, private, and religious high schools.[16] Wilson studied a group of 165 Harvard seniors (88 public school graduates and 77 private school graduates) and found significant value differences between the two groups.[17] Such studies appear to support the thesis of McArthur that public school graduates exemplify the traditional American value orientation; that is, they were found to be more Doing, Man-over-nature, Individual, Equality, and Achievement-oriented than were the private school graduates. On the other hand, the private school graduates were more executive oriented.[18] A point

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[15]A. Lewis Rhodes, "Authoritarianism and Fundamentalism of Rural and Urban High School Students," Journal of Educational Sociology, XXXIV (November, 1960), 97 - 105.

[16]Richard Prince, "A Study of the Relationship Between Individual Values and Administrative Effectiveness in the School Situation," (unpublished Ph. D. dissertation, University of Chicago, 1957).

[17]Cody W. Wilson, "Value Differences Between Public and Private School Graduates," Journal of Educational Psychology, L (October, 1959), 213 - 18.

[18]Charles McArthur, "Sub-Culture and Personality During the College Years," Journal of Educational Sociology, XXXIII (February, 1960), 260 - 68.

of interest to note from many of th[illegible] studies is that attitude and value differences between public and private high school graduates are not a simple reflection of background characteristics such as religion or socio-economic class.

There is no doubt but that the relationship existing between the child and his immediate family has an effect upon the types of attitudes and values the child will develop. This is true whether the child is reared on the farm or in the city, whether his father is in the laboring or executive class, or whether the child is reared as a Roman Catholic or Jew. Itkin tested 400 male and female college students and their parents and found that when the students had favorable parental attitudes, they approved of their parents' supervision whether or not their parents had dominant or submissive attitudes toward control. Those students who had negative parental attitudes regarded their parents as dominant regardless of their parents' attitudes toward control.[19] Lyle and Levitt studied the relationship between children's authoritarianism and parental discipline and found that for 215 fifth-graders, authoritarianism was positively related to parental punitiveness.[20] Rose's[21] data, and that of Wittenborn[22] and Koch,[23] suggested

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[19]William F. Itkin, "Relationships Between Attitudes Toward Parents and Parents' Attitudes Toward Children," Journal of Genetic Psychology, LXXXVI (June, 1955), 339-52.

[20]William H. Lyle, Jr. and Eugene E. Levitt, "Punitiveness, Authoritarianism, and Parental Discipline of Grade School Children," Journal of Abnormal and Social Psychology, LI (July, 1955), 42-46.

[21]Arnold M. Rose, "Reference Groups of Rural High School Youth," Child Development, XXVII (September, 1956), 351-63.

[22]Richard J. Wittenborn and Others, A Study of Adoptive Children ("Psychological Monographs," No. 408; Washington, D.C.: American Psychological Association, 1956), p. 410.

as did the other studies previously noted, that the intimacy of family life is related to the child's attitudes and values.

The ontogenetic development of the individual is parallel with the genesis of his values. Thus it is self-evident that values are integrated into and part of personality development. They have their origin in infancy and terminate only when life itself is terminated. However, the complexity of values and their inability to be handled in a generalizable theory have deterred most investigators from exploring the interiorization of value systems in the young. Consequently, even the interiorization of values systems in adults has not always been clearly understood.

The studies that have been done with children have been subjected to much criticism. The study by Ehrle in which he states that children are dominated by specific values implies a higher mental growth to children than their age warrants.[24] Turner found that social values do appear early but that they are not stable and are subjected constantly to environmental influences.[25]

In trying to relate adult values with children's values, Thorndike quotes the four elementary value concepts as evolved by Sombart: (1) physical bigness

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[23]Helen L. Koch, Attitudes of Young Children Toward Their Peers As Related to Certain Characteristics of Their Siblings ("Psychological Monographs," XXVII, No. 426; Washington, D.C.: American Psychological Association, 1956); Helen L. Koch, "Children's Work Attitudes and Sibling Characteristics," Child Development, XXVII (September, 1956), 289-310; and Helen L. Koch, "Some Emotional Attitudes of the Young Child in Relation to Characteristics of His Sibling," Child Development, XXVII (December, 1956), 393-426.

[24]G. Ehrle Systems of Values in Small Children (Munster: Regensbergsche Buchhandl, 1930).

[25]W.D. Turner, "Altruism and Its Measurement in Children," Journal of Abnormal and Social Psychology, XLIII (1948), 502-16.

as seen in grown-ups and imagined in giants; (2) quick movement in running or bowling a hoop; (3) novelty of changing toys very quickly; and (4) a sense of power which explains why the child pulls out the legs of a fly, makes the dog stand on its hind legs, and flies a kite very high. These values are related by Sombart to the values adhered to by adults in modern society: (1) adults attach importance to quantities or mere size, (2) speed is essential to modern man, (3) adults love novelty or sensation, and (4) a sense of power drives many adults in modern society.[26]

Moore found that if the home values come in conflict with teacher's values, then confusion may characterize the child and detracts from his developing a secure system of values. The teacher-parent conflict may also handicap his developing a sense or feeling of belongingness.[27] One might ask Moore what sponsored value system is criterion for a secure system.

Rosenberg found that family and home have a most important effect on the student's value system.[28] There was distinct relationship between one's economic background and the place money held in the individual's value system. The father's income was most important in the occupational choice of the student. The student usually selected the occupation which would parallel the father's both in economic and social advantage.

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[26]R. L. Thorndike, Human Nature and the Social Order (New York: Macmillan Company, 1940).

[27]Willis Moore, "The Teaching of Values," Educational Record, XXVII (October, 1949), 412-19.

[28]M. Rosenberg, Occupations and Values (Glencoe, Illinois: The Free Press, 1956).

Although there is probable merit in the descriptive studies indicating significant socio-cultural differences in attitudes and values, many social scientists disagree on why these differences exist. Kluckhohn offers one suggestion for understanding the apparent differences when he says:

> (1) The dominant value system is the 'official' American 'success culture,' radiating from a focus somewhere in the lower middle class; (2) dominant (American) values emphasize the Future as the important time, the Individual as the important person, and Doing as the important aspect of personality; (3) the alternative system relevant to the present problem is one radiating from some point in the Eastern upper class; (4) there the time most valued is the Past, the persons who matter bear a Lineal Relation to oneself, and Being is the most valued aspect of the person.[29]

The Relationship Between Personality Characteristics and Scholastic Performance

Of continuing interest to all educators is the study of various student characteristics in relationship to academic performance or learning. Instruction, or dissemination of knowledge, is one of the major responsibilities of any institution of higher learning. Increased understanding of those factors which contribute toward student learning, and of those factors which retard this process has resulted in the improvement of instruction, in the refinement of admission standards, and in the improvement of the counseling service for students.

Various persons have recognized the roles that aptitude or intellectual ability play in learning. Through the years the majority of predictive studies has been concerned with the degress of correlation between academic performance and various instruments measuring aptitude. Educational researchers and

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[29]Florence R. Kluckhohn, "Dominant and Substitutive Profiles of Cultural Orientations: Their Significance for the Analysis of Social Stratification," Social Forces, XXVIII (May, 1950), 376-93.

psychologists have realized that factors besides aptitude complicate the prediction of academic success.[30] Possibly because of the dissatisfaction with the adequacy of cognitive correlates, more attention has been given to the role which attitudes, interests, values, and other personality syndromes play in learning. Such psychologists as Allport[31] and Rokeach[32] have pointed out that what one learns is largely conditioned by the prejudices, biases, preconceived notions and convictions of the person who does the learning.

Efforts to determine the relationship between academic performance or scholastic success and such attitudes and values that are measurable on personality tests go back only about four decades. Early research findings were contradictory or inconclusive.[33] In recent years, however, a growing number of

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[30]George Middleton, Jr. and George M. Guthrie, "Personality Syndromes and Academic Achievement," Journal of Educational Psychology, L (April, 1959), 66-69; Khossrow Mohandessi and Phillip S. Runkel, "Some Socio-Economic Correlates of Academic Achievement," Journal of Educational Psychology, XLIX (February, 1958), 47-52; and Ann Filinger Neel, "The Relationship of Authoritarian Personality to Learning: F. Scale Scores Compared to Classroom Performance," Journal of Educational Psychology, L (October, 1959), 195-99.

[31]Gordon W. Allport, The Nature of Prejudice (Cambridge, Massachusetts: Addison-Wesley Company, Inc., 1955).

[32]Milton Rokeach, The Open and Closed Mind (New York: Basic Books, Inc., 1960).

[33]Harley F. Garrett, "A Review of Investigations of Factors Related to Scholastic Success in Colleges of Arts and Sciences and Teachers Colleges," Journal of Experimental Education, XVIII (March, 1940), 121-66; and Ross Stagner, "The Relation of Personality to Academic Aptitude and Achievement," Research on College Students, ed. Hall T. Sprague (Boulder, Colorado: The Western Interstate Commission for Higher Education, 1960), 648-60.

studies have reported significant relationship between personality and academic performance.[34] Whether these later findings are the results of better instruments, more refined techniques, and more sophisticated research designs, or the result of a shift in instructors' expectations and hence a shift in what is involved in academic success is a matter of conjecture.

Middleton and Guthrie administered a personality test based upon Murray's need system to fourteen high achievers and fourteen low achievers and by factor analysis were able to isolate five unique personality factors for the high achievers (drives for power, resentment, dependence, social acceptance, and aggression) and four unique factors for the low achievers (pleasure seeking, extroversion, denial of shortcomings, and power).[35] Neel studied thirty senior medical students who had been given the F-Scale and concluded that a significant relationship exists between authoritarianism and the learning of different types of materials.[36] For example, authoritarian subjects encountered difficulty in assimilating material of a humanitarian nature such as would be found in social science. Although her data suggest that the authoritarian personality might be uncomfortable and even dislike materials of a humanitarian nature, the data isn't conclusive. The few studies related to academic performance and stereotypy indicate that the non-stereotyped students tend to receive significantly higher

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[34]John L. Holland, "The Prediction of College Grades from the California Psychological Inventory and Scholastic Aptitude Test," Journal of Educational Psychology, L (August, 1959), 135-40; John R. Hurley, "Relationship Among Objective Personality Indices, First Year Grades in College and Intelligence," (Michigan State University, 1959). (Mimeographed.); and Neel.

[35]Middleton and Guthrie.

[36]Neel.

grades in the humanities and social science comprehensive examinations than do stereotyped students.[37] Egner and Obelsky reported that although non-stereotyped students did better in humanities and social science courses, they did not do as well as stereotyped students in mathematics and natural science courses. Both groups, however, did equally well in the biological sciences. The authors concluded that "As one moves from the concrete to the abstract, a larger percentage of stereotyped students begins to manifest evidence of frustration, culminating in more frequent academic failure, once their threshold of tolerance has been exceeded."[38] Hurley reported that indices of achievement motivation correlate with gradepoint average even after the A. C. E. is "partialled out."[39] Hartnett found that for females, rigidity and dogmatism are related to grades in communication skills, natural science, social science, and humanities; but that for males, neither rigidity or dogmatism is related to scholastic performance.[40] Kelley showed that students who have higher instructor-given grades could be described as more compulsive, rigid, conforming, and authoritarian.[41] Similar results

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[37]Paul Dressel and Lewis B. Mayhew, General Education: Explorations in Evaluation (Washington, D. C.: American Council on Education, 1954).

[38]Robert E. Egner and Alvan J. Obelsky, "Effect of Stereotyped Attitudes on Learning," Journal of Educational Psychology, XLVIII (December, 1957). 207 - 12.

[39]Hurley.

[40]Rodney Hartnett, "Analysis of the Relationship Between Dogmatism, Rigidity, and Scholastic Performance." (Personal communication.)

[41]Eldon G. Kelley, "A Study of Consistent Discrepancies Between Instructor Grades and Term-End Examination Grades," Journal of Educational Psychology, XLIX (December, 1958), 328 - 34.

were reported by Saupe who demonstrated a general tendency for instructors to reward stereotyped or conforming behavior to a greater degree than warranted by performance on a reading and/or general academic aptitude test.[42] Research has also shown that instructor-given grades are, to a considerable extent, a reflection of personality traits.[43]

Student approval or preference for a certain teaching method is related to student personality characteristics. Whereas, the more insecure and dependent students favor a structured program, the more independent students prefer permissive teaching.[44]

Changes in Attitudes and Values

Jacob, after making an exhaustive review of studies on college students' attitudes and values, concluded that,

> This study has discovered no specific curricular pattern of general education, no model syllabus for a basic social science course, no pedigree of instructor and no wizardry of instructional method which should be patented for its impact on the values of students . . . the impetus to change does not come primarily from the formal educational process.

Furthermore, he stated that,

> The main overall effect of higher education upon student values is to bring about general acceptance of a body of standards and attitudes characteristic of college-bred men and women in the American community.[45]

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[42]Joe L. Saupe, "A Correlation Analysis of Certain Measures of Cognitive Variables, Affective Characteristics, and Achievement Ratings." (Mimeographed.)

[43]Kelley; and Saupe.

[44]Dressel and Mayhew.

Although one might be inclined to conclude that no marked affective changes occur in college students from their freshman to senior years, this is not the case. With few exceptions, studies on changes in the attitudes, values, interests, and beliefs of college students from their freshman to senior years indicate that marked differences exist between the freshman and senior years. Freedman reporting upon a longitudinal study at Vassar College concluded that substantial personality changes occur between the time the student enters as a freshman and leaves college four years later. Seniors tend to be less stable, feminine and authoritarian; they are more tolerant, and religiously liberal; they demonstrate greater acceptance of intellectual values, and have greater internal conflict than freshmen. These findings are present not only in longitudinal studies . . . "the same kinds of trends are obtained between freshman and senior years."[46]

Nelson studied freshmen, sophomores, juniors, and seniors at eighteen institutions and reported that freshmen were more homogeneous in attitudes than seniors, and, on the average, freshmen tend to be more conservative than upper classmen.[47] Freshmen were also more favorably disposed towards religion,

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[45]Philip E. Jacob, Changing Values in College (New York: Harper and Brothers, 1947).

[46]Mervin B. Freedman, The Impact of College ("New Dimensions in Higher Education," No. 4; Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1960).

[47]Erland N. P. Nelson, Radicalism-Conservatism in Student Attitudes, ("Psychological Monographs," No. 4; Washington, D.C.: American Psychological Association, 1938).

more likely to indicate their belief in God, and more likely to indicate that they attended church. Somewhat similar results were reported by Arsenian who studied males at Springfield College and found some rather marked changes in their religious attitudes, the extent of change varying for students in different majors.[48] Slightly different results were reported by Newcomb in his study of Bennington students.[49] Both Newcomb and Arsenian agree that changes take place from the freshman to senior years. Newcomb reported that students as a group tend to become less conservative from their freshman to senior years, but as individuals they remain quite stable within conservative or liberal classifications. Whereas Arsenian found choice of major to be related to changes, Newcomb found community relationships to be important. At first glance these results appear contradictory but this is not the case. Arsenian was studying religious values and Newcomb was studying political attitudes; Arsenian was studying males; Newcomb was studying females. These differences might explain, in part at least, the discrepancy in findings regarding the impact of college experiences. Both Arsenian and Newcomb are in agreement that changes do take place while students are in college, but they differ on what changes take place.

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[48]Seth Arsenian, "Changes in Evaluative Attitude During Four Years of College," Journal of Applied Psychology, XXVII (August, 1943), 338-49.

[49]Theodore M. Newcomb, "Student Peer-Group Influence," The American College, ed. Nevitt Sanford (New York: John Wiley and Sons, Inc., 1962).

Plant[50] and Webster,[51] although using different populations, concluded that college seniors are less ethnocentric than they were as freshmen. Although this finding regarding ethnocentrism has been corroborated by many other studies, the study of Foster did not substantiate a decrease in ethnocentrism.[52] The above studies do not take into consideration the possibility of the 18 - 22 year old changing in respect to values whether or not he attends college. The reported change-data may be more artifacts of inadequate research design and not college impact.

In summary, the results of both longitudinal and cross-sectional studies of college students have demonstrated that significant personality changes occur between the freshman and senior years. Very little evidence exists to support the idea that any one factor from the multitude of college experiences explains changes in attitudes and values. Changes in personality characteristics during school and college years may be a function of the person's maturity or personality, a function of the times one lives in, the direct result of college experiences, or a combination of one or more such factors.[53]

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[50]Walter T. Plant, "Changes in Ethnocentrism Associated with a Four-Year College Education," Journal of Educational Psychology, XLIX (June, 1958), 162 - 64.

[51]Harold Webster, "Changes in Attitudes During College," Journal of Educational Psychology, XLIX (June, 1958), 109 - 17.

[52]Julian F.S. Foster and Others, The Impact of a Value-Oriented University on Student Attitudes and Thinking (Santa Clara, California: University of Santa Clara, 1961).

[53]Jacob; Dressel and Mayhew; and Morton Wagman, "Attitude Change and Authoritarian Personality," Journal of Psychology, XL (July, 1955), 3 - 24.

Whether or not values are directly influenced by the college experience, there is evidence one adopts only those attitudes and values which will help one achieve desired ends[54] and which are normally sanctioned by the community in which one lives.[55] In addition, the degree and extent to which attitudes and values are modifiable depends upon the nature of the experience,[56] the type of contact,[57] the personality makeup of the individual,[58] the group's approval of new attitudes,[59] and the subject's perception of the outcome.[60]

Instrumentation for Assessing Values and Attitudes

Various methods and instruments have been developed in the past thirty-five years for the purpose of assessing personal and group values and attitudes.

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[54]Paul W. Kurtz, "Human Nature, Homeostasis, and Values," Philosophy and Phenomenological Research, LXXVII (September, 1956), 36-55; and Morris.

[55]Lawrence E. Dameron, "Mother-Child Interaction in the Development of Self-Restraint," Journal of Genetic Psychology, LXXXVI (June, 1955), 289-308; and James Hemming, "Some Aspects of Moral Development in a Changing Society," British Journal of Educational Psychology, XXVII (June, 1957), 77-78.

[56]Howard P. Smith, "Do Intercultural Experiences Affect Attitude?" Journal of Abnormal and Social Psychology, LI (November, 1955, 469-77.

[57]H. E. O. James, "Personal Contact in School and Change in Intergroup Attitudes," International Social Service Bulletin, VII (January, 1955), 55-60; and Joseph McGuigan, "Psychological Changes Related to Intercultural Experiences," Psychological Reports, IV (March, 1958), 55-60.

[58]Nelson.

[59]Morris Rosenberg, "Psychological Depression and Educational Attitude," Student Medicine, V (January, 1956), 5-20.

[60]Earl R. Carlson, "Attitude Change Through Modification of Attitude Structure," Journal of Abnormal and Social Psychology, LII (March, 1956), 256-61; and Daniel Katz, Charles McClintoc, and Irving Sarnoff, "The Measurement of Ego-Defense as Related to Attitude Chnge," Journal of Personality, XXV (June, 1957), 465-74.

Duffy presents a critical review of all such tests up through 1940 and much credit is due to her efforts in part of the following survey.[61]

The classic instrument purporting to measure value types in the human personality is the Allport-Vernon-Lindzey "Study of Values." It has been employed in more research than any other values instrument. More than 150 different published research applications of the "Study of Values" can be identified in the literature. This investigator has identified these and others in a bibliography on values.[62] Other references appear in the bibliography developed by Albert and Kluckhohn, which gives great emphasis to the literature on values in philosophy, ethics, and anthropology.[63]

In 1928 Edward Spranger's Lebensformen was translated into English, and psychologists in this country became interested in his thesis that the personalities of men are most clearly revealed in their evaluative attitudes or values.[64] These may be classified into six types: (1) the theoretical, or interest in the discovery of truth; (2) the economic, or interest in the useful; (3) the aesthetic, or interest in form and harmony; (4) the social, or interest in and love of people; (5) the political, or interest in power; and (6) the religious, or desire

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[61]Elizabeth Duffy, "A Critical Review of Investigations Employing the Allport-Vernon Study of Values and Other Tests of Evaluative Attitude," Psychological Bulletin, XXXVII (October, 1940), 597 - 612.

[62]Walter L. Thomas, A Comprehensive Bibliography on Personal Values (Grand Rapids, Michigan: Educational Service Company, 1965).

[63]Ethel M. Albert and Clyde Kluckhohn and Others, A Selected Bibliography on Values, Ethics, and Esthetics (Glencoe, Illinois: The Free Press, 1959).

[64]Edward Spranger, Types of Men (New York: Steckert, 1928).

for comprehension of and unity with the cosmos as a whole. In 1931 G. W. Allport and P. E. Vernon[65] published an instrument, "A Study of Values," which was based upon Spranger's classification of types and was designed to put to empirical test the conclusions which Spranger had reached by rational analysis. This test has received wide use and has stimulated the construction and provided a large part of the material of other tests based upon the Spranger classification.

In a review of the applications and qualities of the "Study of Values," Cantril and Allport published a comprehensive review of investigations making use of the test. In this article may be found a discussion of norms, reliability, validity, sex differences, occupational and institutional differences, and agreement with other tests. These writers conclude that "the reliability and validity originally claimed for the test are approximately correct-- if anything too low"; that "the weakest feature of the scale is the low reliability of scores for the social value"; that "the test is uniformly successful in distinguishing the basic interests of contrasting occupational groups and that it discloses distinctive patterns of interest in different collegiate groups"; that "the evidence from recent applications of the 'Study of Values' must be interpreted as establishing these values (with the exception of the social) as self-consistent, pervasive, enduring, and above all, generalized traits of personality."[66] The free exchange of terms and concepts evidences the lack of a pervading theory of values at the time.

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[65]Gordon W. Allport and P. E. Vernon, A Study of Values, Revised; (Cambridge, Massachusetts: Riverside Press, 1951).

[66]H. Cantril and G. W. Allport, "Recent Applications of the Study of Values," Journal of Abnormal and Social Psychology, XXVII (April, 1933), 260.

Since its original publication in 1931, the "Study of Values" has been revised twice, the more recent revision taking place in 1961. The test is composed of forty-five items employing a forced-choice technique of response mode and inter-dependent item scoring. The total score must reach 240, with final scores for the six value-variables thereby reflecting only the relative intensity of each value and not absolute strength. Although the forced-choice technique is desirable for actual item response mode on a test of this nature, the manner in which the response is scored is quite disputable. Thus, a high score on one value must be compensated for by a lower score elsewhere. An analysis of the value-variables (as supported by factorial analyses studies) indicate the economic, social, and political variables are two headed.[67] That is, the economic value items reflect two kinds of economic value orientations: the thrift tendency and the materialistic drive for money and things. Would a person obtain a high economic score because he is thrifty or because he is greedy for this world's goods? A very religious population could well be thrifty but not materialistic. An examination of the social variable items indicates two kinds of social value orientations: gregariousness and humanitarianism, the former reflecting sociable tendences and the latter compassionate concern for the good of others. Does a person score high on the social variable because he is friendly or because he is caring? When one looks closely at the political variable, the question arises as to whether a person who scores high in that area does so

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[67]W. A. Lurie, "A Study of Spranger's Value-Types by the Method of Factor Analysis," Journal of Social Psychology, VII (1937), 17-37; and L. L. Thurstone, "The Measurement of Values," Psychological Review, LXI (January, 1954), 47-58.

because he is power oriented or because he is desirous of rendering social service or being a civil servant. Does the political value score mean that a person is dominant and authoritarian or humanitarian and self-giving? There may well be a semantic problem due to the years that have elapsed since the concept was conceived by the German Spranger and implemented into a values test by the authors of the "Study of Values." People may go into political positions these days for different reasons than they did in recent Germany or at the time of the construction of the test (1939). For these and possibly other reasons, factorial studies and careful analyses of the "Study of Values" variables leave much to be desired when considered for sensitive applications. In addition to the above criticism, scoring is difficult with the "Study of Values." It involves the adding and subtracting of columns of answers and then plotting them into meaningful profiles. The test booklets are not reusable and, therefore, render themselves too expensive for extensive research. The booklets are seven pages in length, all pages having to be scored, tallied, handled individually, and summarized on a separate page. In spite of all of these problems, a decision to disqualify the "Study of Values" becomes very complicated since so many useful data have resulted from past research with the instrument.

Wesley Poe, considering the weaknesses of the "Study of Values," developed an instrument called the "Inventory of Values."[68] The first drawback of the "Inventory of Values" is the mode of response. It is a five-point Likert-type

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[68]Wesley A. Poe, "Differential Value Patterns of College Students" (unpublished Ph.D. dissertation, University of Nebraska, 1954).

response mode using strongly agree, agree, undecided, disagree, and strongly disagree. Various studies have indicated that an undecided alternative is not always viewed by the respondent as a pure mid-point between strong disagreement and strong agreement, but often becomes a way of avoiding commitment. In other words, the undecided alternative may well serve to indicate an entirely separate dimension of response direction than expected. Poe gave this undecided response alternative a value of three in a one-to-five continuum (strongly disagree to strongly agree, respectively). The testee's score could well be an artifact of the response mode depending upon the degree to which he chose undecided as his response indication. Secondly, Poe arbitrarily and randomly divided the undecided responses into fifty per cent agree valuation and fifty per cent disagree valuation for purposes of item-total variable-score item analyses. As a result of his response mode and decision to randomly split the undecided responses to either agree or disagree values, Poe shows inflated item-variable point-biserial coefficients of correlation for the item validity evidence. These are also partially an artifact of his methodological design rather than actual validation. Of his 370 persons used in the item analysis study, forty per cent of all responses on the 200-item test were at the undecided point on the scoring continuum. Such faulty validity design of necessity disqualified the "Inventory of Values" for sensitive research application.

Maller and Glaser have constructed an "Interest-Values Inventory" which is based in part upon the Allport-Vernon "Study of Values," but differs from

that test in certain significant respects.[69] The Maller-Glaser test is designed to measure four types of interest: theoretic, aesthetic, social, and economic. In selecting the value-categories to be included in the test, the authors were influenced in part by the findings of Thurston in his factor analysis of the "Strong Vocational Interest Blank." They suggest that the four value-categories of their test correspond closely to the four primary factors of interest found by Thurston. The political and the religious interest categories of the Allport-Vernon test are omitted, though the political category appears to be represented to a minor degree in the economic scale, where a few of the items seem to imply interest in power and prestige as well as utility. The social value in the Maller-Glaser test seems primarily to represent interest in the social welfare of groups, while in the Allport-Vernon test this value seems to represent interest in person-to-person relationships as well as interest in group welfare. A high degree of correlation does not occur between these two aspects of the social interest.

The "Interest-Values Inventory" employs relative ranking of alternatives in two of its three parts and a so-called absolute rating of items in the third part; hence, the test provides opportunity for comparing the merits of these two methods of scoring. Parts IV and V of the test consist of self-ratings and personal data not directly connected with evaluative attitudes.

The test was validated by administering it to four criterion groups and retaining only those items which significantly differentiated the groups. The criterion group for the theoretical value was a group interested in mathematics

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[69]J. V. Maller and E. M. Glaser, Interest-Values Inventory (New York: Bureau of Publication, Teachers College, Columbia University, 1939).

and science; for the aesthetic value, a group interested in art and music; for the social value, a group interested in social work and nursing; and for the economic value, a group interested in business and advertising. Tentative norms for the test and the reliability of the test as determined by the test-retest method are reported.

Prince developed the "Differential Values Inventory" (DVI) to measure the subject's value orientation. The instrument does not assess values themselves, but in keeping with Spindler's suggestion that values can be dichotomized as traditional and emergent,[70] Prince combined Spindler's categories to obtain four emergent values: sociability, relativism, present-time orientation, and conformity; and four traditional values: Puritan morality, future-time orientation, individualism, and work-success ethic.

The scale consists of sixty-four pairs of forced-choice statements. Each pair has a traditional-value item and an emergent-value item. The subject chooses either the traditional-value or emergent-value statement from each of the sixty-four pairs of statements. Only the traditional-value items are scored and the score places the subject's values along a traditional-emergent value continuum. A high score indicates a leaning toward traditional values--that is, personal respectability, respect for others, feelings of guilt, self-denial, and thrift. A high scorer also values hard work as good in itself and necessary for success, places his personal and individual desires equal to or above the desires of the group (in its strongest form this value sanctions egocentricity, expediency,

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[70]George D. Spindler, "Education in a Transforming American Culture," Harvard Educational Review, XXV (Summer, 1955), 145-56.

and disregard for other people's rights but in its more modest form sanctions independence and originality), and is oriented towards the future to the ext[illegible] that present needs are sacrificed or should be sacrificed for future reward and satisfaction. A low score indicates a leaning towards the emergent end of the value continuum--that is, towards the personal importance of getting along with others and achieving group harmony, an acceptance of morality determined by the group rather than by any particular source, a questioning of all absolutes, a willingness to allow his actions to be governed primarily by the consideration of others, and a sacrifice of future goals for present needs. Using Riesman's classification, one might call the traditional values inner-directed and the emergent values outer or other directed. The scale yields a total traditional-values score as well as sub-scores for each of the eight sub-scales. Scores can range from 0 to 64. The reliability of the traditional score is .75. The test-retest reliability of the traditional-value score is .70.

Although the DVI appears to do as it suggests, namely, to classify traditional to emergent values, it falls outside the central considerations for a value instrument which attempts to identify and assess a given value (or values) itself.

Factorial Studies of Value Instruments

A few factor analysis studies of value instruments have been made. Lurie constructed a test based on Spranger's six categories of evaluative attitudes.[71] Test scores for 203 students at the University of Chicago were subjected to the Thurstone multiple factor analysis technique. Four basic clusters of items were reported. These were designated as: (1) a social factor, or interest in people;

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[71]Lurie.

(2) a Philistine factor, or interest in business; (3) a theoretic factor, which stresses truth and cognition; and (4) a religious factor, which influences the spiritual side of life. Three less important factors influencing the scores to a marked extent were found to be: (1) open-mindedness, (2) practicality, and (3) an aesthetic attitude, which Lurie describes as being superficial and onlooking rather than participating and intrinsic. Factor I, the social type, is said to correspond rather closely to the factor interest in people which was found by Thurstone in his multiple factor study of the men's form of the Strong Vocational Interest Blank.[72] Factor II, the Philistine type, is made up of items from Spranger's economic and political types and is inversely related to the aesthetic type. Factor III, the theoretical type, corresponds to Thurstone's factor, interest in science. Lurie points out that,

> All investigators using the Allport-Vernon blank have found a close relationship to exist between the political and economic scores, and an inverse one between these and aesthetic items. There is nothing particularly surprising in the conclusion that high scores on both political and economic items are due to high scores in a single factor, or even that high aesthetic scores indicate primarily low loadings in this factor, but the basic identity was not brought out by simple correlational analysis without the multiple factor technique.[73]

Lurie concludes that "a more plausible and self-consistent system of personality classification can be found on the four types derived by factor analysis than on the six types which Spranger developed by intuitive analysis of experience."[74]

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[72]Thurstone.

[73]Lurie, p. 19.

[74]Ibid., p. 36.

After Elizabeth Duffy's view of value instruments through 1940, she concluded that attempts to construct a values test upon empirically established functional units appeared to suffer from two defects: (1) lack of consistency in the choice of items for certain categories, particularly the political category, and (2) a scoring system which was not in all respects satisfactory.[75]

Many items are classified as political in the Allport-Vernon "Study of Values;" they are: (1) a liking for teaching recent political theory, which in Spranger's terms would appear to represent theoretical interest, not interest in power; (2) an interest in national affairs, which might be social if it represents a desire to improve the welfare of the masses; (3) preference for reading current history, which might well derive from interests other than those of power and power relationships; and (4) the approval of the statement that war is ineffective as an instrument of national policy--a conclusion more likely to be arrived at by the theoretical man than the man striving for power. Mixed with political items of the foregoing variety are a number of items which well represent Spranger's conception of the political man; e.g., being ambitious and striving, liking successful and iminent people, approving of a government which offers opportunities to ambitious citizens. In view of this inconsistency of classification, one is not surprised that Lurie finds, for example, a correlation of -.02 between political interest and political preferences in people, as well as other evidences that the political scale is not measuring an independent and self-consistent evaluative attitude.

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[75]Duffy.

Brogden subjected the original Allport-Vernon test to a factor analysis and showed that the test's six evaluative areas are not factorially pure.[76] In most cases they are averages of at least two of the more refined factors isolated by Brogden. The latter identified ten first-order factors which he called general aesthetic interest, interest in fine arts, belief in culture, anti-religious evaluative tendency, anti-agression, humanitarian tendency, interest in science, tendency toward liberalism, theoretic interest, and rugged individualism. Also obtained were three second-order factors, the most important of which was thought to represent the difference between idealism and practicality.

Ferguson, Humphreys, and Strong computed intercorrelations between the six areas of the Allport test and eight scales assumed to be representative of the Strong interest inventory and factor-analyzed the resulting matrix by the centroid method. They found that the Allport-Vernon instrument contributed only four factors to the variance and suggested that the social and religious areas probably should be conjoined.[77]

The same form of the Strong blank and the Allport-Vernon scale was administered by Duffy and Crissey to freshman women at Sarah Lawrence College. They were interested in determining if any relationships existed between interest and value scores and in identifying the value factors present. They report a number of positive correlations between value and interest scores but none of the

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[76]H.E. Brogden, The Primary Personal Values Measured by the Allport-Vernon Test, A Study of Values ("Psychological Monographs," LXVI, No. 66; Washington, D.C.: American Psychological Association, 1952), 1-37.

[77]L.W. Ferguson, L.G. Humphreys, and F.W. Strong, "A Factorial Analysis of Interests and Values," Journal of Educational Psychology, XXXII (March, 1941), 197-204.

coefficients was very high. The resulting factor analysis revealed the presence of only three factors in the Allport-Vernon device: a philistine factor, a factor of interest in people, and a theoretical factor.[78]

Sarbin and Berdie have also investigated the relationships between the Strong and the Allport-Vernon scales. A few of the interest patterns for the occupational groups on the Strong are characterized by certain profiles on the Allport-Vernon scale. However, they state that much overlapping exists and indicate the individual application of the results of this study is hazardous. They suggest that the scales can by no means be used interchangeably and they conclude, "A definite but limited use is demonstrated for the Allport-Vernon scores when it is desirable to identify those in professional scales, or uplift occupations."[79]

Data presented by Stanley and Waldrop concerning intercorrelations of scores on Kuder's preference test and the Allport-Vernon test show that the inter-test scales that might be expected to correspond actually do not intercorrelate very highly.[80] Arsenian also found correlations which were generally low between Cleeton's interest inventory and the Allport-Vernon test. Of the fifty-four correlations run, the investigator found that "twenty-four were statistically significant or suggestive of significance."[81]

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[78]Elizabeth Duffy and J.E. Crissey, "Evaluative Attitudes as Related to Vocational Interests and Academic Achievement," Journal of Abnormal and Social Psychology, XXXV (1940), 226-45.

[79]T.R. Sarbin and R.F. Berdie, "Relation of Measured Interests to the Allport-Vernon Study of Values," Journal of Applied Psychology, XXIV (1940), 287-96.

[80]J.C. Stanley and R.S. Waldrop, "Intercorrelations of Study of Values and Kuder Preference Record Scores," Educational and Psychological Measurements, XII (Winter, 1952), 707-19.

The studies reviewed here represent most of the investigations reported in the literature which seems to have significance for current psychological research in the area of values. Although considerable spade-work has been done, many aspects of value research remain uncovered. One may conclude from the above review that existing value instrumentation lack in both logically and empirically defined pure value factors.

The instrument to be reported in the present study was written with due consideration of the review of item content, factor descriptions, and factor analyses of other instruments. Attempts were made to follow apparent guidelines suggested in the studies reviewed, e.g., differentiation between humanitarian and gregarious factors, material and thrift factors, etc.

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[81]Arsenian.

CHAPTER III

TOWARDS A THEORY OF PERSONAL VALUES

Not only is there confusion in the use of value as a research and psychometric variable, but there is also conceptual confusion about the meaning and definition of the term value itself.[82] In fact, the former confusion is probably due, in part, to the latter confusion. The task of developing a valid value test is predicated upon an efficient conception of value. The task undertaken here is the clarification and definition of the value concept for use in the proposed development of instrumentation for assessing values in the human personality.

Clyde Kluckhohn's comment is still applicable, "The only general agreement is that values somehow have to do with normative as opposed to existential propositions."[83] Jacob and Flink recognized the difficulty of an objective analysis of the value concept when in their research proposal to the Ford Foundation they commented: "The term value is an exceedingly slippery term covering a wide range of phenomena from ideologies to habitual responses of various types of individuals, social groups, governments,

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[82]Albert and Kluckhohn.

[83]Clyde Kluckhohn, "Values and Value-Orientations in the Theory of Action," Toward a General Theory of Action, ed. Talcott Parsons and Edward A. Shils (Cambridge, Massachusetts: Harvard University Press, 1962), p. 390.

Private institutions, and nations."[84] A brief review of how the value concept is dealt with by sociology and anthropology, social psychology, experimental psychology, and psychological value theory is presented as follows.

Sociology/Anthropology and Values

Empirical sociology has used at least six operationally defined variables (among others less pertinent to this review): (1) personal prestige, (2) occupation, (3) possessions, (4) interaction, (5) class consciousness, and (6) value orientations.[85]

Since about 1930 a number of studies of American social structure have been made by sociologists and social anthropologists using the six variables. In the studies at Jonesville,[86] Elmstown,[87] Midwest,[88] Yankee City,[89] Old City,[90]

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[84]Jacob and Flink.

[85]Joseph A. Kahl, The American Class Structure (New York: Rinehart and Company, Inc., 1957), p. 184.

[86]W. Lloyd Warner and Associates, Democracy in Jonesville (New York: Harper and Brothers, 1949), pp. 12-134.

[87]August B. Hollingshead, Elmstown's Youth (New York: John Wiley and Sons, Inc., 1949), pp. 237-48.

[88]W. Lloyd Warner, Marchia Meeker, and Kenneth Eells, Social Class in America (Chicago: Science Research Associates, 1949), pp. 12-34.

[89]W. Lloyd Warner and Paul Lunt, The Social Life of a Modern Community (New Haven: Yale University Press, 1941).

[90]Allison Davis, Burleigh B. Gardner, and Mary R. Gardner, Deep South (Chicago: University of Chicago Press, 1941).

Georgia Town,[91] and Plainville,[92] values have played a large part in describing the various social classes. Havighurst and Neugarten,[93] Warner,[94] and Hyman[95] describe these variables but do little to define a value. One possible reason for the lack of definition might be found in Kahl's confession: "Of the variables we have dealt with so far, value orientations are the most difficult to point to in the real world."[96] To Kahl, values "are convictions shared by people in a given culture or subculture about the things they consider good, important, or beautiful."[97] He further believes that values tend to become organized into systems and when a group of people share a number of abstract values which have been so organized into such systems, then these should be called value orientations. Such a line of reasoning would explain why various class values or occupational values develop. "People who perform the same activities or who occupy a given prestige level in a stratification system evolve a set of value orientations

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[91]Morell C. Hill and Bevode C. McCall, "Social Stratification in 'Georgia Town'," American Sociological Review, XV (December, 1950), 721-29.

[92]James West, Plainville, U.S.A. (New York: Columbia University Press, 1945), pp. 15-34.

[93]Robert J. Havighurst and Bernice L. Neugarten, Society and Education (Boston: Allyn and Bacon, Inc., 1958), pp. 1-34.

[94]W. Lloyd Warner, American Life (Chicago: University of Chicago Press, 1953), pp. 50-89.

[95]Herbert H. Hyman, "The Value Systems of Different Classes," Class, Status, and Power, ed. Reinhart Bendix and S. M. Lippet (Glencoe, Illinois: The Free Press, Inc., 1953), p. 219.

[96]Kahl, p. 8.

[97]Ibid., p. 10.

distinctive to themselves. Consequently, if one measures values, he measures stratification position."[98]

The reasoning above focuses on one side, upon what might be called social values. Kluckhohn brings in both personal values and social values by defining a value as a "conception, explicit or implicit, distinctive of an individual or characteristic of a group, of the desirable, which influences the selection from available modes, means, and ends of action."[99]

Some research applications would require distinct and precise terms to distinguish between values which are personal and values which are social. Williams approaches the goal by distinguishing between values and norms. He states,

> Knowledge and beliefs have to do with what exists or is supposed to exist. Values, on the other hand, concern standards of desirability; they are couched in terms of good or bad, beautiful or ugly, pleasant or unpleasant, appropriate or inappropriate. Norms are rules of conduct; they specify what should or should not be done by various kinds of social actions in various kinds of situations.[100]

Later in his study Williams discusses shared or cultural values and social values which are shared and regarded as matters of collective welfare.[101] There are four qualities to such a value:

1. A conceptual element, i.e., abstractions drawn from experience.

2. Affective charged as potential emotional mobilizers.

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[98]Ibid.

[99]C. Kluckhohn, p. 395.

[100]Robin M. Williams, Jr., American Society (New York: Alfred Knopf, 1960).

[101]Ibid., p. 400.

3. A criterion by which goals are chosen but not the concrete goals of action.

4. Great importance.

Another important distinction which is made is the difference between the evaluation of an object and the standards by which such an evaluation is made. In psychological studies the former are called attitudes and the latter are called values.

Social Psychology and Values

In the area of social psychology, where operational definitions are of paramount importance, divergence still prevails in the definitions of values. There are those who equate values with intellectually held concepts or beliefs.[102] Murphy, Murphy, and Newcomb define a value as "the maintenance of a set toward the attainment of a goal."[103] Smith states, "by values, I shall mean a person's implicit or explicit standard of choice, insofar as these are invested with obligation or requiredness."[104] Murphy, writing later, states that values arise from wants and describes a value as "the characteristic of an object which makes it desired."[105]

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[102]John R. Tisdale, "Psychological Value Theory and Research" (unpublished Ph.D. dissertation, Boston University, 1961), p. 64.

[103]G. Murphy, Louis B. Murphy, and T.M. Newcomb, Experimental Social Psychology (New York: Harper and Brothers, 1937), p. 199.

[104]M.B. Smith, "Toward Scientific and Professional Responsibility," American Psychology, IX (September, 1954), p. 514.

[105]G. Murphy, Personality: A Biosocial Approach to Origins and Structures (New York: Harper and Brothers, 1947), p. 270.

Writing as a social psychologist, Williams defines values as "important conceptions of desirability."[106]

Values have been studied at varying points along the age continuum with little positive results. Only a few of the significant influences in the formation and reorganization of value structures have been isolated. Children are born into a social order where values and the resultant norms are established. There is much uncertainty as to how they acquire the fairly stable value systems of adult life. Horowitz and Horowitz,[107] Sherif,[108] and Thompson,[109] hold that direct personal experiences with intent to learn do not seem to be essential to the acquisition process.

Mead has gathered interesting evidence that primitive peoples use ritual to inculcate beliefs and values that often run contrary to fact.[110] That the learning of values seems to be different from the learning of skills and the acquisition of knowledge is supported by Sorenson and Dimock,[111] who maintain that values develop out of the total experience of the child.

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[106]Robin M. Williams, Jr., "Religion, Value Orientations, and Intergroup Conflict," Journal of Social Issues, XII (February, 1956), p. 14.

[107]E. L. Horowitz and Ruth E. Horowitz, "Development of Social Attitudes in Children," Sociometry, I (January-April, 1938), 301-38.

[108]M. Sherif, The Psychology of Social Norms (New York: Harper and Brothers, 1936).

[109]G. G. Thompson, "The Effect of Chronological Age on Aesthetic Preference for Rectangles of Different Proportions," Journal of Experimental Psychology, XXXVI (February, 1946), 50-58.

[110]Margaret Mead, "Adolescence in Primitive and Modern Society," The New Generation, ed. V. F. Calverton and S. D. Schmalhousen (New York: Macauley, 1930), pp. 169-88.

[111]Roy Sorenson and Hedley S. Dimock, Designing Education in Values (New York: Association Press, 1955), p. 31.

Experimental Psychology and Values

Values have been viewed by the experimental psychologists primarily from one standpoint--how values influence perception. Burner has given a concise history of the experimental concern with value when he states that value was operationally defined as monetary worth.[112] Ansbacher studied the effect of the monetary value of postage stamps on a person's perception of numerousness.[113] Burner and Goodman using coins studied the same effect of monetary value on the perception of poor or rich children.[114] Osgood, after surveying the literature in the area, concluded, "Needless to say, how value actually does affect perceived size, remains to be worked out."[115] The one main conclusion that could be drawn from the efforts of the experimental psychologists would seem to be simply that value does affect perception.

Postman, Bruner, and McGinnis studied the effects of personal values on word recognition.[116] However, values were not defined and the Allport-Vernon "Study of Values" was used uncritically to determine the individual values.

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[112]Jerome S. Bruner, "Social Psychology and Perception," Readings in Social Psychology, eds. Eleanor Maccoby, Theodore M. Newcomb, and Eugene L. Harley (New York: Holt, Rinehart, and Winston, Inc., 1958), pp. 85-94.

[113]H. Ansbacher, "Perception of Number as Affected by the Monetary Value of the Objects," Archives of Psychology, CCXV (1937), 289.

[114]J. S. Bruner and C. C. Goodman, "Value and Need as Organizing Factors in Perception," Journal of Abnormal and Social Psychology, XLII (1947), 33-44.

[115]Charles F. Osgood, Method and Theory in Experimental Psychology (New York: Oxford University Press, 1953), p. 292.

[116]L. Postman, J.S. Bruner, and E. McGinnis, "Personal Values as Selective Factors in Perception," Journal of Abnormal and Social Psychology, XLIII (1948), 142-54.

Psychological Value Theory

In surveying the literature concerned with psychological theories of values, one will discover many points of agreement among the various writers. The differences seem to be a matter of emphasis on different variables. In fact, one way the various theorists may be grouped is on the basis of which variable they deem to be critical to the definition of value.

The first group gives values a biological basis and relates them to needs or need satisfactions. Anything has value if it gratifies a need. Maslow's hierarchy of needs,[117] Murphy's Biosocial Theory,[118] which hold that values are the products of canalized and conditioned tissue tensions, and Goldstein's Organismic Theory illustrate this emphasis. The position can be epitomized by Goldstein's statement, "The affect of values is derived from association with need gratification or deprivation with emotional arousal."[119]

While granting the biological basis of values, Allport[120] and Spranger[121] stress the point that a value has the quality of being a pre-disposition. Thus, to

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[117]A. H. Maslow, Motivation and Personality (New York: Harper and Brothers, 1954), p. 223.

[118]Murphy, p. 270.

[119]K. Goldstein, Human Nature in the Light of Psychopathology (Cambridge: Harvard University Press, 1940), p. 98.

[120]Allport, p. 201

[121]Spranger.

them, values operate consistently prior to behavior and are the source of motivation. A value could be said to be functionally autonomous.

Another group of psychologists especially those who are interested in the field of education, place the emphasis upon the variable of the problem situation as the key to value learning. This position can be traced back to the influence of John Dewey[122] who took the position that values arise in the individual only when problem situations demand a behavioral choice. This group also emphasized the process of valuing rather than value as end.[123]

The Gestaltists like Koffka[124] and field theorists like Lewin[125] stress the situational relationships in the development of values. This perspective is similar to Dewey's value in process emphasis but still carries the idea further by giving dimensions to values and not just locus or degree.

Floyd Allport, after discussing the confusion that surrounds directive-state studies of value, endeavors to clarify the psychological concept of value by attributing distinct meanings to the term. End-value may be applied when an

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[122]John Dewey, Interest and Effort in Education (Boston: Houghton-Mifflin Company, 1913), pp. 21-42; and John Dewey, Experience and Education (New York: The Macmillan Company, 1938), p. 5.

[123]Jerome Bowman Long, "Dewey and Pragmatism: Towards a True Conception of Values in Process" (unpublished Ph.D. dissertation, Forday University, 1960).

[124]K. Koffka, Principles of Gestalt Psychology (New York: Harcourt, 1935).

[125]K. Lewin, Field Theory in Social Science (New York: Harper and Brothers, 1951).

object completely satisfies a need. The measure of value here depends upon the strength or intensity of the particular need that is satisfied. Means-value should be used when the reference is not to the strength of need to be fully satisfied but to the degree in which the object will satisfy a standard or constant need. This emphasis is upon the "need-fulfilling potentiality," or the "degree of positive relevance."[126]

Although one may reasonably contend that definitions of value are first dependent upon a theory of values, some varying definitions of value are given in the following paragraphs with the suggestion that on most occasions the only theory realized is supposedly implicit within the definition itself. The various disciplines of philosophy, social science, psychology, sociology, anthropology, and social psychology have suggested on numerous occasions the operation of values in individual and/or group behavior.

As a beginning Sletto suggested that,

> Personal values may be defined as goals of living, the ends that an individual will endure pain or exert effort to attain or maintain, and that he considers to be essential to his happiness or well-being . . . . These values may be those factors that give one economic security, occupational status, the good opinions of one's fellows, or the means to continued satisfactions of one's desires. Again they may be elements in one's philosophy of living--religious convictions, ethical standards, definitions, or situations.[127]

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[126]F. H. Allport, Theories of Perception and the Concept of Structure (New York: John Wiley and Sons, Inc., 1955), pp. 350-61.

[127]R. F. Sletto, Construction of Personality Scales by the Criterion of Internal Consistency (Minneapolis: The Sociological Press, 1937), p. 83.

Such a definition is contrasted with that of Woodruff who contends that the problem must be studied from the individual's point of view as a highly subjective phenomenon. Woodruff says, "A value is any object, condition, or activity which the individual feels has an effect on his well-being."[128] Whiting, Hollenberg, and Lambert offer another definition: "Value is the relationship between an individual and an event (i.e., any class of objects, actions, or interactions) such that the individual strives to achieve, maintain, or avoid that event."[129]

Values have often been closely identified and more often confused with attitudes, but Allport has distinguished them on the following basis:

> Since an attitude is always directed toward some object, it may be defined as a "state of mind of an individual toward a value." Values are usually social in nature; that is to say, they are objects of common regard on the part of socialized man. Love of money, desire for fame, hatred of foreigners, respect for scientific doctoring are typical attitudes. It follows that money, fame, foreigners, and a scientific theory are values.[130]

Such a view is inconsistent with other statements by Kluckhohn discussed later. While Remmers[131] characterizes values as generalized attitudes, Mursell[132] maintains that it is possible to find at least two different connotations

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[128]A.D. Woodruff, "The Roles of Value in Human Behavior," Journal of Social Psychology, XXXVI (1952), p. 98.

[129]John W.M. Whiting, Eleanor Hollenberg, William Lambert, (unpublished memorandum, 1961).

[130]G.W. Allport, "Attitudes," A Handbook of Social Psychology, ed. C. Murchison (Worcester, Massachusetts: Clark University Press, 1935), p. 802.

[131]H.H. Remmers and N.L. Gage, Educational Measurement and Evaluation (New York: Harper Brothers, 1943).

[132]J.L. Mursell, Psychological Testing (New York: Gondmans, Green and Company, 1947).

of the term attitude. An attitude may be thought of and dealt with as a tendency to react and feel in a certain way about some specific issue or problem, such as, free speech, communism, or war. Or it may be used to stand for a generalized tendency to approach life intellectually, aesthetically, or in terms of religion, in which case it may be equivalent to the word value. Spranger's view, following closely in the tradition of the German school of Brentano, Rickert, and Dilthey, employs values as evaluative attitudes toward the common attributes of a number of classes of situations.[133] The anthropologist Ralph Linton comments on the relationship between values and attitudes: "A value may be defined as any element, common to a series of situations, which is capable of evoking a covert response in the individual. An attitude may be defined as the covert response evoked by such an element."[134] Kluckhohn points out that Linton does not specify what responses are limited to covert. He goes on to say that Linton's definition and contrast is unsatisfactory because it does not, apart from "common to a series of situations," differentiate value from any concept other than attitude. Kluckhohn then suggests,

> If one follows Allport's classic definition of attitude--"a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which he is related"-- the principle differences from value are (a) exclusive referability to the individual, and (b) absence of imputation of the "desirable."[135]

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[133]Spranger.

[134]Ralph Linton, The Cultural Background of Personality (New York: Appleton-Century-Crofts 1945), pp. 111-12.

[135]Kluckhohn, p. 423.

Katz followed a similar line of reasoning when he suggested an attitude is a "predisposition to evaluate."[136] Little, Wilson, and Moore suggest there would be a certain convenience if Woodruff's definition of attitudes as momentary and temporary states of readiness to act were accepted, for then values and attitudes would be contrasted in the time dimension and the influence of values on attitudes could be more readily explored.[137] Kluckhohn[138] adds to the debate by suggesting the philosophers have offered an interesting perspective when they suggested that "an attitude is a persisting state of readiness to react favorably or unfavorably, affirmatively or negatively, toward a stimulus, according to one's system of values."[139]

Attitudes are viewed as the manifestation of values in terms of an emotionally-toned idea expressed for or against something. A person would not manifest a given attitude if an antecedent value were not present within him. An attitude implies acceptance or rejection of something and the individual's value or value system supplies the criterion by which he arrives at a given attitude. Interests, quite similar to attitudes, are also considered value manifestations.

This writer proposes a value be defined as a normative conceptual standard of the desirable that predispositionally influences individuals in choosing among personally perceived alternatives of behavior. This definition of value

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[136]Daniel Katz, "The Functional Approach to the Study of Attitudes," The Public Opinion Quarterly, XXIV (Summer, 1960), p. 68.

[137]Winston W. Little, Harold W. Wilson, and M. Edgar Moore, Applied Logic (Boston: Houghton-Mifflin, 1955), p. 237.

[138]Kluckhohn.

[139]Little, Wilson, and Moore.

appears to be in harmony with two advanced by Clyde Kluckhohn (the first is more similar than the second): "A value is a conception, explicity or implicity, distinctive of an individual or characteristic of a group, of the desirable which influences the selection of available modes, means, and ends of action."[140] A similar alternative psychological definition is also presented by Kluckhohn: "Value may be defined as that aspect of motivation which is referable to standards, personal or cultural, that do not arise solely out of immediate tensions or immediate situation."[141]

The writer is also indebted to Jacob and Flink who have defined value as "normative standards by which human beings are influenced in their choice among the alternative courses of action which they perceive."[142] With only slight modification, their definition is found to be very satisfactory. But one must point out that according to their definition, values may be extra-personal (such as in a group, in writing, etc.), whereas, this writer proposes them to be very personal. The values of a group are the sum of the parts at a given time in phenomenal member existence.

A value is a group of concepts (conception) of personally desirable standards for behavior. It is cognitive and, therefore, is essentially conceptual. This essential cognitive quality of value is referred to in Kluckhon's definition above when he says a value is a "conception of the desirable."

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[140]Kluckhohn. p. 395.

[141]Ibid., p. 425.

[142]Ibid., p. 395.

One could get the idea from the definition by Jacob and Flink that a value itself provides yet another alternative for action. Since the deterministic qualitites of values are only mildly implied in their definition, one could conclude that values themselves are optional. For this reason this paper uses the word predispositionally in describing the conceived effect of values on behavior. In other words, values will determine the choice of alternative behaviors--providing of course that it is within the power of the individual to make the choice at that time. One should be cautioned in misconstruing the term predispositionally as meaning something innate or hereditary, i.e., Freud and his instincts or Jung and his archetypes.

This writer also sees the value concept possessing conative qualities. Kluckhohn believes this quality essential to any definition of values. The purported selectivity is in the form of conating alternative forms of behavior and not selection of the values.

This definition implies the existence of emotive and affective qualities in values. The phrase, standard of the desirable, reflects this conceptualization. The individual feels that a given behavioral alternative to be something he wants and likes.

Kluckhohn asserts that such a conception of value as has been presented above identifies it as a logical construct comparable to well-known constructs as culture or social structure.[143] That is, values are not directly observable any

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[143] Ibid.

more than culture is. Both values and culture are based upon the behavior of individuals. The successful theoretical conception is the one that attempts to take all relevant and known factors into consideration and provides operational definition for research and practice.

In addition to values as determinants of behavior, beliefs and impulses are also cited for possessing this ability. It is not necessary to cite other determinants of behavior, since this presentation holds these three factors as adequate for the formulation at hand.

Values and beliefs differ considerably. Values are normative as over against beliefs which are existential. Values are normative in the sense they are attained from some form of a socialized consensus. This consensus may have been from a very small or a very large group. Beliefs are propositions about social and physical existence. Rokeach, the noted authority on beliefs, defines beliefs as personal conceptions about the physical and social environment.[144] Jacob and Flink define beliefs as "existential propositions held by individual human beings regarding the structure and operation of the social and physical universe and one's place in it."[145] Beliefs do seem to have the quality of influencing behavior. One must not confuse the act of believing (which is behavior and thereby predisposed itself) with a belief. In fact, one can demonstrate that as a person is believing he is manifesting a value. If one were to make minor alterations and to strike out the words "of the desirable" in the definition

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[144]Rokeach.

[145]Jacob and Flink.

for value submitted above by the writer, the remaining definition might do for that of a belief. Kluckhohn would probably agree that a belief is a concept that predispositionally influences behavior.

The writer contends that beliefs, unlike values and impulses, are not capable of causing behavior themselves. It is when beliefs are coupled with values that behavior is elecited. For example, assume that an individual believes that fire is hot. He must value that belief before it affects his behavior. Or another person may believe that Christ can atone for sins and that this is accomplished through repentance as Christ taught it. This belief does not affect his behavior unless he values that belief. If he does, he may literally stake his life on it. One might suggest the Devil probably believes in repentance and sins atoned, but there does not seem to be much consensus among theologs that it has modified his manifest behavior. Beliefs may have a profound effect on behavior, but only when conjoined with values.

Another point of criticism may be offered of the value definition of Jacob and Flink, because their definition might just as well set forth a belief. Values do differ from beliefs by the feeling tone (of the desirable) which is attached to values and by the consequential commitment to action in situations involving possible alternatives. To say it in other words, "Belief refers primarily to the categories of true and false, and correct and incorrect. Value refers primarily to good and bad, and right and wrong."[146] Personal values are normative propositions, held by individual beings as to what one ought to do (or desire).

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[146]Kluckhohn.

In keeping with the social consensus aspect of value-acquiry presented earlier, the ought may be thought of as values supported by internalized sanctions.

In addition to values and beliefs as determiners of behavior, impulses may be cited as fulfilling somewhat the same function although quite differently. Impulses may be defined as motivational forces both innate and learned, which influence human behavior without regard to standards of propriety, beliefs or considerations of reality. Impulsive determinants of behavior cover somewhat indiscriminately what have been identified as biologically dictated drives, psychologically compulsive needs, or need-dispositions, and positive or negative cathexes, regardless of whether these are primary or secondary in origin. The term impulse is used as an attempt to avoid the sticky connotations and use of the psychological terms employed earlier in this paragraph when defining an impulse. Impulses can be cited as key motivational constructs in explaining lower behavior, while values (and beliefs conjoined with value) are motivational constructs for higher behavior.

Now that values have been distinguished from attitudes, beliefs, and impulses, one can take a more intense look at the properties and functions of values in behavior.

Values and Motivation

The definition of values given above is essentially motivational: values predispose behavior. To begin with a very simple and straightforward statement: values both cause and meet needs. The need concept is very vitally involved in the motivation of human beings. One must bear in mind that discussion here has reference to the higher forms of human behavior (other forms being a function of

what was earlier referred to in the discussion of impulses). By higher forms of behavior is meant that behavior which is the function of higher thought processes, both consciously and unconsciously. Higher behavior may be identified as essentially decision-making behavior.

If values are so intricately related to the study of needs, then the classic model of motivation should be pertinent to the discussion. Figure I shows this basic model for human motivation.

NEED→DRIVE→MOTIVE→BEHAVIOR

Fig. I -- A psychological model for motivation

One must think of this as a cause-effect model, moving from left to right. The four factors of the motivational model are in chronological order since a need results in a drive, a drive results in a motive, and a motive results in behavior. This is a model for motivation of higher behavior. (It would be an appropriate model for lower behavior if the term motive were deleted.) Values can be thought of as interrupting this model at two different points. One is called the first-order effect and the other the second-order effect. Figure II sets forth the basic motivational model with the two effects represented.

$$\overset{(2)}{\text{NEED}} \rightarrow \text{DRIVE} \rightarrow \overset{(1)}{\text{MOTIVE}} \rightarrow \text{BEHAVIOR}$$

Fig. II -- Modified psychological model for motivation

The primary or first-order effect is at the point in the model between drive and motive. The aroused organism's drive is qualified by the person's value system--and more particularly a given value. Values determine the direction of the motive and the quality of the motive-power. A hypothetical person will provide a possible example of this principle. Assume this person to have a basic

need for being accepted by significant persons, and further assume this individual to possess a very high aesthetic (higher than all other values in his personality) value. Psychologists suggest that everyone possesses a basic need for being accepted. An individual is not satisfied to be accepted by just anyone. The persons with high aesthetic value prefers to be accepted by persons acquainted with the art forms, and most likely of a specific art form. In other words, the drive was general (need to be accepted) but the motive was specific (to be accepted by artists). This is the result of the first-order effect. In order to carry the model to its fulfillment, one assumes that this hypothetical person will engage in behavior seeking acceptance by artists.

The second-order effect is at the point of need in the model above. Values are also need-generating. The possession of a given value by a person causes more need to appear. For example, the more religious a person is the more he needs religious experience.

Maslow contends that any classification of motives must be based upon goals rather than upon instigating drives.[147] This concept of goals and motivation is incorporated in the above concept of the first-order effect which suggests that values determine the direction of motives. This is essentially a goal-function of values. This matter is represented in the earlier definition of values, when reference is made to standard of the desirable. This teleological quality of values is an essential concept; the future influences present behavior. One may sacrifice now for future gain.

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[147]A. H. Maslow, "Some Theoretical Consequences of Basic Need Gratification," Journal of Personality, XVI (June, 1948), 402-16.

Another case of behavior-directionality is found when studying the phenomenon of cathexis. Freud is credited with introducing this concept into personality theory.[148] Cathexis is the investment of energy from the Id into an action or image which gratifies an instinct. This object might be a tangible or intangible environmental object. A similar conception is posited to exist in the writer's theory of personal values. A person ascribes valence (object-power or object-value) to objects (things, persons, movements, etc.) in his environment on the basis of his value and/or value system. Objects can receive positive or negative valence on the basis of a predisposing, personalized continuum of desirability. Objects do not possess any value within themselves, but only as they are ascribed such qualities by a valuing person. The hypothetical aesthetically-inclined person mentioned earlier would probably ascribe positive value (valence) to a Rembrandt or a Picasso. Selectivity and direction in behavior is the function of values in the personality.

Another Freudian concept that is reinforced by various theories of psychology pertains to unconscious motivation. Freud contended that much of an individual's behavior is governed by motives of which he is consciously unaware. Furthermore, certain motives are repressed, he says, because they are unacceptable to the individual.[149] If unconscious motivation does exist and if the theory of value presented in this section has any merit, then the unconscious function of values seems reasonable. Whether values operate more at the unconscious level than the conscious level is conjectural.

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[148]Calvin S. Hall and Gardner Lindzey, Theories of Personality (New York: John Wiley and Sons, 1957), p. 41.

[149]Ibid., p. 149.

Conditions of Conflict

Values are deployed under conditions of conflict. The person must be presented with alternative courses of action, be pressed into making a decision, and he must follow through with some form of commitment before one could say that values have affected behavior. To merely have a single alternative is no alternative and, therefore, does not call for a value judgment. To simply agree with such a statement as, the Red Cross helps people, calls for merely a belief response. In essence, an affirmation of the foregoing statement simply asserts the individual's belief of whether or not the Red Cross helps people, but to say the Red Cross is good or whether or not it ought to exist, or whether or not it is a better agency than the Daughters of the American Revolution, demands a value judgment. These latter statements present a conflict of alternatives. To express an opinion merely reflects a belief about the relative existence of something. To express a preference reflects a value criterion in operation and becomes, in effect, a value judgment. An attitude is also an expression of preference, but with the addition of affective qualities, in that a person emotionally accepts or rejects something. To merely be interested in something may not require a value to be in operation. But to prefer a particular interest over another interest does demand a value decision.

Since a comprehensive theory of personal values is not provided in the psychological literature, concepts have had to be both synthesized and developed. The presentation in this chapter reflects the attempted formulation of many scattered ideas into a tentative system for suggesting some constructs needed validating a proposed psychological instrument.

GUIDELINES PAPER III

VALUES AND STUDENT CHARACTERISTICS

Project on Student Values
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August 1, 1967

Prepared by

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VALUES AND STUDENT CHARACTERISTICS

Review of Selected Research

by

John L. Allen

Project on Student Values

The project staff has reviewed considerable amounts of literature believed pertinent to the concerns of the project. Following is a selective and representative summary of various conclusions derived from the research reviews.

Robert E. Bills[1] has reported on the relationship between teacher-student value pattern agreement as related to the students' scholastic achievement. Students who had the same general value pattern as their instructor were found to have higher final grades for the courses involved. The data suggests several possible relationships--does the instructor's value pattern lead him to choose topics and information for tests and discussions which are of greater interest to the students who are congruent with his value pattern, or does the instructor unconsciously increase incentive to work in these students by rewarding their ideas more often than he would reward students with value systems not in agreement with his? Perhaps the value pattern of the student should not be considered apart from the instructor.

Elizabeth Duffy and W. J. Crissy,[2] after administering the Allport-Vernon Study of Values to 108 freshmen at Sarah Lawrence College, compared the subjects' values with their vocational interests and academic achievement. They report that there were a number of significant correlations between value scores and vocational interests scores. The six values measured by the Allport-Vernon Study of Values when taken in multiple regression correlate .34 with grades, while I.Q. correlates only .29 with grades.

In recent studies Tiedeman[3] found that teachers' personalities have a definite impact upon students, and Anderson[4] and Herrick[5] have found a significant relationship between dominative and integrative teacher influence and student behavior. Amatora[6] reports that he has found completely positive correlations between one hundred teachers and their pupils on twenty-two personality characteristics. These and other studies have prompted Getzels to conclude:

> . . . where values are concerned, it is not so much what people say the child should do as the kinds of models the significant figures provide . . . . One cannot so much teach values as offer appropriate models for identification.[7]

Howe[8] concludes much the same thing when he states that a school's contribution to character growth is determined first by who teaches, secondly by how he teaches, and only thirdly by what is taught.

Pinter[9] reports positive relationships between the social value and both intelligence and class marks, and negative relationships between intelligence and both the economic and political values. Support for the observed relationship between the social value and achievement in college may be found in significantly higher social values of those who successfully complete college, as compared to those of withdrawals. Support for the negative correlation between the political value and intelligence is corroborated by Schaefer's research in this area.

Rothney[10] in his studies on high school males has found statistically significant relationships between marks in specific courses and value scores.

Newcomb[11] reports changes in students' attitudes and values which were progressive from freshman to senior year and community-wide and which reflected increasing dissatisfaction with the status quo.

When college students were compared with their parents on Allport-Vernon scores, Fisher[12] found that the parents were farther from neutrality; this may be due to better organization of value pattern with increasing age. Daughters were more aesthetic than mothers, and sons more aesthetic than fathers; mothers had a higher economic value than daughters, and fathers than sons.

Havighurst, Hicks, and Allport[13] recently reported that only 20-25% of all school children have a value or belief system with which to make decisions. This would place even greater responsibility on the teacher for helping to instill socially acceptable values in those children who lack a value system capable of directing decisions.

Nathan Helm[14] reports the results obtained after administering the Differential Value Inventory to seventh, eighth, and ninth graders in three junior high schools in the Salt Lake City School District. (The Differential Value Inventory measures traditional and emergent values. Traditional values would include puritan morality, success ethic, individualism, and future time orientation. Emergent values would include sociability, relativistic moral attitude, conformity, and hedonism-present time orientation.)

Helm obtained the following results from the three groups tested:

1. There was a significant difference when the traditional value patterns and emergent value patterns were related to specific school and socio-economic characteristics of students.

2. There was a significant correlation between value patterns and academic success as indicated by I.Q. and grade point average.

3. Over-achievers demonstrated higher traditional values than either equal-achievers or under-achievers. Under-achievers demonstrated higher emergent values than either equal-achievers or over-achievers. Equal-achievers demonstrated both traditional and emergent values.

4. There is not a significant relationship between socio-economic level and number of over- or under-achievers produced.

5. Students in higher socio-economic level schools did not reveal more traditional value patterns than students in middle and lower socio-economic schools.

6. Socio-economic levels were not found to be greater determinants of value patterns than academic achievement.

7. Within each socio-economic level school there was a significant relationship between academic success and traditional-emergent value patterns.

Secondary findings of the three schools were also of an important nature.

1. Some indication was given that students with more traditional value patterns came from more stable and secure homes.

2. Students indicating emergent values attended church seldom or never.

3. Students who attend church once or more a week have more traditional values than those who attend church less than once a week.

4. There was an indication that students with more traditional value patterns took basic subjects more often as their favorite subjects, while students with emergent value patterns took non-academic subjects more often.

5. In this study, it was indicated that emergent value-oriented students appeared to be the oldest child in the family while traditionally-oriented students were more often the youngest child in the family.

6. Older students appeared to have more traditional value scores, while younger students had more emergent value scores.

7. Emergent students generally came from homes with seven or more members.

8. Girls were found to be over-achievers in a greater number of cases than were boys.

Herbert Fensterheim[15] administered the Allport-Vernon Study of Values to 28 subjects and then asked the subjects to rate several photographs of individuals on a like-dislike scale. The subjects were then asked to indicate a value which they felt would best describe the person. Photographs that were most liked were attributed values that most closely resembled those of the subjects. Photographs which were liked least were attributed the subjects' low values.

Postman, Bruner, and McGinnis[16] reported a study relating the individual's personal values to recognition thresholds of value area related words. The value areas involved were those conceived by Spranger and measured by the Allport-Vernon Study of Values. The value related words were chosen by independent judges and were presented tachistoscopically. It was found

that the higher the value area represented by the stimulus word, the shorter the recognition time needed. It was also discovered that the lower the value area represented by the stimulus word, the longer the recognition time needed.

In summary, it appears evident that value orientation in teaching is a critical factor in character development. Value patterns greatly affect perception and as a consequence are of utmost importance in the learning process. Teachers must be acquainted with value education and its effects in order to instill in their pupils those characteristics which are necessary in our society today.

FOOTNOTES

1. Robert E. Bills, "The Effect of a Value on Learning," Journal of Personality, (1952), 21, 217-222.

2. Elizabeth Duffy and W. J. Crissy, "Evaluative Attitudes as Related to Vocational Interests and Academic Achievement," Journal of Abnormal and Social Psychology, (1940), 35, 226-245.

3. S. C. Tiedman, "A Study of Pupil-Teacher Relationship," Journal of Educational Research, (1942), 35, 657-664.

4. H. H. Anderson, J. E. Brewer, and M. F. Reed, "Studies of Teachers' Classroom Personalities: III," Applied Psychological Monograph No. 11, (1946).

5. V. E. Herrick, "Teachers' Classroom Personalities," Elementary School Journal, (1945), 46, 126-29.

6. S. M. Amatora, "A Twenty-Two Trait Personality Scale," Journal of Psychology, (1944), 18, 3-8.

7. J. W. Getzels, "Changing Values Challenge the Schools," School Review, (March, 1957), 65, 100.

8. Harold Howe, "Schools and Character Development," Saturday Review, (September 21, 1963), 67.

9. R. Pinter, "A Comparison of Interests, Abilities, and Attitudes," Journal of Abnormal and Social Psychology, (1933), 27, 351-57.

10. J. W. M. Rothney, "Evaluative Attitudes and Academic Success," Journal of Educational Psychology, (1935), 27, 292-98.

11. T. M. Newcomb, Personality and Social Change, New York: Dryden, 1963.

12. Sarah C. Fisher, "Relationship in Attitudes, Opinions, and Values among Family Members," University Calif. Publ. Culture Soc., (1948), 2, 29-100.

13. Interview with Dr. Donald Barnes, June 23, 1967.

14. Nathan Helm, "An Analysis of Value Patterns of Selected Junior High School Students of Varying Degrees of Academic Achievement and of Differing Socio-Economic Backgrounds," (unpublished Ph.D. dissertation, Department of Educational Administration, University of Utah, 1965), 150-157.

15. Herbert Fensterheim, "The Influence of Value Systems on the Perception of People," Journal of Abnormal and Social Psychology, (1953), 48, 93-98.

16. L. Postman, J. S. Bruner, and E. McGinnies, "Personal Values as Selective Factors in Perception," Journal of Abnormal and Social Psychology, (1948), 43, 142-154.

A BRIEF SUMMARY OF DESCRIPTIVE RESEARCH CURRENTLY BEING CONDUCTED BY THE PLANNING PROJECT

Some of the objectives for initiating this research stemmed from the desire to examine some of the values and value patterns found in the students of Northview Public Schools. The expressed purpose was to relate the values and value patterns to selected personal characteristics.

The method of acquiring the data involved the administration of the revised Allport-Vernon Study of Values and Prince's Differential Value Inventory. Both tests were administered to a sample of Northview Public School students along with a survey sheet to ascertain certain personal information pertaining to socio-economic status of the family, home environment, etc.

The Differential Value Inventory is a paper and pencil instrument designed to assess whether the individual possesses an orientation toward a traditional or emergent value system. A traditional value orientation involves strong desire for individualism, puritan morality, and future-time orientation. Emergent values are represented by conformity, relative moral attitudes, and hedonism (present-time orientation). The completed study indicated that the more traditional value orientation the high school student possessed--the more likely he was to attend religious services regularly, the more brothers and sisters he had, the higher the social status of the father's job, and the more extracurricular activities in which he was involved. Yet the possession of high traditional values indicated very little concerning the extent of the father's education, the student's grade point average, whether the student planned to attend college, whether his mother worked outside the home, or the yearly income of the family.

The study also indicated that the more traditional the value pattern the Junior High School student possessed--the more likely he was to attend religious services regularly and the higher his grade point average. No relationship was indicated between the possession of a traditional value system and extent of father's education, number of brothers and sisters, extent of mother's education, number of extra-curricular activities, or age rank among brothers and sisters.

The data from the revised Allport-Vernon Study of Values provided a different type of information. This instrument investigated a student's values relative to six general areas: (1) theoretical, or interest in the discovery of truth; (2) economic, or interest in the useful; (3) aesthetic, or love of people; (5) political, or interest in power; and (6) religious, or desire for comprehension of and unity with the cosmos as a whole. From an analysis of the data obtained from administering this test to a sample of Northview High School males, the following conclusions were reached.

Data obtained from students who possess a high theoretical value indicate a moderate relationship between theoretical value and grade point average. No definite relationship was found, however, between theoretical value and number of brothers and sisters, frequency of church attendance, social status of father's job, mother's educational level, father's educational

level, cost of parents' home, number of homes parents own, mother holding a job outside the home, planned college attendance, number of extra-curricular activities, or yearly family income.

Students who possess a high economic value tended to supply data which indicated a strong negative relationship between that value and the student's number of brothers and sisters. Moderately positive relationships were also indicated between economic value and yearly family income, planned college attendance, and mother holding a job outside the home. There were no apparent relationships between economic value and frequency of church attendance, social status of father's job, parents' educational levels, number of homes parents own, student's extra-curricular participation, or grade point average.

Data collected from students with a high aesthetic value tended to suggest a strong relationship between that value and social status of father's job and education of mother. Moderate relationships were also found between high aesthetic value and grade point average and father's education. No definite relationships were found between aesthetic value and number of brothers and sisters, frequency of church attendance, mother's working outside of home, number of extra-curricular activities, cost of parents' home, number of homes parents own, planned college attendance, or yearly family income.

The group of students who possess a high social value supplied data which indicated a moderately positive relationship between social value, and number of brothers and sisters and yearly family income. A negative relationship was also found between the social value scores and grade point average. No definite relationships were indicated between social value scores and frequency of church attendance, social status of father's job, mother's working outside of home, father's educational level, mother's educational level, planned college attendnace, number of homes parents own, number of extra-curricular activities, or yearly family income.

Data obtained from students who possess a high political value suggest a strong positive relationship between political value and planned college attendance. The data also suggest moderately positive relationships between political value scores and grade point average, number of extra-curricular activities, and father's educational level. A moderately negative relationship was also found between political value scores and number of brothers and sisters. The data suggested no particular relationship between political value and frequency of church attendance, social status of father's job, mother holding a job outside the home, mother's educational level, cost of home, number of homes owned by parents, or yearly family income.

Students with a high religious value score tended to supply data which suggested a highly positive relationship between that value score and number of brothers and sisters. The data also indicated strong negative relationships between religious value and social status of father's job, father's educational level, and planned college attendance. A positive relationship was also found between religious value and frequency of church attendance. No definite relationships were found between religious value scores and grade point average, number of extra-curricular activities, yearly family income, number of homes parents own, mother's working outside of home, mother's educational level, or cost of parents' home.

Data obtained from the administering of the revised Allport-Vernon Study of Values to a sample of Northview High School females supplied the basis for the following generalizations.

Data collected from the students in this sample who possess a high theoretical value tended to support strong negative relationships between the value, and frequency of church attendance and level of mother's education. A moderately negative relationship was also found to exist between theoretical value and social status of father's job. The data, however, suggested no particular relationships between the theoretical value and number of brothers and sisters, mother's working outside of the home, father's educational level, number of homes parents own, cost of parents' home, yearly family income, or grade point average.

Data collected from students with a high economic value suggest a strong negative relationship between that value and degree to which the students are involved in extra-curricular activities. Moderately negative relationships were also found between economic value and frequency of church attendance, cost of parents' home, and yearly family income. The data revealed no definite relationships between the economic value score and number of brothers and sisters, social status of father's job, mother working outside of home, father's educational level, mother's educational level, number of homes parents own, or grade point average.

Those students who were found to possess a high aesthetic value supplied data which indicated a highly positive relationship between aesthetic value score and extent of the mother's education. No relationships were found between aesthetic value and number of brothers and sisters, frequency of church attendance, social status of the father's job, mother's holding a job outside the home, father's educational level, number of homes the parents own, cost of parents' home, yearly family income, extent of extra-curricular participation, or grade point average.

Data obtained from students who possess a high social value indicate a strong negative relationship between social value and social status of the father's job. No relationships were found, however, between social value and number of brothers and sisters, frequency of church attendance, mother's working outside of the home, father's educational level, mother's educational level, number of homes parents own, cost of parents' home, yearly family income, extent of extra-curricular activities, and grade point average.

Data collected from students with a high political value indicated a strong relationship between the value and cost of parents' home. No relationships were indicated between political value and number of brothers and sisters, frequency of church attendance, social status of father's job, mother's working outside of home, parents' educational levels, number of homes parents own, yearly family income, number of extra-curricular activities, or grade point average.

Students with a high religious value score tended to supply data which suggested a highly positive relationship between the value and extent of father's education. No relationships were suggested between the value and number of brothers and sisters, frequency of church attendance, social status of father's job, mother's holding a job outside the home, mother's educational

level, number of homes parents own, cost of parents' home, yearly family income, extent of extra-curricular participation, or grade point average.

The data obtained from both high school and junior high school groups have shown many important relationships between value scores and varied student characteristics. These relationships provide insight into the factors which tend to exist concurrently with various students' value patterns. By better understanding these factors one can learn to implement more effectively some of the teaching processes which will help to internalize values.

NORTHVIEW HIGH SCHOOL MALES

OPINION SURVEY

Jerome Levy

Pearson Product Moments of Correlation

	Theoretical	Economic	Aesthetic	Social	Political	Religious
Number of brothers and sisters	-.086	-.621**	-.309	.388*	-.405*	.795**
Frequency of church attendance	-.078	-.089	-.092	-.201	-.202	.406*
Social status of father's job	.009	.222	.536**	-.201	-.202	.406*
Father's education	-.133	.247	.364*	-.270	.350*	-.716**
Mother's education	-.061	.162	.574**	-.147	.286	-.236
Number of homes parents own	.015	.007	-.293	.090	.121	.200
Cost of parents' home	.154	.010	-.310	.144	-.112	.017
Yearly family income	.044	.368*	.033	.440*	.229	.141
Number of extra-curricular activities	.086	.089	-.248	.096	.364*	.051
Grade point average	.421*	.275	.411*	-.387*	.442*	.086

*.05 confidence level

**.01 confidence level

NORTHVIEW HIGH SCHOOL FEMALES

OPINION SURVEY

Jerome Levy

PEARSON PRODUCT MOMENTS OF CORRELATION

	Theoretical	Economic	Aesthetic	Social	Political	Religious
Number of brothers and sisters	.071	.089	.017	-.235	-.011	-.056
Frequency of church attendance	-.741**	-.606*	.350	-.224	-.344	.335
Social status of father's job	-.621*	.125	.467	-.656**	.041	.134
Father's education	-.382	-.346	.087	.135	-.536	.623**
Mother's education	-.638**	-.304	.626**	-.482	-.190	.396
Number of homes parents own	.224	.048	.294	.411	-.131	-.064
Cost of parents' home	.544	-.747*	-.406	.592	-.767**	.520
Yearly family income	.083	-.639*	-.088	.234	-.517	.572
Number of extra-curricular activities	-.053	-.787**	-.035	.150	-.181	.543
Grade point average	.379	.212	-.500	.473	-.155	-.072

*.05 confidence level

**.01 confidence level

OPINION SURVEY

Jerome Levy

NORTHVIEW HIGH SCHOOL MALES

t-scores

	Theoretical value	Economic value	Aesthetic value	Social value	Political value	Religious value
Mother works outside home	.911	2.21*	-1.02	-1.68	1.75	-1.37
Plan to attend college	1.76	3.21**	-1.01	-.943	4.04**	-3.37**

NORTHVIEW HIGH SCHOOL FEMALES

t-scores

	Theoretical value	Economic value	Aesthetic value	Social value	Political value	Religious value
Mother works outside home	-.684	1.63	.375	.816	1.42	-1.15

NORTHVIEW HIGH SCHOOL

DIFFERENTIAL VALUE INVENTORY

Richard Prince

	Traditional Value	
SURVEY FACTORS	t test	Pearson Product (r)
Frequency of church attendance	-----	.507**
Extent of father's education	-----	.054
Grade point average	-----	.171
Number of brothers and sisters	-----	.515*
College bound	1.84	-----
Extent of mother's education	-----	-.063
Social status of father's work	-----	-.222*
Number of homes parents own	-----	.082
Number of extra-curricular activities	-----	.283*
Mother works outside home	1.71	-----
Yearly family income	-----	.174
Cost of home	-----	-.049

*.05 level of confidence

**.01 level of confidence

NORTHVIEW JUNIOR HIGH SCHOOL

DIFFERENTIAL VALUE INVENTORY

Richard Prince

SURVEY FACTORS	Traditional Value Pearson Product (r)
Frequency of church attendance	.183*
Extent of father's education	.150
Grade point average	.414**
Number of brothers and sisters	.137
Extent of mother's education	.066
Number of extra-curricular activities	.063
Order in family	.099

*.05 level of confidence

**.01 level of confidence

GUIDELINES PAPER V

PERSONAL VALUES AND VISUAL PERCEPTION

Project on Student Values
3860 Plainfield NE
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August 10, 1967

Prepared by

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PERSONAL VALUES AND VISUAL PERCEPTION

David L. Andrews

The concern of this paper is to identify several relationships which exist between perception and personality and to arrive at a statement of cause and effect relationship in regard to personal values and perception. Variations of experimental apparatus for value assessment will also be provided in an attempt to supply an operational framework for assessing personal values through visual perception.

Perception can be defined, in a behavioral sense, as the integration of complex sensation; you may be stuck with a pin which is a sensation, but its implications and the basis of your action, that is your attempt to avoid a recurrence of such an experience, is perception (Kendler, 1963). Perception may also be defined as simply the "world as experienced--as seen, heard, felt, smelled, and tasted (Morgan and King, 1966).

The definition of personality which one holds is necessarily dependent upon the particular theory of personality to which he adheres. Hall and Lindzey (1957) have authored a very readable text covering fifteen such theories. Therefore, any definition of personality attempted in this paper could not possibly be comprehensive enough to achieve acceptance by many of the prominent theoretical positions. The definition cited below is taken from Allport (1937) and in this writer's opinion is more comprehensive and more widely accepted than most others.

> "Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment." (p. 48)

For the less theories-oriented reader, Allport also offers the less cumbersome statement that "personality is what a man really is" (Hall and Lindzey, 1957, p. 9). The concept of personal values is contained in Allport's definition of personality as one of "those psychophysical systems." He makes reference to these systems as traits within the personality; however, the distinction between traits and values is of little consequence for the immediate purposes. The definition of values offered by Kluckhohn (1951) has enjoyed the most eminent position in behavioral research on the value concept. Kluckhohn defines value as a "conception, explicit or implicit, distinctive of an individual or characteristic of a group, of the desirable, which influences the selection from available modes, means, and ends of action." (p. 395) Values, then, refer to a predisposition to behave. A definition of personality offered by Thomas (1967) incorporates the value concept--"Personality is the organization of personal values that grows out of social experience."

The relationship between perception and personality may be seen in the model of the "vicious circle" or the age-old question of "what came first, the chicken or the egg?" Does one's perceptions determine his personality, or does one's personality affect what he perceives? To resolve this dilemma one must deal with a first cause and is therefore removed, by time, from the answer. Since this is not a philosophical treatise, it is necessary to leave the resolution of this question and proceed from the premise that one's personality make-up will affect his perception of the environment.

Throughout this paper the concern for relating only personality variables to perception will remain intact. The variations in individual needs will always refer to social needs (e.g., group acceptance, need-achievement, values and interests, etc.) and not to biological needs such as hunger and thirst. Several studies have substantiated the effect of food deprivation upon perception (McClelland and Atkinson, 1948; Wispe and Deambarean, 1953; Lazarus, Yousem and Arenberg, 1953).

Perception and Personality

The means of assessing particular personality characteristics is by no means limited to casual observations or paper and pencil instruments. Several investigators have devised a variety of perceptual techniques in an attempt to assess and understand the human personality.

Some of the most widely known and intriguing methods of personality assessment are classified under the general rubric of projective techniques. These techniques are used by clinical psychologists primarily for the diagnosis and treatment of mental illness. The two most widely known of these techniques and which are generally regarded as indispensable tools of a psychiatric clinic are the Rorschach and the Thematic Apperception Test (TAT). The Rorschach test is comprised of several symetrical inkblots and is a perceptual test of personality in that the subject makes use of form, color, and shading to discern an otherwise unrecognizable object(s) (Wepman and Heine, 1963). The objects that are perceived and the way in which they are perceived give to the highly-trained administrator an index of the subject's personality. The TAT deals with the subject's needs as revealed in the perception of ambiguous pictures. The process implied here is that the subject will project his own needs and therefore motivations onto the subjects in the pictures. What the subject perceives in the pictures, then, is a reflection of his own personality. Other widely marketed projective tests include the Kahn test of Symbol Arrangement, Bender-Gestalt Test, and Make A Picture Story. (For more complete coverage of projective tests, see an introductory text in psychology or Buros' Mental Measurements Yearbook.)

Another method of relating personality to perception and used in a research application is the classic study by Bruner and Goodman (1947) in which ten-year-old children from a low socio-economic level (poor group) perceived the size of

coins (1¢, 5¢, 10¢, etc.) as much larger than did children from an upper socio-economic level (rich group). The implication of the study was that the need on the part of the low socio-economic level children caused them to perceive the coins as being larger than they actually were and larger than did the group of children who did not possess such a need.

The application of still another perceptual task to personality assessment utilized the phenomenon of the apparent movement of a physically stationary target which is referred to as the autokinetic effect. The effect is most easily obtained by projecting a small pinpoint of light onto a dark homogeneous background. After a short period of fixation upon the spot, it will appear to move (Dember, 1963). Individual differences may be observed in the subject report of the distance and direction of movement. The implications of autokinesis for this study can be found in an experiment by Rechtschanffen and Mednick (1955) in which they suggested to the subjects that the source of the light was attached to an apparatus so that the light would "write" a word. Although the average subject does not always perceive a word being written, those who do provide a word which they have dreamed up from their own imagination. Since the light stimulus does not move, the word reported by the subject has clinical significance in much the same sense as the subject's perception of the Rorschach inkblots (Underwood, 1966). The experience often purported in connection with the above cited studies is of the individual who refused to continue as a subject because the experimenter was "writing obscene words" with the light.

Other studies have been conducted in which particular personality characteristics, namely prejudice and field-dependence or independence, have had an effect upon a perceptual task. On the basis of attitude and personality scales, Frenkel-Brunswick (1949) selected two groups of subjects. One which represented a markedly prejudiced group in its dealings with minority groups and one which was unprejudiced. The prejudiced group was found to be fixed and rigid in their behavior in several situations, including perceptual ones. (The concept of rigidity no doubt follows the California work on the Authoritarian Personality in which Frenkel-Brunswick was a major participant.) The perceptual task dealt with in this study was the description of a picture of a dog which was followed by a series of pictures which by gradual stages made a transition to the picture of a cat. The unprejudiced group, then, changed much sooner in its description. Frenkel-Brunswick therefore concluded that the prejudiced group was more intolerant of ambiguity.

The rod and frame test has been employed by Witkins et. al., (1954) in an attempt to discover the correlates of individual differences in their perception of verticality or orientation in space. The task involved required that the subject be seated in a darkened room. He is strapped to a chair which may be tilted in either direction. The other apparatus in the room was a luminous rod within a frame. The task was to adjust the rod in the center of the frame to a vertical position. If the frame is in a normal position and the subject is seated in a normal position, the adjustment can be made with minimal error. If the frame is tilted, more

error results and increases with the amount of tilt. Even more error results when the chair is tilted along with the frame. Depending upon the source of the error, Witkins classified the subject as field-dependent and field-independent. The field-dependent group based their judgments largely on the visual surroundings. The field-independent group based their judgments on internal cues (e.g., gravitational cues) and were not influenced by the field (i.e., the titled frame and chair). A personality characteristic found to be related to each of the groups was anxiety: the field-dependent subjects being generally more anxious, the field-independent less anxious and more sure of themselves.

In summary, it is necessary to comment that the studies and applications cited in this section, Perception and Personality, are not exhaustive in the range of applicable research. It is hoped, however, that these studies represent the extent to which personality factors have been found to influence visual perception. The variable usefulness of each of these examples also provide the reader with an index for appraisal.

For the purposes of therapeutic application, the Rorschach and TAT have enjoyed unprecedented use and support as projective instruments in psychotherapy. The experiment by Bruner and Goodman on individual perception of coin size and the study by Frenkel-Brunswick on prejudice and perceptual ambiguity might have utility in some area of improving interpersonal relationships. With the advent of manned space flights and the speculation of inter-planetary travel, the implications of Witkin's rod and frame test and that of autokinesis are apparent.

Personal Values and Perception

While the research studies pertaining to perception and personality are hardly voluminous, those which pertain to personal values and perception are well represented. The study by Postman, Bruner, and McGinnies (1948) entitled Personal Values as Selective Factors in Perception is the initiatory work in this area. Their hypothesis, briefly, was "that personal values are demonstrable determinants of what the individual selects perceptually from his environment." The converse, then, is that what the individual perceives in the environment is a reflection of his personal value orientation.

Postman et. al., went through the following experimental procedures. First, the Allport-Vernon Study of Values (1931) was given to their subjects. This paper and pencil instrument assesses a subject's value orientation relative to six general areas: theoretical, economic, aesthetic, social, political, and religious. On the basis of the score obtained on this test, the orientation of each subject toward these six value areas was ranked from one to six. At that time, this was the only instrument available for such a measure; however, since that time a revision of that work as well as several other instruments which can claim more sophistication in statistical validity and reliability have been developed.

Next, the experimenters presented to their subjects thirty-six fairly common English words, six words representing each of the six value areas. These words were unanimously chosen by three independent judges and were balanced for length of words by using an equal number of six and seven-letter words for each value. Postman et. al., make the statement in their study that "an attempt was made to choose words of equal familiarity." This factor is the basis of the most cogent argument subsequently leveled at their findings (this argument will be dealt with in a later section of this paper). The value area-related words were presented to the subjects by exposing them in a modified Dodge tachistoscope and using an ascending method-of-limits procedure. The function of a tachistoscope is to present projected words on a screen for very brief durations (the mean average times for recognition ranged from .075 seconds to .098 seconds). The method-of-limits procedure is very common to perceptual research and as used here involved starting with an exposure of .01 seconds and systematically increased the length of exposure time by increments of .01 seconds until each subject recognized the word. Thus the experimenters were working with the limits of unrecognizable to recognizable.

The results of the study indicated that a tendency existed for words representing "highly valued" areas to lower recognition thresholds than words in "lowly valued" areas. It follows then that words representing the subject's highest value area could be recongized when exposed for a shorter period of time than words representing his lowest value area.

Perceptual Vigilance and Defense

From the results of their studies Postman et. al. proposed three selective mechanisms as explanatory principles. The three mechanisms were: perceptual vigilance, perceptual defense, and value resonance.

The concept of perceptual vigilance was first conceived as "selective sensitization" in the Bruner and Postman (1947) study. By the use of the concept they were referring to a condition whereby the individual's value orientation sensitized their perceptions of stimuli important to them. It was argued that value orientation, the result of a long process of socialization, may serve as a sensitizer in much the same way as "instinct" or "drive." They were, no doubt, making a case for values as personal predispositions to behavior.

The principle of perceptual defense has received considerably more attention than has perceptual vigilance both in experimental application and in theoretical rationale. Perceptual defense is not unlike the psychological defense mechanism of repression. The contention here was that value orientation erects barriers against percepts incongruent with or threatening to the individual's values.

Finally the principle of value resonance was also advanced by these experimenters but little further use was made of it by themselves or in the research of others. The concept was employed to suggest that the "guesses" prior to

successful recognition of the stimulus were not haphazard. It was proposed that the subject's value orientation kept him within a limited range of answers in the pre-recognition trials. Park and Smith (1966) in conducting a study similar to that of Postman et. al. could find no support for the postulation of the value resonance concept in explaining pre-recognition responses.

In approaching perceptual defense in the same vein as repression, McGinnies (1949) conducted a study in perceptual duration thresholds for recognition of a group of neutral words and a group of taboo words such as whore, bitch, belly, etc. His findings were that taboo words required higher durations for recognition than did neutral words. The higher recognition thresholds for the taboo words appeared to verify the perceptual defense hypothesis. In this case, the taboo words were regarded as anxiety-provoking stimuli and were prevented from attaining perceptual awareness in order to minimize anxiety.

For a time, the McGinnies study appeared to verify the Postman et. al., (1948) study by substantiating the effect of personality variables upon perception. However, the validity of each of the above studies was brought into doubt initially through the work of Solomon and Howes (1951). Their criticisms concerned (1) the question of the intentional response suppression on the part of the subject and (2) the fact that words used for the various conditions differed markedly in familiarity or frequency of past occurence in the subject's experience. Solomon and Howes showed, by use of the Thorndike-Lorge word counts, that the words used by Postman et. al., and by McGinnies were not controlled for frequency of occurence. The obvious objection was that some value area-related words were more common than were others as were the neutral words more common than the taboo words.

At this point, the writer again raises serious doubt as to whether the Solomon and Howes study completely eradicates the findings of Postman et. al. The first observation is that the explanatory principle of perceptual vigilance is far more significant than is perceptual defense in considering the value question. Reference to an alternative (value area-related word) is seldom made as a "dis-value." It seems reasonable, as Kluckhohn suggests, to desire one alternative over another, however, it is not so reasonable to expect that the value areas utilized by Postman et. al., would cause a subject to defend against its implications in reality. Unless the subject is uniquely predisposed, it is doubtful that the value areas employed in the above studies would pose a threat and result in a higher threshold for recognition. Therefore, Solomon and Howes' first criticism, that the results of a perceptual measure of value could be ineffectual because on intentional suppression of a response, is of questionable significance. The second criticism pertaining to word frequency would appear to have at least, face validity. However, it is important to note, a study by Brown and Adams (1954) in which the Solomon-Howes word frequency hypothesis was tested by maximizing conditions in favor of this hypothesis so that a clear cut prediction on the basis of the word frequency hypothesis could be made. The findings of Brown and Adams failed to substantiate the frequency hypothesis proposed by Solomon and Howes.

With due respect for the complexity of the problem, it can safely be assumed that values as previously defined and measured, provides at least one basis for understanding the motivation and response contained within a perceptual task. Although the research is often contradictory in nature, many specifics have emerged to enable the serious reader ample opportunity for individual adaptation and implementation. The task ahead should exemplify the "contention that such a construct as 'value' is a useful theoretical construct, admissible to operational demonstration, and necessary to explain results obtained on such tests as the Allport-Vernon" (Brown and Adams, 1954).

Apparatus

In order to establish a procedure to carry on the kinds of things suggested in the research discussed above, several "possibilities and impossibilities" have been encountered by this writer. For those readers who find an interest in the use of recognition thresholds for value analysis either in groups or with an individual, the following three suggestions are made: (1) the major amount of research in values and perception has been conducted with a modified Dodge tachistoscope. The main factor which curtails the use of such a machine for a class or small group is the cost which is approximately $2000. The use of the Dodge tachistoscope is generally limited to research work in the large universities. (2) Another method is a variation of the apparatus used by Gilchrist, Ludeman and Lysak. The major pieces of equipment are a low-watt (100-watt bulb) slide or filmstrip projector connected with a variable transformer capable of delivering from 0 to 85 volts. Attached to the lens is a reading exposure shutter which will allow exposures of up to 1/150 seconds duration. For this particular apparatus the length of exposure is to be kept constant while the intensity of the projector light is varied. Depending upon the amount of light in the room, a range can easily be determined in which most all of the subjects will recognize the word or symbol presented. The reading exposure shutter may be of any type if it supplies the speed necessary to obtain discriminations among subjects. The Standard Projector and Equipment Company, Inc. manufactures a suitable shutter for this purpose. This second suggestion is one which has been used successfully in experimental pilot study by this writer. Depending upon equipment already available to the classroom or school system, this method would incur the least expense in developing. (3) The final piece of apparatus is currently in the prototype stage and is receiving attention presently by a small electronics firm for possible large-scale production. This third method utilizes a strobotac type of light source within a darkened viewbox. The light source will be adjustable for duration of light presentation on the stimulus word or symbol in the rear of the box. The primary advantage of this particular apparatus would be its accurate control of the light source through electronic circuitry. Its compact and mobile features are also advantageous for moving between classes or buildings. The cost for this proposed apparatus has been estimated at $300-$500.

In an attempt to develop apparatus which was both inexpensive and yet sophisticated enough to conduct research and accurate evaluation, the staff of the Project on Student Values attempted to develop several techniques, many of which failed to provide the desired ends. Throughout the first attempts to develop suitable apparatus, a slide projector was used to project the stimulus word. To avoid the cost of the Dodge tachistoscope, several mechanical methods were tested to produce a brief exposure. The first attempt was to attach a revolving cardboard disc to an electric motor in front of the projector. A slot was then cut in the disc to allow the word to be exposed on the screen for the duration of the slot. Success was never achieved with this method as the speed of the motor and the size of the slot in the disc were never controlled to allow an unreadable stimulus word.

Another attempt was made to control the exposure time by placing an aluminum strap in front of the projector with solenoids mounted above and below and wired to a single-pole double-throw switch. The function of the solenoids was to raise and lower the aluminum strap thus controlling the exposure.

The obvious conclusion was that the physical apparatus was too cumbersome and inaccurate. Through the experimentation with the above mentioned methods it was concluded that the desired apparatus must be accurate enough to discriminate between subjects, that it should be fairly compact to allow mobility, and that it must be easily operated with a minimum amount of instructions needed.

Value Area-Related Words

The following are the lists of value area-related words used in each of the notable studies in values and perception.

TABLE I

Stimulus Words Representing the Six Spranger Value Categories Used by Postman, Bruner, and McGinnies

Theoretical	Economic	Aesthetic	Social	Political	Religious
theory	income	beauty	loving	govern	prayer
verify	useful	artist	kindly	famous	sacred
science	wealthy	poetry	devoted	compete	worship
logical	finance	elegant	helpful	citizen	blessed
research	economic	literary	friendly	politics	religion
analysis	commerce	graceful	sociable	dominate	reverent

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GUIDELINES PAPER VI

TEACHING STRATEGIES FOR THE CLARIFICATION OF VALUES

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TEACHING STRATEGIES FOR THE CLARIFICATION OF VALUES

Don Barnes

Although this discussion is most directly concerned with teaching strategies as they relate to the identification and clarification of personal values, some attention must first be given to definitions and purposes. Strategies are, after all, only means or catalystic agents which we may employ in working toward desired ends or outcomes. The strategies have little or no value apart from the ends they are designed to serve.

What Are Values?

Values have been defined in various ways, and in view of the complexity of the subject, several studies need to be cited. In the words of Fay L. Corey, "A value is an attitude, a standard, or a belief which the individual has selected and reconstructed from the many concepts that beset him in his environment and the feelings that struggle within him."[1] Blackwell suggests that "Values are the core of social institutions, the criteria and mainsprings of behavior and social action which are internalized for the individual and are binding on his personality."[2] Perhaps the most succinct definition, however, is the one in which the authors state that "The values of people are the rules by which they live."[3] These authors go on to clarify their meaning by listing the following functions of a value system:

1. It supplies the individual with a sense of purpose and direction.
2. It gives the group a common orientation and supplies the basis of individual action and of unified, collective action.
3. It serves as the basis for judging the behavior of individuals.
4. It enables the individual to know what to expect of others as well as how to conduct himself.
5. It fixes the sense of right and wrong, fair and foul, desirable and undesirable, moral and immoral.[4]

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[1]Fay L. Corey, Values of Future Teachers: A Study of Attitudes Toward Contemporary Issues. New York: Bureau of Publications, Teachers College, Columbia University, 1955, p. 5.

[2]Gordon W. Blackwell, "Impact of New Social Patterns Upon Education." Teachers College Record, LVII (March, 1956), 396.

[3]B. O. Smith, William O. Stanley, and J. Harlan Shores, Fundamentals of Curriculum Development, revised ed. New York: Harcourt, Brace and World, Inc., 1957, p. 60.

[4]Ibid., p. 61.

Louis E. Raths of Newark State College suggests that beliefs must satisfy six criteria to qualify as values:

a. There must be freedom of choice. Values must be freely selected if they are to be really valued by the individual.
b. There must be a pattern or repetition. A single utterance or a single incident of behavior does not constitute the establishment of a pattern or the presence of an established value.
c. There must be prizing. If an individual has established a habit which he dislikes, it is unlikely that his behavior would qualify as a value.
d. There must be a consideration of alternatives. Impulse and hasty action do not generally reflect basic values. In the absence of some consideration of alternatives it is unlikely that the process of valuing has taken place.
e. There must be thoughtful consideration of consequences. A value can emerge only when consequences are considered.
f. There must be relationship to life activities. If stated beliefs are not reflected in life activities, we categorize them as conceptualized but non-operational values.[5]

Values concern those things which people consider desirable. It is important that we not confuse values with personal preferences, interests, needs, or drives. All too frequently these terms are used interchangeably. An individual may express a preference without believing that any of the alternatives open to him are actually desirable. He may simply be selecting the least undesirable course of action. Interests may also differ greatly from individual beliefs about what is desirable. A person may be extremely interested in riots and civil disorders within his own country without approving the activities. His interests may stem largely from fear and a concern for self-preservation. Psychologists have defined drives and needs as physiological and psychological dispositions to act. They represent physiological and psychological desires. It is when these desires and appetites come in conflict with an individual's beliefs about what is right, desirable, and good that feelings of frustration and guilt frequently arise.

Why Is It Important for Us to Learn to Deal with Values?

Whether we like it or not, life forces many decisions upon us. And the decisions we make in life determine to a large degree the quality of our experiences, the depth of our understandings, and the contributions we may or may not make to humanity. Van Cleve Morris has stated this point with clarity and beauty:

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[5]Louis E. Raths, Merrill Harmin, Sidney B. Simon, Values and Teaching, Charles E. Merrill Books, Inc., Columbus, Ohio, pp. 28-29.

> Man is not only a "knowing" organism; he is also a "valuing" organism - he likes some things more than others, i.e., he has preferences. Man's valuing is perhaps an even more decisive characteristic of his behavior than his knowing. This is the view, for instance, of many people who believe that the quality of a person's life, i.e., what he cherishes, what he truly wants out of life, is a better measure of his humanness than the "quantity" of his life, i.e., how much he knows, how widely read he is or how knowledgeable or learned he may be. We all know people who are highly educated and conversant on a great many topics but whose life values leave them, in our eyes, short of attainment of the humane and cultivated life.
>
> So likewise do we judge whole societies and cultures. The true meaning of a society, or even a whole civilization, is better looked for in what the society basically wants, rather than how sophisticated its technology may be or how efficient its political institutions are.[6]

Americans today are faced with many more decisions than Americans one hundred years ago. Life moves faster, and the number of options or choices available to us is much greater. Unfortunately, it does not appear that we are any better able to make wise judgments. Crane Brinton concludes in his History of Western Morals that there is no evidence to suggest that we are getting closer to the ethical ideals we have erected for ourselves. We have simply substituted more sophisticated methods of warfare for the duels, Roman spectacles, and clan feuds which monopolized our energies earlier in history. In our cities and towns we find that increasing crime rates are an accepted part of modern Americana. Fidelity losses paid by insurance companies have jumped 130 per cent in the last ten years, and shortages in American department stores have now reached two hundred million dollars annually--more than half of net profits. Crime is costing us $22 billion a year. This is ten per cent more than we spend for education across the entire nation.

The full damage cannot be seen in capital losses alone. We are paying a tragic price in warped lives and broken relationships. A Louis Harris poll published in Newsweek (June 22, 1964) reports that one family in six has a mentally ill member, one in six has an alcoholic, and one out of every six has severe marital difficulties. "Home Sweet Home" appears to be more of a dream than a reality for many Americans.

Initial Steps in the Development of Values

As Erik Erickson has pointed out in Childhood and Education, the child comes into the school system with certain "ego virtues" which form the basic

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[6]Van Cleve Morris, Philosophy and the American School, 1961.

ingredients out of which value systems develop. The child has acquired a balance of trust and distrust; trust in himself and others, but sufficient distrust to make him want to test the world about him. He is unwilling to rely on blind faith.

Whether new values such as industry, courage, and sensitivity to others will grow, become refined, and allow him to eventually develop life purposes, self-respect, and the competencies necessary to make more sophisticated social judgments will depend to a large degree upon his school and community experiences. The mechanisms through which values eventually develop rest primarily upon identification, a growing consciousness of ideals, and conscious or unconscious desires to reach personal goals.

Five Psychological Dimensions of Value Change

There appears to be a general feeling among Americans that the individual who is the most poorly adjusted, the farthest removed from the norm, is the ripest candidate for change. Unfortunately, this is not true. The same principle applies here as in weight reduction. The very, very heavy person frequently makes no attempt at weight reduction. Our dieters are, by and large, people who are only a little overweight; the really heavy people have simply given up. Willingness to change is directly related to love of self. We sometimes call this "self-acceptance," but it is really more than this--it is more closely related to self-assurance, self-pride, and self-satisfaction. Suggestions regarding ways of building self-esteem and self-assurance may be found among the strategies listed in the latter part of this discussion.

A second psychological consideration relates to "insight" and "introspection." A child must be able to see differences in points of view and their consequences if he is to make judgments with any degree of consistency. Peck and Havighurst[7] found that only twenty-five per cent of the high school youths they studied had the psychological and intellectual requisites necessary for the examination of personal values. The psychological requisites related to personal security and self-assurance are described above; the intellectual requisites find expression in the child's ability to see relationships among ideas and between ideas and their behavioral counterparts.

Thirdly, we must recognize that there are a number of dimensions of human feelings and personal experience which seem to defy expression. Edgar Lee Masters has described our dumbness and inadequacy of expression more eloquently than most:

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[7] Robert Peck and Robert Havighurst, The Psychology of Character Development, 1960.

Silence

I have known the silence of the stars and of the sea,
And the silence of the city when it pauses,
And the silence of a man and a maid,
And the silence for which music alone finds the word,
And the silence of the woods before the winds of spring begin,
And the silence of the sick
When their eyes roam about the room.
And I ask: For the depths
Of what use is language?
A beast of the field moans a few times
When death takes its young:
And we are voiceless in the presence of realities--
We cannot speak.
There is the silence of a great hatred,
And the silence of a great love,
And the silence of a deep peace of mind,
And the silence of an embittered friendship.
There is the silence of a spiritual crisis,
Through which your soul, exquisitely tortured,
Comes with visions not to be uttered
Into a realm of higher life,
And the silence of the gods who understand each other
without speech.
There is the silence of defeat.
There is the silence of those unjustly punished;
And the silence of the dying whose hand
Suddenly grips yours,
There is the silence between father and son,
When the father cannot explain his life,
Even though he be misunderstood for it.

Certainly, there are many feelings which we can express only partially or indirectly. How many times have you seen a teacher corner a child and say to him, "You sit right there until you can decide why you did that"? Unless the child has very unusual insights, he probably does not know why he acted as he did. Many of our strongest motivations appear to lie deep within our subconscious minds.

A fourth aspect of value change concerns our personal need for structure--our need for an environment with particular forms. We may need an authority, a pattern of traditions and customs, statements of creed or familiar surroundings, for we feel ill at ease without them. Much has been written about our individual needs for structure or dogma in The Authoritarian Personality, The Open and Closed Mind, and The True Believer. These studies reveal that persons who are given and accept large degrees of personal freedom have a wider range of

perceptions and more accurate views of the world around them. They are more tolerant of ambiguity and uncertainty. They are more skillful in communication. They can say things in ways that permit their ideas to "get through" to others. They have positive self-concepts, feel that their ideas count and that they are wanted by the groups with which they associate. They tend to attribute positive characteristics to others and enjoy giving and taking in full measure.

In any situation that requires a decision or in which an individual takes a position, there are relevant and irrelevant factors. These are related to the belief system of the individual. According to Rokeach, all persons have rational and irrational forces within this belief system. He states:

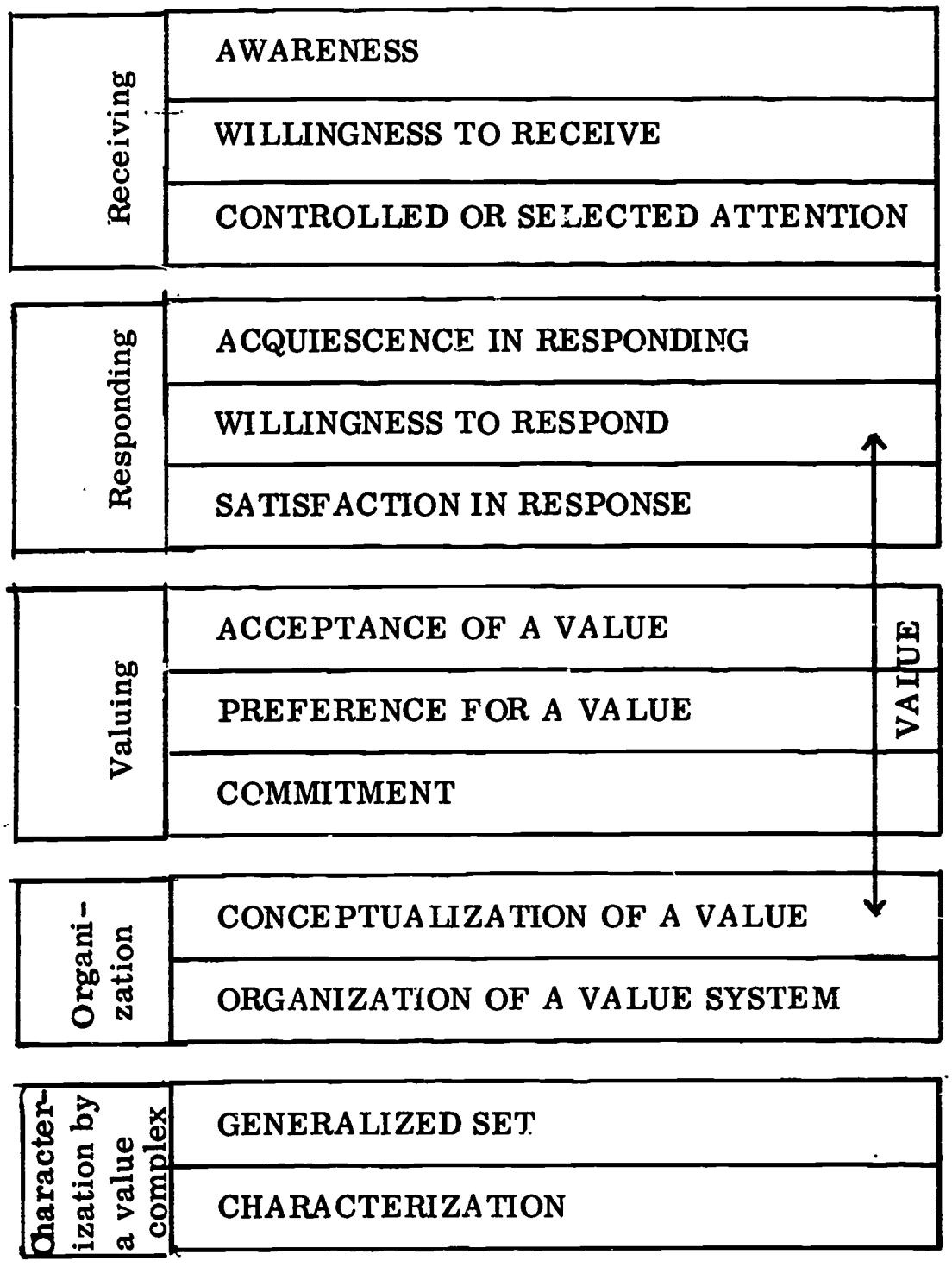
> All belief-disbelief systems serve two powerful and conflicting sets of motives at the same time; the need for a cognitive framework to know and to understand and the need to ward off the threatening aspects of reality.[8]

A final question relates to evidence of behavior change. It is difficult to know whether persons really change or whether environmental conditions simply call forth the expression of different behavior patterns at different times. Many psychologists believe that behavior is situationally controlled. We know that every individual is capable of many behaviors. He can be altruistic, cruel, selfish, kind, greedy, truculent, meek, harsh, gentle, savage, and benign. He can also develop "typical" patterns of response. That is, responses which are typical of him. The question of whether individuals really change is, at least partially, a matter of definition. We may wish to define behavior change as differences in overt responses, i.e., the way an individual's outward responses appear to change over a period of time. These responses, however, may result from a strong self-discipline rather than a natural disposition to act in this manner. On the other hand, we may define behavior in a way that suggests that a person's basic desires, preferences, and values have been modified.

The Taxonomy of Educational Objectives: Affective Domain by Krathwohl et. al. delineates the range and intensity of responses that may find expression within an individual's behavior pattern. Note that values begin with a willingness to respond and end with conceptualization.

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[8]Milton Rokeach, The Open and Closed Mind.


Receiving
AWARENESS
WILLINGNESS TO RECEIVE
CONTROLLED OR SELECTED ATTENTION
Responding
ACQUIESCENCE IN RESPONDING
WILLINGNESS TO RESPOND
SATISFACTION IN RESPONSE
Valuing
ACCEPTANCE OF A VALUE
PREFERENCE FOR A VALUE
COMMITMENT
VALUE
Organi-zation
CONCEPTUALIZATION OF A VALUE
ORGANIZATION OF A VALUE SYSTEM
Character-ization by a value complex
GENERALIZED SET
CHARACTERIZATION

Should We Emphasize Particular Values?

All of us recognize that we cannot help but display many of our personal values in day-to-day work with children. When we chose teaching as a career we revealed many things about ourselves, our values, interests, and preferences. When we suggest a topic for class discussion we are, in essence, saying that this topic is worthy of the attention of our students. Rather than ask whether we should emphasize particular values, we might better ask whether we should consciously and systematically emphasize particular values. We can find spokesmen for both sides of this issue. John Gardner in his now famous book, Self-Renewal and the Innovative Society warns: (p. 21)

> All too often we are giving young people cut flowers when we should be teaching them to grow their own. We are stuffing their heads with the products of earlier innovations rather than teaching them to innovate.

Julian Huxley in New Bottles for New Wine also suggests that we should be emphasizing differences rather than conformity. He states: (p. 41)

> Satisfaction comes through the fuller realization of possibilities. In the light of this concept, the sharp antinomies between the individual and society, between nation and mankind, disappear, for each has its claim to its own fulfillment, and all are complementary within the total process of the evolutionary fulfillment of life.

The Education Policies Commission, on the other hand, suggests that the basic principle of the Importance and Dignity of the Individual is fundamental to the American culture and provides the foundation upon which all other social, political, and economic considerations should be based.

Laswell and Armspiger believe that there are eight values found in all open and free societies.

General Value Term	Some of Its Indices
1. Affection	Love, friendship, congeniality, loyalty, emotional security, fondness, tenderness, emotional warmth, devotion, liking.
2. Respect	Recognition, esteem, acceptance, reverence, worship, admiration, honor, consideration.

3. Enlightenment	Understanding, insight, discernment, clarification (of meaning), generalization, discovery, Knowledge (functional), wisdom.
4. Skill	Talent (intellectual, social, communicative, physical, aesthetic), proficiency, craftsmanship.
5. Power	Decision-making, influence, control, restraint, rule, leadership, capacity to act, authority, sway, jurisdiction, command.
6. Wealth	Economic security, goods and services, material culture, property, possessions.
7. Well-being	Health (physical and mental), comfort, happiness, contentment, relative freedom from fear, physical and biological bases of adequacy.
8. Rectitude	Moral, ethical, law-abiding, just, relative freedom from guilt, religious, responsible.

Based on Harold Laswell, analysis by V. Clyde Armspiger, Director of General Studies, East Texas State University, Commerce, Texas.

We cannot resolve this conflict here. The question of whether instructors should feel obligated to teach basic American values or simply conduct open forums for the honest examination of all values will be debated for some years to come.

Controversial Issues

Controversial issues are quite different from basic American values. These are questions about national, state, and local problems around which no general consensus of opinion or historical agreement has been made.

When controversial areas are dealt with as a part of the school curriculum, some guides for the selection of the issues are helpful. The National Committee on the Instructional Program has suggested several criteria, no matter at what grade level these issues are studied.

1. The subject chosen should be suitable to the maturity and background levels of the child.
2. It should be related to the course objectives.
3. Materials should be available relating to various viewpoints.

4. The issue chosen should be important and of continuing significance.
5. The teacher should be able to handle the issue objectively.[9]

After the issue has been carefully scrutinized and the teacher is ready to proceed, he will need to: (1) Define the issue clearly and carefully; (2) Explore the issue so that the various aspects become familiar; (3) Suggest a variety of solutions; (4) Collect data; (5) Present data in as unbiased a fashion as possible; (6) Sift and appraise the data; (7) Relate data to suggested solutions; (8) Help children draw conclusions.

As the class pursues the study of selected issues, it may be desirable for the teacher to call particular factors to the attention of the class. Some points for children to consider in gathering information and making judgments are listed below.

1. Be certain to secure data on as many aspects of the problem as possible.
2. Be aware of the difference between fact and opinion.
3. Do not hunt for a fact to support an already-formed conviction.
4. Remember that open-mindedness and willingness to change are essential in using critical thinking.
5. Have the good manners to hear the other person out before clamoring to present your own view.
6. Refrain from attempting to force one's view on someone else.

The National Council for the Social Studies has suggested that effective study of controversial topics and problems requires straight and disciplined thinking.[10] They further state that intermediate-grade children should have frequent opportunities to identify and evaluate primary sources. During secondary school years students should be aware of differences of opinions among scholars as well as responsible and irresponsible efforts to mold public opinion.

The teacher has some responsibilities which he will need to assume as the study proceeds. He may need to work diligently for a desirable climate by setting an example of respect for others' rights and opinions. Children will need his guidance in learning to disagree courteously. His leadership will help pupils learn to comprehend values, relationships, differing viewpoints, the influence of personal attitudes upon final decisions and other factors basic to an unbiased study of the problem at hand.

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[9]Project on the Instructional Program of the Public Schools, Deciding What to Teach. Washington: National Education Association, 1963.

[10]National Council for the Social Studies, "Criteria for an Adequate Social Studies Curriculum," Readings for Social Studies in Elementary Education, ed. John Jarolimek and Huber M. Walsh. New York: The Macmillan Company, 1965.

The effective teacher will be careful not to indoctrinate his students. He probably will refrain from expressing an opinion until as many facets of the problem as possible have been presented. He may find it profitable to follow a suggestion made by Alice Miel:

> What is required above all is that teachers themselves become students of the significant movements in their society and that they care enough about the direction their society takes to care what kind of persons their children will be. [11]

Social Studies Textbooks and Values

The social studies text would appear at first glance to offer the teacher her richest store of resource material for the study of values. Certainly there are enough important social issues to keep social studies classes well supplied with topics for some time to come. If Ballinger's observations are correct, however, the classroom teacher cannot expect great help from the social studies text. Ballinger studied recent social studies texts and observed:

> with only one exception, the social studies textbooks examined failed to treat values and controversial issues to any substantial degree . . . almost all of the books examined stated explicitly or implied clearly that the central concern in dealing with controversial issues should be to assist students in getting the facts straight . . . it seemed to be assumed that if facts are correct, the questions of value, the questions of worth and desirability, will automatically straighten themselves out. [12]

Dr. Ballinger is a philosopher, and he knows that we cannot treat values as though they were scientific facts. And teachers and children should know this too! It is probably safe to assert that to date we know of only one basic method of supporting (not proving) values. This is to convince one's protagonist or adversary that the value you support is, or will be, instrumental in arriving at an already agreed upon value, i.e., it will have desirable consequences (from your opponent's point of view). Thus, if you wish to establish more national parks, and you know that your opponent is concerned about juvenile delinquency, you try to convince the opposition that more national parks will help reduce juvenile delinquency.

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[11] Alice Miel, "Social Studies with a Difference," Readings for Social Studies in Elementary Education, page 359.

[12] Stanley E. Ballinger, "Social Studies and Social Controversy," School Review, Fall 1963.

Men can agree on all the facts in a situation and still disagree about the value or worth of recognized outcomes. If they share no basic agreements on any values (even a common concern for mutual preservation), it is difficult to see how they could persuade each other of any action. A Red Cross worker and the commandant of a concentration camp might well agree on all of the facts relating to the deaths which had occurred within the camp and the manner of execution yet disagree completely regarding the ethics and justice of the whole operation.

The Basic Key to the Study of Values

James Rath[13] believes that teachers now attempt to develop values by lecture, peer-group pressure, finding or setting examples, and through systems of punishment and reward. As teachers, we need to develop skills in raising issues, not providing solutions. Life is a quest, not a game of questions and answers. The effective teacher introduces her students to rich and varied experiences and encourages them to work out their own personal interpretations and conclusions. Teachers have frequently failed in the area of values because they have not encouraged exploration and discovery. In short, they have attempted to study values apart from the experiences which are basic to their understanding. Bower discusses the problem as follows:

> . . . if values are to be real and vital in the lives of children and young people they must be experienced. That is why presenting them as abstractions and verbalizing about them are baffingly ineffective, with little or no measurable influence upon conduct . . . Normal learning begins in experience and ends in experience. Ways of acting are the outcomes of dealing with concrete and specific situations. . . They can never, except in the most general way, be predicted in advance of the specific circumstances. Thus, what is loyalty in one set of circumstances may be quite different from loyalty in another set of circumstances. Instead of looking around for situations in which to "apply" an abstract and generalized trait, learning should begin with the situation and work itself through by analysis of the situation and its possible outcomes, the utilization of the end-products of past racial experience, choice among alternatives, and decision to the completed act. Only by some such creative procedure, can that most difficult of all lines in education -- that between verbalization and action--be crossed. And only so can those incentives that are inherent in the purposive act be counted on to carry through.

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[13]James Rath, "A Strategy for Developing Values," Educational Leadership, May, 1964.

> This is true because values, like ideas, sustain a functional relation to experience. On the one hand, they grow out of experience; on the other, they re-enter it as factors of control in determining the ends of purposive action, in providing criteria for judgements, and in supplying motivation.[14]

EIGHT EMPHASES IN THE STUDY OF VALUES WITH ILLUSTRATION OF SUPPORTING CLASSROOM ACTIVITIES

Unless a teacher is convinced that the examination of values is important and that children can grow in their understanding of values, little progress is likely. Children who are accustomed to right and wrong answers in spelling and arithmetic frequently feel ill at ease in the "no man's land" of values. The relative certainty and feelings of personal adequacy which may accompany studies in science are virtually non-existent in the study of values. Conflicts in values exist precisely because the issues have not been settled, and there is little expectation that the basic conflicts will be universally agreed upon in the foreseeable future. There are at least eight emphases that may be considered in the study of values.

Building Self-Appreciation and Self-Assurance

As was mentioned previously, children and young people must have a degree of pride and security before they can seriously consider initiating changes in their personal behavior. In our society we are judged by our demonstrated competencies. It is almost ludicrous to suggest that an individual is very important and deserving of status if he has extremely limited skills and competencies. A child needs to feel that he has some abilities that he can point to with pride. One of our jobs as teachers is to help him build self-confidence in at least a few areas of competence.

a. One primary teacher, over a period of time, had each child identify one or more areas of personal competence and then draw a picture illustrating his competence. These pictures were mounted on the fronts of the children's desks. They served as a reminder that, no matter how poorly a child performed in other tasks, he always had at least one status skill, an ability worth noticing and sharing with others.

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[14]William Clayton Bower, Moral and Spiritual Values in Education. Lexington: University of Kentucky Press, 1952, pp. 61ff.

b. Intermediate grade teachers often encourage children to change roles in their search for status. Poor readers have frequently gained tremendous confidence in themselves when allowed to assist first grade or kindergarten teachers in story hour, recess period or work skill games.

c. High school faculties have conducted talent searches among their students and uncovered some unusual competencies, generally unrelated to schoolwork. These were featured in news articles, talent programs, craft displays, and school fairs. One member of a high school faculty explained recently, "A fellow has to be known for something and we'd prefer to have him known for his ability to handle snakes, draw cartoons, or tear down an engine rather than his expertise in tearing down society."

Working with Parents and Other Community Members

There is strong evidence to suggest that parents should be involved in some way in any examination of values. They not only have an important vested interest in the values their children embrace, they also constitute the most important single influence on the young child. If parents hold values which are very different from those being examined in school, there may be serious confusion and even open conflict between home and school. If parents and educators can find common concerns and common interests. the study of beliefs and values is likely to be much more rewarding.

a. Organize a panel discussion involving parents and students to determine what parents expect of their children and what children expect of their parents in relation to study, dating, drinking, smoking, and other activities.

b. Ask a member of a community minority group to discuss the problems confronting his group. Can minorities ever enjoy full privileges? How?

c. Write a radio or television script which describes the conflict between the younger and older generations. Can you make it realistic and objective?

d. Conduct role-playing in which the parts of parents, teachers, students, etc., are portrayed. Do you know enough about how parents and teachers feel to portray their ideas clearly?

e. Adolescents frequently feel that adults do not want them to participate in community affairs. Contact civic leaders to

determine the kinds of activities in which teenagers can participate. Also try to discover reasons why they are not permitted to participate in some activities.

f. Interview members of the school board or city council to find out what pressures they must meet. Try to discover from what general areas of society most of these pressures come. Discuss the ethics involved in these pressures.

Finding Models

Since children and adults are highly imitative in their search for life patterns, it is often wise to seek out models which reflect some of the values being examined. It is important that the children have a strong voice in the selection of models and, when possible, have an opportunity to question the individual models about their beliefs and activities. The teacher should not be surprised to find a kindly school janitor serving as a model.

a. Ask a group of your high school friends whom they would prefer for a best friend: an actress, a politician, a judge, a doctor, or an Olympic gold medal winner. Ask the same question of your adult friends. Is there any relationship between the two sets of preferences? Do the results indicate that values change with maturity? Suggest hypotheses for any consistent difference between the choices of the two groups.

b. Talk with people in the community to find out who are considered outstanding persons. Interview these persons to find out what they believe with regard to religion, politics, economics, and social relationships. Are there any similarities among their beliefs?

c. Identify the person in your life whom you most admire. How does he meet his problems? Compare his beliefs regarding cooperation, tolerance, and self-reliance with your own. Are there differences? Are there similarities? Which of your beliefs or attitudes would you most like to change?

Using Generalizations as Springboards for Discussion

All of us are looking for summarizations of life. We note that certain statements seem to ring true. They express our deepest feelings about life. Their crisp messages seem to tie together the many untidy, fleeting observations that have thwarted our attempts at understanding. Sometimes we can use broad value statements as springboards for discussion. As adults, how would you react to the following sixteen statements:

Agree	Disagree		
____	____	1.	Pleasures and displeasures grow with the growth of our spirit.
____	____	2.	A chasm will always exist between the ideal and the real, hope and realization, expectancy and fulfillment in human experience.
____	____	3.	Man is constantly threatened with nothingness.
____	____	4.	Often education simply systematizes our biases.
____	____	5.	Education can be judged by its consequences, ideal and actual, its capacity to enrich and sustain life and by its contribution to the enlightenment of man.
____	____	6.	Our failings lie not in our errors but in possibilities we do not explore.
____	____	7.	Facts cannot be divorced from values. When facts are illuminated by values they become alive and tend to transform human existence.
____	____	8.	Even though the term "good" may not be defined, its applications may be testable in terms of laws. It is similar to the term "love" in this respect.
____	____	9.	Men think they desire things because they are good; but in truth things are good because men desire them.
____	____	10.	The human problem lies in the values that we are going to put on graciousness as we struggle for efficiency.
____	____	11.	Man will not be satisfied with mere harmony: he desires discord as well. He desires everything: happiness and pain, harmony and discord, chance and issue.
____	____	12.	All men desire peace, but few desire those things which make for peace.
____	____	13.	Absolute certainty is a privilege of uneducated minds--and fanatics. It is, for educated folks, an unattainable ideal.
____	____	14.	It is difficult, if not impossible, for most people to think otherwise than in the fashion of their own period.
____	____	15.	Cruelty, selfishness, lust, cowardice, and deceit are normal ingredients in human nature which have their useful roles in the struggle for existence. Intrinsically, they are all virtues. It is only in their excess or their exercise under the wrong conditions that justly incurs our moral disapproval.
____	____	16.	The moralist may speak for others with authority when he knows them better than they know themselves, but not otherwise.

It is not difficult to see that some very interesting discussion could be developed around the provocative ideas listed above. Children in the primary grades, however, are more likely to be able to deal with statements like "Honesty always pays" or "Being fair in games is more important than winning." Beginning with statements such as this calls for deductive thinking, and it is less life-like than problems involving inductive thinking. However, generalizations may be used to add variety to classroom discussions.

Examining Issues

The examination and study of basic, continuing social issues has been, and probably will continue to be, one of the most fruitful approaches to the study of values. Successful character education and citizenship education programs conducted by Jones,[15] Baugarten-Tramer,[16] Meier,[17] Wheeler,[18] and Klevan[19] all had these elements in common. They involved an open and careful examination of social issues, they provided ample opportunities for reflective thought and discussion; and they emphasized feelings of mutual confidence and a high esprit de corps.

Some of the following might serve as a basis for class discussion:

a. Secure a large photograph of a typical social situation involving some type of conflict. Have each member of the class make up a story describing what has gone on prior to the present scene and how the problem should be resolved. Exchange the stories among the members of the class and have them list the values which seem to be reflected in the stories. Try to discover how individual values influence our interpretations of social situations.

b. Invite a city official (probate judge, councilman, or social worker) to discuss the values he feels are important to him in his everyday life, and why he considers these values to be important.

c. Ask a physician to discuss the effects of physical needs, stamina, and body chemistry upon behavior. How much should we demand in the area of social responsibility? In judging others, how much allowance should we make for differences in physical needs?

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[15]Vernon Jones. Character and Citizenship Training in the Public School--An Experimental Study of Three Specific Methods. Chicago: University of Chicago, 1936.

[16]Franziska Baumgarten-Tramer. "Une Methode Nouvell D'Education Morale." Enfance. VI (1953), 153-57.

[17]Arnold Meier et. al.. A Curriculum for Citizenship - A Report of the Citizenship Education Study. Detroit: Wayne University, 1952.

[18]Eldon G. Wheeler Developing the Social Studies Curriculum for Citizenship Education. Manhattan, Kansas: Kansas State College, 1952.

[19]Albert Klevan, "An Investigation of a Methodology for Value Clarification: Its Relationship to Consistency of Thinking Purposefulness, and Human Relations." Unpublished Ed. D. thesis, New York University, 1958.

d. Have each member of the class list the values or beliefs he thinks are worth fighting for. See if there are any similarities in these beliefs.

e. In America we like to believe that all wholesome work is good and of equal value. Is this belief evident in the ways in which various occupations are depicted in the movies and on TV? Why or why not?

f. Some of our problems in working with other nations stem from the fact that they have a different way of life. Give suggestions that might be used by Americans as they work with those in underdeveloped countries.

g. Should rules be set up for judging championship teams on the basis of sportsmanship as well as ability to win games? Why or why not?

h. Why is there frequently a difference in the attitudes of adolescents regarding "what I want to be like" and "what I ought to be like"?

i. We often hear the statement "children must be taught to think." Does the local community desire youth who can think for themselves? What evidence seems to support or contradict this idea? What values are involved?

j. Study and compare the moral and ethical principles espoused by organizations such as (a) service clubs, (b) Boy Scouts and Girl Scouts, (c) Campfire Girls, (d) YMCA and YWCA, and (e) youth groups in churches.

k. Make a list of the values you think you accept and use on an everyday basis. Keep a record of your actions for a few days and try to determine whether you really act in terms of these values.

l. Write a brief description of an important decision you have recently made. Try to think of the values you hold which influenced your decision. What are the sources of these values? Which of your values do you most consistently follow?

m. Make a study of representative cultures to secure information regarding the value systems which underline these patterns of behavior. National Geographic, Life, and books by anthropologists, or discussions by members of the community may prove helpful. What factors appear to give rise to these values?

n. Develop a list of issues or beliefs about which there are general disagreements in the area of personal living. Write out your own beliefs and then invite persons to discuss opposing views on the subjects of minority rights, teenage behavior, economic issues, or duties of citizenship. Check your original statement. Do you still hold the same beliefs?

o. Ask each member of the class to clip one news item which represents a positive value and one news item which represents a negative value. Are there similarities among the positive ones? Are there likenesses among the negative values expressed in the news items?

p. In America we value cooperation, loyalty, responsibility, honesty, and courage. Are there situations in the school or community where these values are being overlooked? What can be done to make these values more functional?

q. Write and produce a play in which a character must make a choice between equally strong and important values. For example, a boy has strong loyalties to his mother and his friends, but the two disagree. How can he resolve his loyalty conflicts?

r. Collect several political speeches (either from current literature or from historical documents) given by a candidate seeking public office. Study these speeches for consistency of viewpoint. Do the statements change from community to community? Is an office seeker justified in changing his point of view to fit his audience?

s. Study John F. Kennedy's Profiles in Courage. Do you agree that each of the persons he describes deserves the recognition he accords them? What is the easiest type of courage? What is the most difficult kind of courage?

t. Try to establish some guidelines to good conduct and then test them in several problem situations. Do they hold up during application? How would you modify them?

u. Secure a statement of city or county laws. Compare these with the Ten Commandments. Are there any important differences? Why?

v. Collect a series of advertisements which are designed to influence our social and economic values. Analyze the values which are emphasized in each advertisement. Can advertisements change our attitudes in ways which are inconsistent with basic beliefs? Why or why not?

w. In the Middle Ages the major concern of both serf and feudal lord was salvation of the soul. They expected life to be brief and filled with trials and tribulations. Today man is much more concerned with happiness and prosperity. How do you account for these changes in values?

x. What factors have been responsible for the changing attitudes in the United States regarding birth control, divorce, sterilization, and eugenics? Are these changes good?

y. Make a study of the changing values the government holds in providing for the needy, the unemployed, the aged, the blind, etc., in the Great Society. What brought about these changes?

z. Examine the methods used by political parties in their attempts to create a favorable attitude toward their policies and programs. What methods are most effective? What methods seem to be unethical? Outline a program for evaluating the claims of parties and candidates.

Building on Interests

It is usually helpful to have some understanding of the interests of children at the outset of any study of values. Children's interests give clues to the setting in which the study of values may take place. If children are interested in high adventure, the stories and other activities used in the study may more profitably be related to these kinds of experiences. If, on the other hand, a stronger interest in the love and care of animals is expressed, values such as loyalty, justice, and brotherhood may be more profitably pursued in this setting. All experienced teachers are familiar with ways of detecting children's interests. Some of the more common approaches are listed below:

a. Ask each child to tell about his favorite game, animal, story, and school subject.

b. Invite children to describe their preferences as they relate to television shows, gifts they have received, and places they have visited.

c. Encourage children to bring unusual objects to school and watch the reactions of the class as these are displayed and discussed.

d. At the high school level it may be more profitable to rely on instruments such as the Strong Interest Inventory or Vernon-Allport Test of Values.

Introducing Children to the Paradoxes of Life

One of the reasons that we continue to have heated arguments and protracted discussions over values is because we have adopted many basic values which are inconsistent with each other. The Western world and parts of the East foster a hazy ambivalence regarding many aspects of community life. Facets of honesty and cleverness, faith and reason, nationalism and internationalism, humility and pride are interwoven into a crazy-quilt of contradictions. The problems inherent in these awkward compromises have been further confused in recent years by new and insistent world-wide demands for human equality and freedom. An imaginative teacher can, through stories and descriptions of value predicaments, introduce children to some of our value inconsistencies relating to:

a. Competition and cooperation.
b. Individuality and conformity.
c. Efficiency and worker welfare.
d. Judging on intent and judging by consequences.
e. Artistry and practicality.
f. Tradition and innovation.
g. Public service and care and protection of one's own family.
h. Justice as impersonal and objective and justice in which the human dimension is given prominence.
i. Freedom of expression and national security.
j. Social equality or recognition of individuals according to their status or contributions.
k. Jacksonian democracy and Jeffersonian democracy.
l. Emphasis upon feelings and sensitivity vs. an emphasis upon rationality and reason.

Personal Goals and Their Symbolic Representations

Ernest Ligon and others associated with character education projects have found that the setting of personal goals is basic to the development and strengthening of individual values. When children choose a goal freely and affirm it in their daily life activities, value changes are frequently more genuine and longer lasting. Teachers should not anticipate highly imaginative goals reflecting levels of idealism which are not readily apparent in society. Children's goals are usually procedural and often pragmatic.

There is a good deal of evidence to suggest that these personal or group goals may need to be reflected in symbols of some kind. Ernst Cassirer[20] has

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[20]Ernst Cassirer, The Philosophy of Symbolic Forms (translated by Ralph Manheim). New Haven: Yale University Press, 1953.

traced the function of symbols in human activity. His findings suggest that many abstractions must find expression in outward form in order to survive. Ideals are, of course, abstractions, and if Cassirer is correct, those engaged in the study of values must give credence to his findings. Appropriate symbols may do much to help students identify with particular groups or projects. Rather than use ready-made symbols and emblems, groups may plan and design their own to reflect the beliefs and values they wish to foster and strengthen within their own organizations. Their original designs may, of course, incorporate many of the traditional symbols, but in some respects they should reflect the uniqueness of the group. In this way it becomes their symbol. It stands for their concerns and their hopes and dreams for the future. One group of high school students in Detroit had fashioned a large penguin with a vivid red heart as the symbol of their club. When asked what the penguin represented, they replied, "We're cool, man, cool, but we have a heart!" In a sense this might also symbolize our work with children in the study of values. We must recognize that there are important feelings reflected in the values we seek to clarify, but we must also keep our "cool." We cannot let our examination of ideas degenerate into insipid sentimentality.

GUIDELINES PAPER VII

EXPLORING VALUES THROUGH THE LANGUAGE ARTS

Project on Student Values
3860 Plainfield, N.E.
Grand Rapids, Michigan 49505
August 12, 1968

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EXPLORING VALUES THROUGH THE LANGUAGE ARTS

The New Look.

For many years professional educators have agreed that values should be taught in the public schools. The Educational Policies Commission long ago advocated this prerogative. The Code of Ethics of the NEA also gives voice to this obligation:

> The primary obligation of the teaching profession is to guide children, youth, and adults in the pursuit of knowledge and skills, to prepare them in the ways of democracy, and to help them to become happy, useful, self-supporting citizens. The ultimate strength of the nation lies in the social responsibility, economic competence, and moral strength of the individual American.
>
> In fulfilling the obligations of this first principle the teacher will--
>
> 1. Deal justly and impartially with students regardless of their physical, mental, emotional, political, economic, social, racial, or religious characteristics.
> 2. Recognize the differences among students and seek to meet their individual needs.
> 3. Encourage students to formulate and work for high individual goals in the development of their physical, intellectual, creative, and spiritual endowments. (NEA, emphasis by this writer)

It seems there is nothing wrong with the ideals of this platform; the problem is, how does a classroom teacher accomplish these ideals in the lives of the students? "Happy, useful, self-supporting citizens" who possess "moral strength" and who have high goals for themselves in "creative and spiritual" areas seem like a far-off utopian society rather than the realistic, unhappy, idle, non-supporting citizens who fill the slums and ghettos of American cities. Moral strength and personal spiritual awareness, creativity in happy, productive living are almost foreign values to a large segment of American society . We evidently have a huge communication gap! Somehow, communication has broken down between the classes in our nation.

Some sociologists are doing a very good job of making the present college student feel terribly guilty for possessing middle-class values. A great deal has been said about the American educational system being manned by teachers from the middle class who try to "impose" their middle-class values upon the masses. Granting that there are many evils accompanying the values held by the middle class (the love for material things at the expense of other values probably being one of the greatest evils), educators would do well to take a new look at the old values that made the United States the great country it is today. It is a tragedy that "the love of money which is the root of all evil" is tied so

closely to middle-class values and that the time-worn "Protestant Ethic" has become almost synonomous with capitalism. The "happy, useful, self-supporting citizen" is being challanged by the "unhappy, idle, non-supporting citizen" to share his material goods by guaranteeing an annual wage or income to persons whether they work or not.

Unintentionally, communication has broken down! The middle class has by its example, communicated very well to the masses the luxury of possessing material things, until it is no wonder that the poor and deprived also long to possess at least a portion of the wealth enjoyed by other Americans. But what the middle class has failed to communicate is the accompanying set of values that helps to bring a degree of wealth and happiness, namely, knowledge, skills, hard work, thrift, the delaying of immediate gratification in favor of long range goals, moral and spiritual strength to sustain through crises, inner fortitude, and self respect. If the history of the human race is any testimony or proof concerning human worth or dignity, then the mere bequeathing or granting of material possessions is no guarantee of individual fortitude, self respect, self reliance, or happiness. Happiness is not an end in itself; it is a by-product of other inner values.

If teachers are to live up to the first principle of the NEA Code of Ethics, then the responsibility seems overwhelming. As educators, we need to take a new look at some old values!

The Mini-Value.

Innovation is not new to Americans; from cautious experimentation in philosophy, religion, politics, science, and education to bold, new, even revolutionary ideas and patterns of living, American citizens have become conditioned to expect innovation in anything and to be shocked at nothing. Traditional values have become relative; the immediate social situation dictates the value for the moment until it is now difficult to recognize and identify some of the stable values that once gave meaning and character to a free people.

We now operate on a mini-value system which appeals to the sensate but leaves a haunting spiritual vacuum. T. S. Eliot's "Prufrock" is too true, and "The Wasteland" is too real, and Murder in the Cathedral is not very likely to occur for resisting the "Treason, . . . to do the right thing for the wrong reason." (The language arts do possess many beautiful "sentiments"!)

With all due respect to the progressive impact of pragmatic thought in shaking up the educational system in the United States and in making education more practical and more meaningful to the average student, and at the same time, sharing the values attributed to the "great books" idea advocated by Hutchins in thinking with the great minds of the past, perhaps it is time for a compromise--a "Midi-Value System," if you please.

The Midi-Value System.

It seems such a waste of lives, of time, of talent, of all the possible potential that a single life can contribute, to fail to learn from the past, and for each generation to have to learn for itself--all over again! Since the public school system of the United States is one of the strongest social forces in our society, and whether or nct teachers want the responsibility for teaching values, they have that charge. Study values! Explore values! Compare values! Analyze values! Do valuing! Live values! Evaluate your valuing and your values! Then communicate values! In the language arts? Yes! But also in math, in science, in home economics, in business, in physical education and in all disciplines!

There must be continual evaluation of the entire curriculum and its relevence to human needs so that education will help pupils to live full lives, rich in meaning to themselves and to their fellowman.

In the transition from the old traditional values through the New Look, the Mini-Value System, and the Midi -Value System, somehow we have exchanged the morals of the McGuthrie Reader to "Look! Look! See Spot run", from Aesop's Fables to funny books that are not funny, from wholesome creative play to watching television shows for children that are filled with violence and crime. Mickey Mouse is out of date, and monsters from outer space are in vogue. The skillful use of the language arts is highly perfected by professional educators and entertainers; communication is indeed effective. But what happened to the values of human worth and dignity? Have the language arts skills through technical accomplishment begun to dictate the content that is to be communicated, or do educators still have an option in calling the content?

You Name It.

Communication encompasses the arts of listening, speaking, reading and writing. Where do values and language arts tie in? They begin in the attitude of the teacher toward teaching and values. It is amazingly interesting how most of us do find the time to do the things we really want to do. As a rule, we do what we really value. But because the day's schedule is so full and there is so much subject matter to be covered, most of us rationalize and say, "We teach values in all our classes." This argument is no doubt true, but, if one assesses the social dilemma facing our nation today, it becomes apparent that evidently we are not doing enough to meet the need.

Paul Torrance in his article, "Flying Monkeys and Silent Lions" (1961), reveals some strong evidence indicating that young children do valuing on a very deep level, and when teachers create a setting where children are encouraged to express their feelings and ideas concerning values, as in creating stories around a value dilemma, valuing becomes real and creativity flourishes. The language arts program provides a vehicle for such value communication.

Gifted children were asked to write imaginative stories about animals or persons with divergent characteristics, like "the flying monkey and the lion that didn't roar." The stories tended to reveal values that children felt about the social pressures toward conformity, as illustrated in the following story written by a young girl:

> Far into the jungle of Africa lived a flying monkey named Pepper. Pepper was a well educated monkey and very cute. . . . Pepper was unusual too. You see, Pepper didn't eat bananas like everybody else. He wanted to be different. He ate peppers.
>
> No one ever went out of the jungle, so Pepper, deciding to be different, he decided to go to America! When the people saw him they began to laugh and then others began to scream. Then out of nowhere a man from a zoo came and took Pepper by surprise.
>
> Now Pepper was sad. He didn't like the cage they put him in. He made a vow that if he ever got out he would never be different again and then minutes later he saw some bent bars big enough to fly through. All of a sudden he flew out and in two days was back in the jungle. He kept his promise too. He was never different again. He was a good little flying monkey. (Torrance, p. 456.)

Mr. Torrance states that gifted children in special classes indicated 70% of the time that the flying monkey somehow was able to persist in his flying. Children from a small town in Oklahoma made up of whites, Indians, and Negroes also reflected tolerance for divergence in 74% of their stories. The value of respect for persons who are different is one of the values being put to the test in large cities like Detroit and even in Grand Rapids.

The demand for convergence reminds one of the old nursery rhyme:

> There was a crooked man Who walked a crooked mile.
> He found a crooked sixpence Upon a crooked stile;
> He bought a crooked horse And a little crooked mouse
> And they all lived together In a little crooked house!

Now there is an example of unity, conformity and deformity, but "they all lived together!" Coexistence!

Fortunately and unfortunately, when nursery rhymes are first learned, the very young child is not bothered too much about the world social order. But he does learn fast.

One teacher reported how she listened to original stories created by her kindergarteners. They were satisfied with the recognition the teacher gave by just listening to the story. But with six and seven-year-olds the picture changed.

> These children wanted to take their stories home--they would illustrate them, make them into books, put them on the reading table, and add individual touches. Their stories did not seem compelled to end on a 'comfortable note'--people were always getting 'eaten up,' animals were being 'shot dead,' and humor was becoming more subtle. (Anderson, p. 124)

The young child learns very early to place value on personal recognition and praise as illustrated with the kindergarteners as well as the six and seven-year-olds; this is a value that most of us never completely outgrow. The other value illustrated by this example was that of the struggle for survival; if one is not "careful" he may be destroyed. The same teacher had one child "dictate" the following story:

> Once upon a time there was a beetle hopping on a hill. He was gay and happy until a wolf came. The beetle ate the wolf up! Five hundred more wolves came. The wolves got scared by the beetle! They ran so fast they jumped into Snake River. The beetle hopped into the river. He saw his friends the tiger and the whale. The beetle drank and drank--but burped just in time!

Living is dangerous; survival is a struggle; you need to be ingenious, and you'd better hope that "good luck" is with you!

Children need to have the opportunity to express their fears and anxieties as well as their happiness. Creative expression allows for this need. Ruth Strickland proposes an attitude of value insight toward a child's composition when she says: "It is not for the product that creative expression is important but for the expansion of the child's own inner powers and the deepening of his sense of personal worth and integrity." (Strickland, 1965, p. 290)

Too often the teacher in the language arts is so concerned about form, about correct grammar and punctuation, that the value of IDEA is submerged if not totally lost. The great men of the world have been those persons who captured a great IDEA at the appropriate time and did something with it! Any program of language arts should recognize the proper order of priorities within the discipline, and the expression of ideas is the first principle in communication. Form and mechanics are important, but they are certainly subordinate to the value of ideas. To place one aspect of a subject above another does involve a little risk, but what is valued should compensate for the difference.

It is similar to the peculiar emotion that one feels just before a thunderstorm breaks! Shall I run and hide or shall I stand where I can see nature get mad? The whole sky gets ready; the movement of air is suspended; the trees, the animals, hush. The very atmosphere waits in a few moments of breathlessness; there is a feeling of excitement that something is about to happen, a sense of expectancy that is almost exhilarating, and then it comes! The storm is here! Out of the

dark sky flashes the lightning; the earth rumbles with thunder; the trees twist, turn and bend in the swirling wind; and then comes the rain! Well, who wants to stick his head out? To some people there is a lot more comfort in hiding one's head under a blanket so he cannot see the lightning, in stopping one's ears so he cannot hear the thunder, in closing one's eyes so he cannot see the trees nearly break. It is safer! Dull the senses! Look the other way! Pretend there is no storm!

Perhaps the thesis of this paper is that to teach values, one must do valuing. A teacher in planning lessons must give priority to those values that count most in the lives of pupils. In doing this, something else suffers, so decisions must be made accordingly. Teachers themselves must live deeply; they must be sensitive to their own inner selves; they must be able to empathize with their pupils; they must make judgmental decisions and accept the corresponding responsibility which accompanies that decision.

The following bit of prose has been around awhile, but because it is so appropriate in weighing values in the language arts program, it is hereby included:

I Taught Them All

I have taught in high school ten years. During this time I have given assignments, among others, to a murderer, an evangelist, a pugilist, a thief, and an imbecile. The murderer was a quiet little boy who sat on the front seat and regarded me with pale, blue eyes; the evangelist, easily the most popular boy in school had a lead in the junior play; the pugilist lounged by the window and let loose at intervals a raucous laugh that startled even the geraniums; and the imbecile was a soft-eyed little animal seeking the shadows.

The murder awaits death in the state penitentiary; the evangelist has lain a year now in the village churchyard; the pugilist lost an eye in a brawl in Hong Kong; the thief, by standing on tip-toe, can see the windows of my room from the county jail; and the once gentle-eyed little moron beats his head against a padded wall in the state asylum.

All these pupils once sat in my room, sat and looked at me gravely across the brown worn desks. I must have been a great help to those pupils--I taught them the rhyming scheme of the Elizabethan sonnet and how to diagram a complex sentence. (author unknown)

TEACHING VALUES THROUGH ACTION PROJECTS IN THE LANGUAGE ARTS

Supplement, Part I

1. Pen-Pals between Negroes and whites. The language arts program provides an appropriate vehicle for this particular activity. Children can be instructed in how to write friendly letters using proper form, etc. They could also design their own stationery and envelopes. In this way, their letters truly would be personalized. Writing to a real person also ought to be a motivation factor in the language arts class.

   This was tried in one school system and at the end of the term the children were introduced to one another and had a picnic. In this particular case, the children did not know their pen-pals were of a different race. The meeting was a little surprise, but since the children were in elementary school, they were less biased, and they immediately accepted their pen-pals in friendship.

2. Newsletter. Here again the class in language arts can promote a meaningful learning experience in communication. Why couldn't a class exchange a newsletter each month with another class of the same grade level? Why not have the exchange occur between pupils in all-white schools with pupils in Negro communities, even in another city or state?

   This kind of newsletter would not have to contain just the dramatic or unusual, but it could convey the ordinary activities that any class might experience. Individual contributions and articles submitted by committees should formulate the letter; the content ought to come from the pupils themselves. This kind of exchange is real communication.

3. The serial story. The serial story is an adaptation of the serial drama on radio or television and the continued story in a magazine. But each chapter would be created and written by a different classroom, that is, a Negro group and a white group. The class who wrote Chapter One would send that chapter to the exchange class, and that class would write Chapter Two and send it back to the first group.

   Since novels and short stories center around a conflict to be resolved or a problem to be solved, the teachers of the groups might have to orient their classes to the same idea or topic for the story and allow the pupils to take it from there. This kind of activity provides excellent opportunity for creative expression, for sharing of ideals and values, for innovative thought in problem solving relating to life situations, for practice in thinking and writing dramatic episodes, and for developing insight into character behavior and the motivation prompting that behavior.

4. Cooperative Drama Club. Students interested in drama could enlist a teacher to be an adviser or sponsor, and a drama club involving both Negroes and whites could be organized. The objective would be to share in a cooperative effort through dramatic expression, possibly to produce a play and perform it for the school assembly.

5. Poetry Club or Creative Writing Club. The language arts program again has the "inside track" for developing and encouraging creative writing among pupils at various grade levels. The average teacher often feels compelled to cover the subject matter in a given textbook, too often at the expense of pupil creativeness. Allowance for this kind of diversion is almost a luxury! Hence, creativity is often inhibited unintentionally.

Ideally, the ordinary classroom should function as an inspiration and a laboratory for creative expression, but practical experience suggests that that notion is usually just an ideal and rarely a reality. For that reason, a creative writing club should exist in most schools.

Race, religion, academic grade points, or grade level ought not to be barriers in this kind of club. The ability to think and feel deeply, to convey emotions through written expression and the desire to express oneself ought to be the basis for membership.

6. Small group Confrontation. This kind of action is suggested in this handbook not because it will work well in every situation, but because it has great potential when skillfully handled in appropriate situations. In school districts where individual schools are predominantly one race, and in order to initiate and develop better understanding between the races, small groups of about six persons from each school could meet together to discuss mutual problems.

As a preliminary step toward this kind of action, a group of high school students would meet together to discuss the possibilities of setting up such a program in their city. One group like this did meet in Grand Rapids recently and each person expressed enthusiasm for the idea. The participants were asked to write out on 3x5 cards topics, problems, or values which they felt they would like to discuss and which they considered important. They were to list them in order of priority of need. Sex and drugs were at the top of the list for this particular group. Racial problems rated third place.

One major concern was that a small group confrontation only reached a particular few persons; they felt that many such groups meeting with trained sponsors would be necessary, and even then they were doubtful of the net results. Their feeling was that the problems were of such magnitude that little could be done; as one student phrased it, "What can we do about it?"

Other considerations might include:

a. Transportation to neutral meeting place.
b. Excused absences.
c. Credit towards social studies (?).
d. Mutual convenient scheduling.
e. Competent sponsors to act as group leaders.

However, in spite of the difficulties involved in setting up such a program, studies in the areas of group dynamics, group fellowships, and group therapy, etc., do indicate that further exploration of this technique in relating it to racial difficulties might yet offer some hope for better understanding between the races.

EXPLORING VALUES THROUGH DISCUSSION
Supplement, Part II

So the lesson plans call for a discussion? Well, good luck! But merely to announce, "Now we are going to have a discussion," does not guarantee that there will be a satisfactory one. This kind of approach too often ends up in a lecture, usually given by the teacher or group leader.

Where does one begin? The beginning is in an idea, an idea that generates interest, curiosity, and animation; in an idea that has value, value significance that makes a difference in the lives of people. Most people do care about what affects them. So the first criteria is in the value idea itself and how it relates to people, especially the discussion group.

The next step is to state the value idea in the form of a stimulating question. The very wording of the question should be such that the group VALUES the value and feels that what happens to the value does make a difference!

The next step is to find out from the group what they know about the value and how they feel about it. The task is two-fold. It is at this point that the teacher or leader should take a learning position with the group so the discussion experience will be a cooperative venture. Ben Harris says that "Essential features of leadership in groups, regardless of task or situation involved, seem to include the development of a sense of unity and purpose or direction" (Harris, 1963, p. 51.).

After the group has "pooled their knowledge (and inevitable ignorance)," and after they have exchanged and shared their feelings regarding the matter, the next step is to separate the facts, and to assess the feelings and then decide what action should be taken concerning them.

The above process usually reveals three problems: (a) gaps in knowledge concerning the facts; (b) differences in personal feelings and reactions to the value; and (c) the usual possibility that nothing will be done about it anyway. The last problem is probably the most difficult to overcome.

Change in attitudes and values comes slowly. Even in classrooms where values have been a vital part of the curriculum, behavioral changes are few and come about gradually.[1] Teachers also have reported that they have no way of knowing whether or not the changes are merely short-termed, or really long-termed or permanent. It would appear that the real life experiences of home, school, and other agencies might be the determining factor. But discussions by peer groups do involve the mind and emotions of those participating.

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[1]Teacher evaluations from follow-ups on value education in cloassrooms, Workshop in Values, Grand Rapids, Michigan, summer, 1967 and winter, 1968.

Professor Mowrer reiterates the fact, "It is easier to act yourself into a new way of thinking than to think yourself into a new way of acting" (1964, p. 68). For best results of involvement, discussions groups should be kept to about 10 or 12 in number. In a regular classroom situation a small percentage of the group does most of the talking, while the remaining 85% or 90% sit and listen to their more verbal classmates.

Listening and observing are vital to intelligent discussion. Sometimes specific lessons in the art of listening and in taking mental or written notes from an interesting record, film, story or speech would be a worthy preparatory experience. A good listener should be able to make intelligent comments and to ask meaningful questions during a discussion because "he is with it!"

After the main "big idea" in value has been presented by the leader, some key "lead" questions should be presented; these could either be on mimeographed sheets or on the board. The large group or class could be divided into small group (10 or 12) and each group could pursue not only the main question, but one of the lead questions relating to the main one.

Buzz sessions are common in higher education; why not employ them at earlier levels? The Hillsdale College Leadership Letter suggests the following guidelines for conducting a discussion group:

> The participants sit in a circle and have equal time to respond to a common question or problem, progressing in an orderly fashion around a circle. Circular response operates best if the group is no larger than fifteen. The leader states the problem in question form, starts with a volunteer and proceeds clockwise from that person until each one in the circle has had an equal chance and equal time to give answer to the discussion assignment. The leader controls the flow of discussion and makes sure that it goes in an orderly sequence around the circle. No one may speak out of turn nor may he take more than the time allotted him. (Hillsdale, 1963).

Other suggestions include:

1. The leader must "sell" the problem or idea in his opening remarks.
2. He must explain the procedure for the discussion, rules, etc.
3. He should ask each person in the group to write out briefly his best response to the idea.
4. He should instruct the group to read one response, reduce the number of words and clarify the meaning.
5. When one's turn comes, he has the following options:
   a. He may speak directly to the subject.
   b. He may comment on a previous answer.
   c. He may make additions to previous answers.
   d. He may elect to "pass" for that time around.
   e. He may ask that his time be given to silence so that all may think more about the proposition.

6. The leader should curb his own temptation to comment on each response.
7. Ideas should be written on the blackboard and recorded by a secretary.
8. The leader should explain to the group how the suggestions will be used.
9. The leader should thank the group for participating.
10. Seating arrangements:



After the small groups have met, they should report to the whole class. Similar procedures can operate with both barge and small groups. However, each small group should appoint someone from his group to report to the whole class.

One of the big problems involved with this procedure is that discussions are time consuming. The teacher must make a value judgment as to whether total student involvement and communication in exchange of ideas is worthy of the time required. The procedure would certainly call for flexibility.

DESIGNING QUESTIONS

Supplement, Part III

Choice of Words.

Questions must be stated in terms the respondent understands, and stated in such a manner that the words mean what they are intended to mean. If the question contains words or terms that the respondent doesn't know or understand, then he cannot answer the questions intelligently. If questions are oral, the voice inflection, tone, quality, and emotional characteristics help interpret the meaning. However, if questions are written, the actual words themselves and the order in which they occur in the question must make the meaning clear. If the meaning is not clear, then comprehension is hindered. Lack of understanding often accounts for poor communication, and can also act to inhibit motivation.

Frame of Reference.

The question should be stated so that the respondent is instructed to know what frame of reference is intended. For instance, the question might be, "If you found a five dollar bill, what would you do about it?" This is a broad frame of reference. But if the question asks, "If you found a five dollar bill on the playground during recess, what would you do?" then the frame of reference is restricted by designation.

It is important that each question be stated within a context or frame of reference by use of qualifying words and phrases appropriate for eliciting the desired kind of response.

The "Touchy" Question.

Sometimes it is difficult to obtain honest answers from questions because the content is personal or highly toned emotionally. In this case, questions should be indirect rather than direct in their approach. State the case in the third person instead of the second. For instance, the question "Are you prejudiced against Negroes?" (or whites), could be changed to an illustration using the third person: "Martin was sitting at the soda fountain waiting for his coke, when a Negro (or white) came in and sat down next to him. Martin . . . ."

The third person should be a referent from the peer group of the respondent. Identification with a different age group is often difficult.

The touchy question should appear about half or three-fourths way through the test. The beginning questions should be relatively easy to answer and they should set a good feeling for the remainder of the test. A touchy question at the beginning may cause one to become upset to the extent that he would leave the remainder unanswered.

Clarity.

Questions should contain a single idea in order to avoid ambiguity or vagueness.

Example: (poor)

> "Do you like or dislike playing with children who are of a different race or who are better in sports?"

For clarity, it would be better to make two or three sentences instead of one.

Example: (better)

1. "Do you ever play with children who are of different race?
2. "How do you feel about playing with children of a different race?"
3. "If you are a white and a Negro beats you in sports, how do you feel about it?"
4. "If you are a Negro, and a white beats you in sports, how do you feel about it?"

The questions are clear and are arranged in a logical sequence.

Kinds of Questions.

The above questions 2, 3, and 4 use the word "feel" and are open-ended. The first question asked what one does, not how one feels. The answer would be considered a closed one, but the first question forced one to take a position; the remaining questions gave opportunity for explanation and expression of feelings related to the topic of playing with children of a different race, referring again to the first question.

Open-ended questions do not state the alternatives; the alternatives are left to the respondent to identify.

Closed questions spell out the selected alternatives from which one must choose. Multiple-choice questions employ the closed kind. Objections to the closed question often include the factor that another plausible alternative, as viewed by the respondent, was not listed among the alternatives. But for that very reason, the designer purposefully gives the alternatives that he wants considered, thereby excluding any other tangential data. The designer must consider the objectives in asking the question and the kind of information he wants to obtain. The questions should serve these ends.

To summarize, closed questions are:

1. Useful in placing respondents into categories or groups based upon the choice of given alternatives.

2. Answers are short and easily scored.

3. The respondent is forced to choose among alternatives chosen by the designer.

Open-ended questions do three things:

1. They give opportunity for expression of attitudes and intensity of feelings.

2. They indicate the level of understanding of the respondent concerning the topic in question.

3. They also give a background or frame of reference from the respondent's point of view.

The one who designs the questions should first decide on what kind of information is needed; how the information will be used; what kinds of answers will best serve the purpose, and the kind of question best suited to yield the desired response.

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GUIDELINES PAPER VIII

VALUE ACQUISITION

SOME IMPLICATIONS FOR THE CLASSROOM

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VALUE ACQUISITION
SOME IMPLICATIONS FOR THE CLASSROOM

"Martha's parents brought her along one Sunday afternoon when they came for a visit. She was seventeen months old, full of curiosity and mischief. One of the floor lamps fascinated her especially. It was tall and straight, made of a single glossy round of wood just the right size for Martha to get a good grip on. When she stood up against it, clutching happily, the lamp teetered and swayed in what was obviously an entrancing fashion for Martha.

Twice her father had to put down his cup and leap across the room to prevent a crash. Twice he said clearly and distinctly, 'Now Martha, don't touch!' Each time he took her by the hand and led her over to some toys. These distracted her only briefly.

After the second interruption, Martha began a general exploration of the room again. Now she went a little slower, and several times glanced at her father. As she came closer to the lamp, however, she stopped looking his way and her movements were all oriented toward the lamp. Deliberately she stepped toward it, came within a couple feet of it, and lifted her arm partly, a little jerkily, and then said sharply, commandingly, 'Don't touch!'" (Sears, 1957).

"Story I. Two boys, a little one and a big one, once went for a long walk in the mountains. When lunch-time came they were very hungry and took their food out of their bags. But they found that there was not enough for both of them. What should have been done? Give all the food to the boy or to the little one, or the same to both?

Nev (7 1/2): 'The big boys should have had most. - Why? - Because they're bigger.'

Nuss (10): 'They ought to have gone shares. - The little boy said, 'I'm the smallest so I ought to have most.' Is it fair? - Not fair. - The big boy said he had right to most because he was the biggest. Is that fair? - They ought each to have taken the same amount . . .'

Schmo (10): 'They sould have given more to the little boy because he was smaller. - They both ate the same. Was it fair? - Not quite so fair.'" (Piaget, 1962).

Many of us have experienced situations similar to the one above related by Sears, in which a young child takes the parental command and applies it to himself. Piaget's approach is not so familiar; he ralates the judgements of children at different ages and levels of development to the value issue posed by the story. The children in these two examples give evidence that they are acquiring ideas of what ought or ought not to be done in social situations; that is, they are in the process of acquiring the values held by the social group of which they are a part.

Man, it seems, is an evaluative being. Some would argue that the capacity to value, indeed, the sense of value itself, is an intrinsic part of man's nature (Moustakas, 1965). Down through recorded history societies have been concerned with what the individual and the society ought to be like. The Bible, for example, is full of this concern. What are the Ten Commandments and the Sermon on the Mount but explicit statements of certain basic personal and group values? Ancient philosophers, too, were very concerned with the question of values. Plato's Republic is a discussion of the good state, and how the good man should be educated so that he would be able to govern the good state (Buchanan, 1948). Except for its elitism, Plato's concern is not unlike the concern of government officials, social activists, and educators today. The concern about values has not only been evinced across the span of recorded human history, but also across the span of human cultures. Anthropologists, of which Benedict's work is but one example (Benedict, 1934), have shown in their studies of non-Western cultures that all societies have as a part of their cultures ideas about what is desirable.

Values can be seen as "the products of social interaction as embodied in culture" (Kluckhohn, 1962). However, the group value is given private interpretation by individuals in the society and thus becomes personally distinctive. A universal problem for all societies is the socialization of the individuals in the society such that there is roughly some correspondence between group and individual codes. That is, the growing individual must in some way acquire the values of his group; he must make a part of himself something that originally is outside himself. All human groups make some provisions for who is to be responsible for this process, and provide some patterned means by which the process is to be accomplished. In our society we find that, for better or for worse, tradition has assigned to the school and to teachers a role in this socialization process. Traditionally, society has seen the role of the school in value acquisition to be one of inculcation of the values of the establishment that dominates the society. In the United States these values may be broadly conceived of as the values of democracy and Judeo-Christian morality. More recently, the pendulum has been swinging the other way; some of the recent court decisions on religion in the schools have tended to make some teachers a bit gun-shy about attempting to deal with value issues in the classroom, particularly if the issue might be controversial or have religious connotations, for fear of parental objections and administrative reprisal; also, there is a feeling among some educators that such tutelege is really the family's responsibility. Thus, it appears that the schools may now find themselves having to decide whether or not to deal explicitly with value issues. Then, if the decision is made in the affirmative, other questions arise, such as: What values? Whose values? How should they be handled?

In thinking about this problem, this writer has, at this point, repeatedly found it necessary to push the questioning one step further. If educators hope to deal with value issues in classrooms in such a way as to effect growth

and change in the child's value system, it seems necessary that they have some knowledge of how the process of value acquisition proceeds and what factors appear to be operative in this process. Accordingly, this paper attempts to identify some of the issues raised in the literature broadly concerned with value acquisition, to indicate some of the positions taken by various investigators, to make a schematic summary which may be of value to people in education, and to indicate some of the implications of such a summary for the questions of what values, whose values, and how to handle values in classrooms. A word of caution is necessary before proceeding. The applicable literature is mountainous and this writer has only plowed through a small portion of it; therefore the exposition to follow must be understood as incomplete, and the conclusions reached as tentative.

It seems necessary at this point to spend some time delineating just what is meant in this context by values, a value system, and a value acquisition process. Value these days is an extremely slippery concept in the social sciences, and tends to become even more so when educators get ahold of it. All too frequently it is used loosely with no attempt at definition; it appears that writers, especially in education, go on the assumption that of course, <u>everyone</u> knows what is meant by values, when this is not necessarily the case. The collegiate edition of Webster's New World Dictionsary alone lists 13 noun meanings and 3 verb meanings for the word value; and when one gets into technical definitions in the social sciences, the amount escalates dramatically, and the extent of disagreement between the writers is considerable. This disagreement on the meaning of the value concept is well documented in Thomas' Guidelines Paper II (1967), and it shall not be pursued further here, other than to note that the only agreement seems, as Kluckhohn has suggested, "that values somehow have to do with normative as opposed to existential propositions" (Kluckhohn, 1962). That is, values have to do with what ought to be, as opposed to what is, although there is undoubtedly a close connection between the two.

From among the plethora of available value definitions, this writer chooses to adopt as the basic definition of value for this paper the one advanced by Clyde Kluckhohn in his seminal article in Parsons' and Shils' book, <u>Toward a General Theory of Action</u>. This definition is part of a more comprehensive social theory and appears to be gaining some acceptance in the field. Kluckhohn writes: "A value is a conception, explicit or implicit, distinctive of an individual or characteristic of a group, of the desirable which influences the selection from available modes, means, and ends of action" (Kluckhohn, 1962). He emphasizes that three elements are "essential to this notion of value:" the "affective ('desirable'), cognitive ('conception'), and conative ('selection')." Let us look briefly at each of these three elements in turn. The cognitive element of value is represented in the definition by the word "conception." A value is an abstract idea, a conception; it cannot be directly observed in action, but can only be inferred from the observation of behavior. It is ultimately verbalizeable and can be subject to logical manipulation. Not all values can be consciously articulated by the person who holds them; some values are seen as implicit, perhaps unconscious, and not readily verbalized by the subject, as opposed to explicit values

which can be articulated by the subject. A value also has an affective element which is represented in the definition by the word "desirable." A value is not just an idea; it is an idea with emotion attached to it. It is cued by words such as "right," and "wrong," "good," and "bad," words which in any language have affective connotations. Kluckhohn states: 'The word desirable, then, brings out the fact that values, whether individual or cultural . . ., always have an affective as well as a cognitive dimension. Values are never immediately altered by a mere logical demonstration of their invalidity. The combination of conception with desirable establishes the union of reason and feeling inherent in the word value. Both components must be included in any definition" (Kluckhohn, 1962). The conative element is represented by the word "selection," and implies that the individual takes some course of action guided by the affectively toned conception which he holds. This definition is not without its difficulties; this writer has found some difficulty between this formulation of value and the concept of norm; Thomas finds it useful to highlight the notion that values influence behavior "predispositionally," and chooses to restrict the selection to "personally perceived alternatives of behavior" (Thomas, 1967); however, in most respects Kluckhohn's definition is adequate, and will be used here.

This then is what is meant by "value" in this context. However, a value does not exist in isolation; it is connected to, and in a relationship of interdependence with, other values. This phenonmenon leads to the next concept, that of a value system. A nice, clear definition of a value system has not appeared in the literature thus far perused, and thus an attempt will be made here to coin one. The term value system here refers to a dynamic organization of interrelated and interdependent values. Two elements implied by this definition need to be emphasized. One of these may be termed the organizational element. This indicates that the values forming the values system tend to be related to each other in certain ways, and tend to form a whole with some degree of unity. This organization can be conceived of in a hierarchical form, somewhat as Maslow describes a heirarchy of needs (Maslow, 1954). Some values are of greater importance and pervasiveness than others. This idea of a hierarchical structure is theoretically convenient, but is perhaps overly neat. An alternative way of conceiving the organization of the value system is to see it as organized around a core of a few central values, with other values related to this core, but peripheral to it in varying degrees (Thomas, 1968). The image that comes to mind as a loose illustration of this conception is that of a rather large, complicated organic chemical molecule, with a basic core of atoms to which are attached carbon chains with bonds of varying degrees of permanence. The second element which needs to be emphasized may be termed the dynamic element. This indicates that the organization described above is not a static organization but is constantly in flux, undergoing reorganization and differentiation in interaction with the environment. Value systems vary in dynamic flexibility; some undergo reorganization and differentiation quickly, readily, and pervasively; others undergo reorgainzation and differentiation sluggishly and reluctantly. The same value system may vary over time in its dynamic flexibility, being more flexible at some times than at others.

Such a value system may, of course, be characteristic of an individual or of a group. In this context it is being used as characteristic of an individual, although one must keep in mind the fact that the individual value system is related to the value abstractions embodied in the larger culture, and, more specifically, in the segment of that culture experienced by the individual in question. A value system which is characteristic of an individual may also then be defined as a dimension of that individual's personality.

Now that the meanings of value and value system have been explored in this context, it is time to turn to the third concept to be defined, the concept of a value acquisition process. This will be defined rather more sketchily than the two previous concepts, for it is this process that will be examined in more detail later in the paper. For now, the value acquisition process will be defined as the social-psychological process(es) whereby the values available in the group value system become a part of an individual's personality as an organized and dynamic value system. The value acquisition process is seen as a dimension of the socialization process, which, in Child's terms, is "the whole process by which an individual born with behavioral potentialities of enormously wide range, is led to develop actual behavior which is confined within a much narrower range--the range of what is acceptable for him according to the standards of his group" (Child, 1954). The value acquisition process takes place in the interactions of the individual with his environment, particularly his social environment.

Let us now return to the problem at hand and attempt to identify some of the issues that arise in a perusal of the literature related to value acquisition, and to state some of the positions taken by investigators in these issues. The choice of issues is somewhat arbitrary, although an attempt was made to deal with those that appeared to be most salient in the literature. The issues chosen are certainly not the only ones, and there certainly are positions on the issues to be dealt with which will not be presented, due to time and space limitations. These cautions must be kept in mind during the discussion to follow.

Issues and Positions

What shall we call it? Or: the issue of conceptual confusion.

The first issue of concern is that of conceptual confusion. Value, as used in this paper, has Kluckhohn's meaning of "a conception, explicit or implicit, . . . of the desirable, which influences the selection from available modes, means, and ends of action." The first thing that became evident in the examination of the literature was the immense amount of conceptual proliferation and confusion among investigators of value acquisition; it is virtually a semanticist's nightmare of words with variable meanings and concepts with variable referents. The term value, when used explicitly, has about three core meanings. The concept of value in Kluckhohn's sense and the concept of a value system as used here are implied in numerous other concepts and have to be "teased out" of

them. Further, the concept of values as herein defined is easily confused with other concepts from which it must be differentiated.

The word value, when used explicitly, may have about three basic meanings. First of all, it may be used in Kluckhohn's sense with an emphasis on "desirableness" (Allport, 1955; Getzels, 1958; Hutt & Miller, 1949; Thomas, 1967; Trow, 1953). Getzels, for example, uses Kluckhohn's definition verbatim (Getzels, 1958). Others change the wording somewhat but retain the essential idea of a conception of the desirable. Thomas is a fine example here; he defines value as a "normative, conceptual standard of the desirable that predispositionally influences individuals in choosing among personally perceived alternatives of behavior" (Thomas, 1967). Secondly, value may mean those things men prize and hold dear (Allport, 1961; Erikson, 1963; Murphy, 1947; Raths, Harmin, and Simon, 1966; Vogt, 1951; Wheelis, 1957). Wheelis provides an excellent example of this position as he defines values as "those things men do prize and hold dear" (Wheelis, 1957). Thirdly, the word value may mean something like a deeply ingrained belief or interest in something (Allport, 1961; Murphy, 1947). Allport provides an example of this position as he states, "A value is a belief upon which a man acts by preference. It is thus a cognitive, a motor, and, above all, a deeply propriate desposition" (Allport, 1961). Mr. Allport makes an interesting case study in conceptual confusion. In his work on the Allport-Vernon Study of Values (Allport, 1931) as well as in his most recent book on personality he uses the definition stated above. However, he also uses value in the other two senses identified, as well (Allport, 1961). In Becoming, however, his use of value seems to center around the core meaning of desirablenes. For example, he states: "Conscience presuposses only a reflective ability to refer conflicts to the matrix of values that are felt to be one's own. I experience 'ought' whenever I pause to relate a choice that lies before me to my ideal self" (Allport, 1955). One begins to wonder which of the meanings he really means, or if indeed, he means them all.

In addition to these three core meanings evidenced in the explicit use of the term value, there are a number of other concepts in the literature which imply values, value system and the value acquisition process as these are conceptualized here. These concepts can be grouped into two groups according to their emphasis; one group is concerned with value systems that perform certain functions, while the other group emphasizes process functions that systematize into value systems.

Let us look briefly at several concepts which imply a value system which performs certain functions. The concepts of super-ego, conscience, morality, character, and ethics all fall into this category.

The concept of super-ego comes from Freudian thought and has been widely used in psychoanalytic and psychiatric literature (Erikson, 1963; Freud, 1966; Wheelis, 1957). Freud describes the super-ego as a

differentiated part of the ego which observes the ego, judges it, and sanction it on the basis of introjected parental standards. He states: "The super-ego applies the strictest moral standards to the helpless ego which is at its mercy; in general it represents the claims of morality . . . ." Freud allots to the superego "the functions of self-observation, of conscience, and of [maintaining] the ideal" (Freud, 1966), as well as the work of repression. The super-ego is largely unconscious, but not completely. The fact that the super-ego is performing a judging function implies some criteria upon which such judgments are made, or some kind of value system. A value system is sometimes implied by the use of the super-ego concept, but sometimes it is singled out and given a name. According to Freud, the ego ideal is that "by which the ego measures itself, which it emulates, and whose demand for ever greater perfection it strives to fulfill" (Freud, 1966). Freud is not consistent in his usage at this point. It should be noted that the super-ego and the ego-ideal refer primarily to concepts of desirableness about oneself rather than to values about what society ought to be like. There is a difference between the function of the super-ego in Freudian terms and the value system as seen here; the super-ego performs its functions primarily after the fact in judging and rewarding or punishing behavior already committed; the value system in our terms primarily affects the behavior before the fact, acting as a guide to what alternative of action will be chosen. The super-ego concept is used in essentially the same way by other writers of the psychoanalytic persuasion.

A second term which is commonly used in the literature in such a way as to imply values is the term conscience. Brodbeck's use implies the idea of a value system or standards of conduct (Brodbeck, 1954). Several writers, for example, Erikson (1963) and Sears (1957), mean very much the same thing as the Freudian super-ego when they talk about conscience. Fromm, in Man for Himself, refers to conscience as a set of principles concerning what is right and what is wrong. He discusses some of the concepts of conscience that have appeared in the philosophical literature, and goes on to identify two types of conscience and discuss them at length. One type is called the "authoritarian conscience," which is likened to Freud's super-ego and is centered on an internalized relationship to authority. In this type of conscience, "good conscience is consciouness of pleasing the [external and internalized] authority; guilty conscience is the consciousness of displeasing it" (Fromm, 1961). The other type of conscience is called the "humanitarian conscience." Fromm describes this as " . . . our own voice, present in every human being and independent of external sanctions and rewards", knowledge within oneself," affective," a "reaction of ourselves to ourselves. It is the voice of our true selves which summons us back to ourselves, to live productively, to develop fully and harmoniously, --that is, to become what we potentially are" (Fromm, 1961, p. 162-163). In reality these are not separate entities, and individuals will manifest both types in varying degrees. Allport's conception takes a more dynamic approach, as he calls conscience "a process that controls transitory impulse and opportunistic adjustment in the interests of long-range aim and consistence with the self-image (Allport, 1955), sneaking the idea of values in there at the end with the self-image. Kohlberg, in his careful review of the literature on

moral development, sums up the use of the concept of conscience by the investigators he reviewed as " . . . the set of cultural rules of social action which have been internalized by the individual. Rules are said to be internalized if they are conformed to in the absence of situational incentives or sanctions; i.e., if conformity is intrinsically motivated" (Kohlberg, 1963, p. 277). While these writers vary in just what they mean specifically by conscience, they all imply what is meant here by values and a value system.

Thirdly, one often finds the term morality used in the literature. Kohlberg equates morality with conscience; his definition of conscience was presented in the previous section. This is consonant with Kohlberg's theoretical orientation which comes from the work of Piaget. Piaget, concerning morality, states: "All morality consists in a system of rules, and the essence of all morality is to be sought for in the respect which the individual acquires for these rules" (Piaget, 1962, p. 13). This value-implying position is his jumping-off point for his stories and interrogatives investigating moral judgment in the child; these are often couched in should or ought terms and frequently result in should or ought answers from his subjects, as can be seen in the examples given on the first page of this paper.

A fourth value and value-implying concept used in the literature is the concept of character. In the older literature and in European and Russian work on personality, the concept of character is used with a moral ramification attached to it (Inkeles & Levinson, 1954). Peck and Havighurst made an extensive study of moral character in connection with a series of studies on life in a Midwestern town in the 1940's. In their work character is defined in Fenichel's terms as " 'the habitual mode of bringing into harmony the tasks presented by internal demands and by the external world. . . .' " Character is thus a function of the ego and the super-ego; it is concerned both with the value system and the way in which the individual conforms to it (Peck and Havighurst, 1960).

The use of the concept of ethics in the literature often implies a value system. This concept is less prevalent than the previous ones. Fromm implies and posits the idea of a value system when he makes such statements as: "The great tradition of humanistic ethical thought has laid the foundations for value systems based on man's autonomy and reason;" and "But while psychoanalysis has tremendously increased our knowledge of man, it has not increased our knowledge of how man ought to live and what he ought to do" (Fromm, 1967, p. 16).

These, then, are some of the concepts in the literature that imply a value system which performs certain functions. Let us now turn to a brief consideration of concepts which imply functions that systematize.

Actually, there is only one concept that falls in this category, and that is Piaget's moral judemnet. His thesis is that ideas of morality develop in interaction between the individual and others in his environment (Piaget, 1962).

Moral concepts become organized and differentiated through the same invariant functions by which any concept becomes developed; namely, the accomodation and assimilation that make up the person's adaptation to the environment. Schematically speaking, the process works something like this: the individual, interacting with his environment, accomodates himself to it in some way, which becomes assimilated into himself by a change in his congitive structure, which then affects subsequent accomodations to the environment which become assimilated into the cognitive structure, etc., etc. (Flavell, 1963). Thus we have the processes of accomodation and assimilation operating as functions which bring about development, organization and differentiation of a value system.

In addition to conceptual confusion about the meaning of the word value and the use of various other concepts which imply value or a value system, there are several concepts which need to be differentiated from value or have their relationship to the concept of value clarified. Such concepts as norms, mores, folkways, interests, beliefs, and attitudes fall into this category. Kluckhohn's definition very nicely includes the ideas usually meant by norms, mores, and folkways, since these are also "conceptions of the desirable which influence the selection from available modes, means, and ends of action." Perhaps he intended to subsume these categories in his definition, since he did not differentiate them from values. If so, these categories may be conceptualized in an interrelated hierarchy of value specificity; those conceptions that are of a more general sort, such as "I ought to be a successful student," or "People ought to have freedom," would be arbitrarily termed general values, from which would grow the more specific behavioral norms such as "I ought to do the reading for this course," or "People ought to be able to buy a home wherever they want." Norms may be placed in a hierarchy in terms of their importance to the society; those vital to the society and strongly sanctioned are termed mores; for example, "One ought not to eat other people." Others are not so important or heavily sanctioned, such as "One ought to wear short hair," and are termed folkways. Schematically, these relationships may be diagrammed as follows:

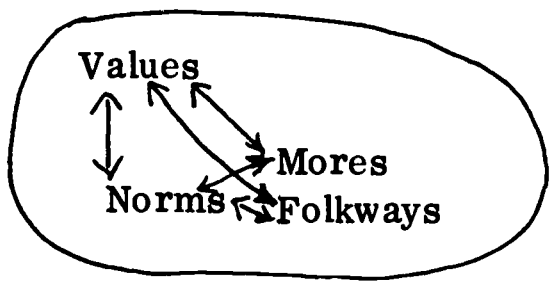


fig. 1. Value System Hierarchy

Of course, the question immediately arises, "Where do you draw the line between one order of value and another?" At this point this writer retires in some confusion, wondering if perhaps it would be better to lump them all together, as Kluckhohn seems to do, and forget about it.

It has already been pointed out that there is some confusion between interests, beliefs, and values as used here. A belief can be considered a "conception, implicit or explicit," but a belief is concerned with statements about what is, rather than about what ought to be. A person can say he believes the earth is round; whether it ought to be or not is irrelevant. An interest can be defined as "a characteristic disposition, organized through experience, which impels

an individual to seek out particular objects, activities, skills, understandings or goals for attention and acquisition" (Getzels, 1968). An interest is distinguished from a value in that a value disposes an individual toward what he ought to do, an interest toward what he wants to do. Kluckhohn sums up the distinctions between these concepts as follows:

> Values differ from ideas and beliefs by the feeling which attaches to values and by the commitment to action in situations involving possible alternatives. If you are committed to act on a belief, then there is a value element involved. The following crude schematization is suggestive: (1) This is real or possible (belief); (2) this concerns me or us (interest); (3) this is good for me or us, this is better than something else that is possible (value). Belief refers primarily to the categories "true" and "false;" "correct" and "incorrect." Value refers primarily to "good" and "bad;" "right" and "wrong" (Kluckhohn, 1962, p. 432).

The relationship between values and attitudes seems to be a complex and a confused one. One often gets the impression that they may cover some of the same territory and develop and change in some of the same ways. Again, we will quote Kluckhohn's differentiation:

> If one follows Allport's classic definition of attitude--"a mental and neural state of readiness, organized through experience, experting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related"--the principle differences from value are: (a) exclusive referability to the individual, and (b) absence of imputation of the "desirable" (Kluckhohn, 1962, p. 423)

A person's attitudes seem to be expressive of a value and related to it. For example, I may value reading poetry, which may express itself in a liking for the poems of e.e. cummings. The same value may be related to different attitudes; for example, one may value freedom and like the Ku Klux Klan; another, also holding the value of freedom may be disposed to join S.D.S.

Where, and who, do one's values come from? Or: the issue of source.

Values, says Wheelis, "are engendered by the activities of men" (Wheelis, 1957). This is something upon which all investigators agree, either explicitly or implicitly. Values arise in social interaction and become a part of a society's culture. However, these values are mediated to the growing child by specific individuals in his environment, such as parents, siblings, peers, teachers, etc. Although investigators differ somewhat in emphasis, all agree that interpersonal situations are necessary.

Most investigators are in agreement that the family is the most important source of values, although there is disagreement as to the relative effect of various family members and the processes by which the influence is sustained. Murphy describes the family as "the mediator of culture" (Murphy, 1947). The values of the culture are learned in the family situation in relationship first of all to parents, then to siblings. Following this line of thinking, a great number of investigators place great emphasis on the effect of the parents. Usually this concern with the parents is in conjunction with a psychological process, such as identification or imitation, or with child-rearing antecedents that may correlate with conscience measures. Processes and antecendents will be taken up later in some detail, so nothing further will be said about them at this point. Freud puts his entire emphasis on the role of parental authority in his discussion of the development of the super-ego. Identification with parents and working through of the Oedipal conflict results in the establishment within the child of the super-ego, which is then described by Freud as "a successful instance of identification with the parental agency" (Freud, 1966). Other writers of a Freudian bent follow his lead (Sears, 1957). Still other writers agree to the importance of the parents, but take issue with Freud on identification, preferring to talk about imitation and/or learning (Martin, 1954). Kohlberg's reveiw of recent research (1963) lists an immense amount of research studies which take off from one or the other of these formulations, but nonetheless place the emphasis on the parents as the important people in the acquisition of a value system. Some studies also attempt to deal with the question of which parent has the greater effect in the development of the child's values. The results here are equivocal, and dependent on the sex of the child and the study's technique. Peck and Havighurst, in their study of the character development of adolescents (1960), find that the mother tends to be more influential in the development of a child's value system, whereas some of Getzel's work with the DVI indicate that the father's values are more influential (Getzels, 1968). Brodbeck studied sex-role typing of values in 11- to 14-year-olds, and found that mothers' values do not influence the girls' more than they do the boys', but that fathers' values do influence the boys' values more than the girls' (Brodbeck, 1954). That pretty much takes care of the parents. One looks practically in vain for any examination of the part played by siblings in value acquisition. They may be mentioned in a global listing of value sources, but little else has been done. Peck and Havighurst suggest that a sibling may influence the child's values, but that this seems to occur only when the sib has taken over a good deal of the responsibility for caring for the child (Peck and Havighurst, 1960).

Another source of values is the peer group. There appears to be general agreement among investigators that the peer group does, indeed, play a role in value acquisition, but there is disagreement as to when during the individual's lifetime this influence prevails, how the influence is effected, and what the magnitude of the influence is. Unfortunately, the studies thus far encountered do not take the development of the individual beyond adolescence, and thus not much can be said about young adulthood and adulthood, which may well be times during which peer group influence on values is strong.

In most theoretical formulations the peer group is relegated to a minor role, if any. Freud does not really deal with the peer group at all. When the peer group is given a role in value acquisition, the focus is usually upon the time of adolescence. Peck and Havighurst found that only infrequently did adolescents in their sample have values that were different than those of their parents, and they concluded that the influence of the peer group was in maintaining and reinforceing values already learned at home (Peck and Havighurst, 1960). Gottlieb and Hodgkins support this position to some extent in their intriguing though methodologically weak study; in studying self-reported value change from freshman to senior years in college, they found that value orientations and amount and direction of value change were related to the subcultural peer group of which the individual was a part. Friedenburg, in Coming of Age in America, deals extensively with the adolescent peer group, its values, and its influences.

Perhaps the only well-articulated theory that really gives to the peer group a vital and indispensable role in value acquisition is the moral development theory of Piaget. While Piaget sees the family as very important in forming the child's initial values and giving him his initial contacts with moral concepts and judgments, he feels that the interaction of the individual with his peers is necessary for the development of mature moral judgment. In his discussion of the development of the idea of justice in children Piaget states: " ... the most favorable setting for the development of the idea of distributive justice and of the more advanced forms of retributive justice would seen to be the social relations between contemporaries" (Piaget, 1962, p. 295). Flavell, in his important book on Piaget's theory, points to the importance of the peer group in Piaget's formulation when he says: "It is clear that the mechanism which Piaget holds responsible for the development of a rational morality is exactly the same as that which he thinks engenders rationality in general, ... Both morality and logic are fired in the crucible of the spontaneous give and take, the interplay of thought and action which takes place in peer-peer interactions" (Flavell, 1963, p. 296).

Although the family and the peer group seem to be most important as sources of values, several other sources can be identified. Each of these will be mentioned and discussed briefly. First of all, adults with whom the child comes in contact through his participation in such social institutions as the school and the church may influence values. Freud suggests this when he indicates that the child, as he grows, makes identifications with other adults, groups, and leaders (Freud, 1960, 1966). Peck and Havighurst (1960) find that institutions and other adults may be sources of values, but that in fact they function as sources of values infrequently and to a very small degree. Institutions such as school and church tend to be reinforcers of values already learned at home, rather than original sources of values. It also seems likely, in our society, that the communications media and books may affect value acquisition. Murphy, for example, suggests that "some children find no adequate mediator of culture and consequently turn to impersonal means --- the comics or the movies" (Murphy, 1947, p. 770). This writer has not unearthed anything definitive on the role of such media in value acquisition other than Peck and Havighurst's data which was collected during the 1940's in the days prior to

the time of the omnipresent boob tube. They classified such sources under "vicarious experience" and found that this category accounted for a miniscule amount of the variance in their data.

What age is most important for value acquisition? Or: the issue of critical age.

Another issue of concern to investigators of value acquisition and certainly to teachers who wish to affect values concerns the timing of value acquisition. Is it an all-at-once occurrence? Does the value system develop gradually? Is early childhood the critical time? Or, is middle or later childhood or adolescence more important? These are some of the questions that can be raised in connection with this issue, and as usual, investigators disagree.

For many investigators values, like other dimensions of personality, undergo their basic and most vital development in infancy and early childhood, which may arbitrarily be said to extend from birth to about five years of age. Anyone even remotely psychoanalytic in orientation will agree to this. For those who take the notion of the Oedipus conflict seriously, the critical period will be sometime around ages 4 and 5 when the child goes through this, since in Freudian theory the super-ego becomes established in the working through of the Oedipal conflict (Freud, 1966, pp. 527-528). Changes may come about later, but these changes are nowhere near as important as the values taken in when the super-ego was first formed in early childhood. Other investigators, while not underestimating the importance of early childhood experiences, point out that adolescence is an important time for value acquisition; it is this time that the growing individual has to "validate himself afresh" to use Murphy's terminology. At this time the person may examine the values acquired earlier, and check them out with the newly evolving idea of self and the role of that self in society (Murphy, 1947; Erikson, 1963). Another track is taken by the cognitive developmentalists such as Piaget (1962) and Kohlberg (1963), who see moral development as proceding by stages from infancy through adolescence, but who do not emphasize any one stage as most important. The development proceeds from one stage to the next through the functioning of the processes of assimilation and accomodation to more mature modes of adaptation. Bloom also talks about gradual development, but his approach is rather different from that of the cognitive developmentalists. He considers values (with attitudes) among his "stable characteristics" and views these as developing on a negatively accelerating curve as a function of age; that is, value development is continuous, but in each succeeding year the development is somewhat less than it was during the previous year, with about one third of the development accomplished by age 7 (Bloom, 1964).

How do values originally in the environment become an operative part of the child's motivation? Or: the process issues.

The process of value acquisition is seen as an aspect of the socialization process. However, there is disagreement among investigators as to just which dimensions of this process are specifically related to value acquisition; the

dimensions chosen for emphasis depend on the investigator's point of view. Several of these process issues will be identified and discussed in this section.

Identification.

The issue of the role played in value acquisition by the psychological process called identification is an extremely complex one. As is frequently the case, Freud got this idea started, and since then investigators have been busily at work attempting to vindicate or disprove his idea, depending on their attitudes toward Freud. Some accept his theory wholeheartedly, others combine the process of identification with another process, such as learning; others retain the word but redefine it; still others maintain that the whole idea is hogwash and that investigators would more profitably expend their time, energy, and foundation's money looking at something else, such as imitation or the development of moral concepts, for example. Despite the complexity of both the issue and the process at issue, identification appears to be an important issue in the literature, and appears to indicate a process with distinct relevance for value acquisition.

Since this whole controversy is all Professor Freud's fault, his identification theory will be presented first. Freud himself was far from clear in his discussions of identification and its role in super-ego formation. In New Introductory Lectures he states that the process is very complicated and "we ourselves do not feel sure that we understand it completely" (Freud, 1966, p. 527) the complication comes because Freud is not only attempting to account for super-ego development by identification, but is at the same time attempting to account for the child's development of his sexual identity.

Freud bases his ideas on the development of the super-ego on two closely connected facts; "namely, the human child's long dependence on its parents and the Oedipus complex" (Freud, 1966, p. 530). The super-ego is the representative for us of every moral restriction, the advocate of a striving towards perfection -- it is, in short, as much as we have been able to grasp psychologically of what is described as the higher side of human life. Of its sources and origins Freud says:

> Even if conscience is something "within us", yet it is not so from the first. ...young children are amoral and possess no internal inhibitions against their impulses striving for pleasure. The part which is later taken on by the super-ego is played to begin with by an external power, by parental authority. Parental influence governs the child by offering proofs of love and by threatening punishments which are signs to the child of loss of love and are bound to be feared on their own account. This realistic anxiety is the precursor of the later moral anxiety. So long as it is dominant there is no need to talk of a super-ego and of a conscience. It is only subsequently that the secondary situation develops (which we are all too ready to regard as normal one), where the external restraint is internalized and the super-ego takes the place of the parental agency and observes, directs,

> and threatens the ego in exactly the same way as earlier the parents did with the child.
>
> The super-ego, which thus takes over the power, function, and even the methods of the parental agency, is however not merely its successor but actually the legitimate heir of its body ... (Freud, 1966, p. 526).

Thus, the super-ego represents the parental authority internalized by the child. This is quite clear. How did the parental authority get inside the child? Now things become rather more sticky, and as Freud said, complicated. Again, according to Freud:

> The basis of the process is what is called an "identification" -- that is to say, the assimilation of one ego to another one, as a result of which the first ego behaves like the second in certain respects, imitates it in a sense takes it up into itself. Identification has been not unsuitably compared with the oral, cannibalistic incorporation of the other person. It is a very important form of attachment to someone else, probably the very first, and not the same thing as the choice of an object. The difference between the two can be expressed in some such way as this. If a boy identifies himself with his father, he wants to be like his father; if he makes him the object of his choice, he wants to have him, to possess him. In the first case his ego is altered on the model of his father; in the second case that is not necessary (Freud, 1966, p. 527).

At a very early age, the boy develops an object-cathexis for his mother and identifies with his father. He is interested in his father, and wants to grow to be like him and take his place everywhere. For a time these relationships co-exist, until the sexual wishes toward the mother become more intense and the father becomes seen as an obstacle to these wishes; then the Oedipus complex arises. "The identification with the father then takes on a hostile coloring and changes into a wish to get rid of the father in order to take his place with the mother" (Freud, 1960). The boy's feelings toward the father are then ambivalent. In the resolution of the Oedipus complex the object-cathexis of the mother must be given up and either an identification with the mother or an intensified identification with the father put in its place, the latter being the more usual out-come. In order for the Oedipus complex to be resolved, it must be repressed; the personality had to have some mechanism, with strength from somewhere, to do the job. Therefore, "the child's ego brought in a reinforcement to help in carrying out the repression by erecting this same obstacle within itself. The strength to do this was, so to speak, borrowed from the father, and this loan was an extraordinarily momentous act. The super-ego retains the character of the father" (Freud, 1960).

While the earliest identification with the parent is the most important for the development of the super-ego, it is not the only identification the child makes.

Freud states:

> Identifications . . . will be repeated often enough later in the life; but it is entirely in accordance with the emotional importance of this first instance of such a transformation that a special place in the ego should be found for its outcome. Close investigation has shown us, too, that the super-ego also takes on the influences of those who have stepped into the place of parents--educatiors, teachers, people chosen as ideal models. Normally it departs more and more from the original parental figures; it becomes so to say, more impersonal. Nor must it be forgotten that a child has a different estimate of its parents at different periods of its life. At the time at which the Oedipus complex gives place to the super-ego they are something quite magnificent; but later they lose much of this. Identifications then come about with these later parents as well, and indeed they regularly make important contributions to the formation of character; but in that case they only affect the ego, they no longer influence the super-ego, which has been determined by the earliest parental imagos...(Freud, 1966, p. 528).

Not only can identifications arise with persons who have stepped into the parental role, they can also "arise with any new perception of a common quality shared with some other person. An identification of this kind may be invloved in the tie between members of a group" (Freud, 1960, pp. 49-50).

This, then, is a rather schematic account of the process by which the individual acquires his value system, according to Freud. It is obviously complex, often confusing and inconsistent as Freud's ideas were constantly in process. Nevertheless, Freud's identification theory of super-ego development is an important starting point for this discussion. He manages to capture some of the observable behaviors connected to values and certainly does a fine job of indicating the strong affect with which values may be invested.

Freud's pregnant ideas about identification have been taken up, commented upon and amplified by many investigators, of which only a small number have been contacted at this point by this writer. Hopefully, these few contacts can demonstrate some of the directions investigators are taking in dealing with the identification concept; nevertheless, it must be kept in mind that this is, after all, only a sample of the work that has been done. The notion of identification seems to remain confusing, ephemeral and yet tantalizing, because it seems to have gotten a hold of something.

One fairly prominent writer who has worked with the identification concept is O. H. Mowrer. In his book Learning Theory and Personality Dynamics he reviews some of the literature on identification, discusses it, and comments. Another writer who has done an extensive review of the literature is Lawrence Kohlberg (1963). The following discussion leans heavily on these two sources.

Mowrer identifies two types of identification; developmental and defensive. Defensive identification is seen as similar to Anna Freud's concept of "identification with the aggressor." It's sort of an "if you can't beat 'em, join 'em" approach. The child becomes frustrated as a result of parental interference and punishment, and wishes the parent were absent. However, this wish "brings the average child into intolerable conflict: while he hates the parent for his desciplinary actions, he also loves the parent and experiences acute anxiety at the prospect of really being separated, physically or emotionally, from him (or her)" (Mowrer, 1950, p. 592). Since the child cannot, for physical and emotional reasons, get back at the parent, he solves the conflict by identifying with the parent and taking the parental "ought" as his own. This relieves the anxiety, and, if the child follows the oughts, prevents his running afoul of the parent in the future. It also tends to pattern the child's value system on that of his parents. Developmental identification is quite something else. In this case the parent may not be around and the child wishes that he were; therefore he imitates the parent's behavior as an autistic (initially) way of providing himself with the absent parent. Defensive identification is the more conflictful and traumatic of the two forms.

In addition to identifying these two types of identification, Mowrer does some tinkering with Freud's sexual identification theory. Mowrer argues that Freud's formulation of the object choice as the child's initial emotional attachment creates problems that could be simplified by using identification as the first emotional tie. He suggests that because of the mother's role as caretaker both boy and girl form an undifferentiated identification tie with the mother. For the girl this is especially nice; she can continue to strenghten her identification with mother and at the appropriate time take the father as an object choice. The difficulty arises with the boy; he must switch alliances, so to speak, from mother to father. Mowrer suggests that the original undifferentiated identification with the mother changes when the growing child begins, through experience, to differentiate between the sexes. Then his father's interest in him and his mother's encouragement of masculine pursuits results in the boy's identification with his father. In due time, he, like the girl, makes the appropriate sexual object-choice. (Mowrer, 1950, pp. 605-613). Mowrer also spends some time discussing learning theories and imitation in relation to identification. This aspect of his formulation will be discussed later.

Kohlberg also deals with learning theory and identification, but in addition he identifies points of view which he calls "role learning theories of identification and morality." This approach defines identification as the "tendency to model one's own behavior after another's" (Kohlberg, 1963, p. 296). This modeling behavior is distinguished from imitation in that it is a motivated disposition, not an instrumental response, the similarity to the model is retained in the model's absence, and the modeling is fairly global. Kohlberg describes this position as follows:

> These role learning theories conceive of identification as a normal type of global social learning of the role-responses of significant others based upon the positive value to the child of making such responses. The value of these responses in turn arises from

> the child's continuing relation of dependency upon socializing agents, whether this dependency is conceived of as a love relationship or as a power relationship. In this view, the identification type of imitative response-learning differs from other imitative learning in being learning of a total role and in being based upon a strong emotional tie to the model . . .
>
> Role-learning identification theories postulate that conscience is the product of pretransgression imitation of parental prohibiting responses and of posttransgression imitation of parental critical and punitive responses. (p. 296-297).

He distinguishes two types of role-learning theories of identification, developmental and social power. Both deal with conscience strength; it is assumed that strong identification is related to strong conscience. Developmental identification theory hypotheseizes that the following anticedents are related to high identification and conscience: (1) parent's nurturance and the child's dependency, (2) parents' presence or absence and extent of interaction with the child, (3) their use of love to get conformity, and (4) the clarity and consistency of the parents' role-modeling. The proponents of social power theory adhere to the above hypotheses and add these: (5) parents' power over resources not used up by the child -- this includes power over spouse's behavior and the parents' power and status in the community, and (6) parent's power over the child and control of the child's resources. Research results pertaining to each theory are presented and summarized. Concerning developmental identification theory Kohlberg states:

> The findings on love withdrawl, along with findings on nurturance and on enlightened discipline techniques, suggest that moral behavior is related to affectional ties to the parents which cannot be reduced to schedules of punishment and reward. The findings do not provide much evidence, however, for an explanation of the affection-morality relationship based on mechanisms of identification and intrapunitive guilt. (p. 302).

In regards to the research related to social power identification, he concludes:

> . . . present research gives little support for either defensive or power concepts of parental identification and conscience, in spite of the occurrence of power based modeling in extra-familiar spheres. It may be that parents are so powerful relative to children that variations among families in parental power have little importance in basic identification conscience-formation.

Kohlberg also discusses what he refers to as "personal" and "positional" identification, that is, the identification with the parent's qualities or with his role expectations. Some support is found for personal identification; very little is found for positional identification. Kohlberg indicates that these findings tend to support the developmental identification approach.

Another approach to the issue of the role of identification in value acquisition is to suggest that since there seem to be all kinds of difficulty with it, it would be better to look at the whole issue somewhat differently. Perhaps, investigators in

this camp argue, it would be more advantageous to conceive of the issue in terms of imitation and learning. Seward solves this problem very neatly by definition. He defines identification as "a generalized disposition to imitate the behavior of a model" (Seward, 1954, p. 202). He then looks at imitation in conditioning terms, asking: "What conditions are necessary for learning to imitate--reward for imitating, or punishment for not imitating?" He concludes that punishment, "if relied on too exclusively ... may give the child a lot of specific inhibitions with no integrating values to bridge the gaps between. On the other hand, if a child's first imitative responses are strengthened and maintained by the liberal use of reward, the inevitable frustrations that come with later training need not be traumatic in order to work" (p. 210). Martin calls for a complete elimination of the identification concept with an emphasis upon imitation with reinforcement taking its place. "The child grows up to be a man -- that is, assumes the values characteristic of socialized man -- as a result of having consciously imitated the behavior of adults and peers and having been rewarded by doing so." Such imitations bring rewards from significant others upon whom he is dependent for satisfactions. As the individual grows older, he begins to perceive what behavior brings "what he accepts as rewards" and "strives to enhance the probability of rewards." The child finds that some behaviors bring rewards by observing others. "He observes his father's behavior; he observes that kind of behavior in his father which seems to bring reward and approval for him. His mother indicates and may even act out the behavior that is important for him. Thus, even in the absence of his father, he is not without a model. He consciously imitates this model" (Martin, 1954, p. 214).

Learning.

It seems to be a widely held conviction that learning is an important process in value acquisition, although there is disagreement on just what type of learning is important. K[illegible]hohn (1962) states:

> Values are presumably a learned element in behavior. They can well be regarded as need dispositions ('acquired drives'). Most acquired drives are dependent upon group values which the individual has somehow interiorized as a part of himself ... Reward and punishment as operative in the learning of values and in determining value strength must be accepted. However, it is necessary to avoid any simplistic reduction to primary drives ... The essential thing about values is their referability to standards more perduring than immediate ... motivations ... Classical learning theory ... (neglects) attachments and attitudes in favor of rewards and punishments (p. 429-430).

Learning theory is usually used by investigators of value acquisition in conjunction with identification or imitation or Freudian concepts of guilt and anxiety. Research often focuses on child-rearing antecedents of conscience strength. The learning theory concepts that are frequently used can be thought of as the "three c's + g --" contiguity, conditioning, canalization, and generalization.

Kohlberg (1968) has done a rather thorough review of the literature on moral development, and this article will be used as the source for the following discussion. He found that much research focused on child-rearing antecedents of conscience strength. The motive for a strong conscience was seen as anxiety, and the expression of it was impulse control. The learning theories used in the theoretical frameworks of such studies are Hullian and Neo-Pavlovian theories of conditioned anxiety. "These theories lead to the expectation that certain conditions of parental punishment should bring about feelings of anxiety regardless of current situational punishments or rewards." The basic assumption used in applying the theory has been the assumption of habit generalization; inhibitions learned through rewards and punishments in the home situation should generalize to other situations. Factors in the home situation which should lead to moral development are outlined as follows:

1. Strength of reinforcement
    a) Frequency and intensity of physical punishment after deviation
    b) Frequency and intensity of deprivation of privileges or goods after deviation
    c) Frequency and intensity of reward for conformity
    d) Immediacy of reinforcement after action
2. Severity, height, or extent of parental standards or expectations
    a) Number of acts defined as deviant
    b) Amount of effort made to prevent deviance
    c) Earliness at which act is considered deviant
3. Cognitive clarity of moral training and conditions promoting discrimination of good and bad acts
    a) Verbal labeling and reasoning
    b) Consistency of standards and reinforcement
    c) Providing or defining behavioral models of good and bad acts
4. Level of drive punished by parents (Kohlberg, 1963)

Kohlberg groups the studies reviewed and discusses the findings. One group of studies arising from the above theoretical framework is concerned with child-rearing antecedents and resistance to temptation. The relationships found are complex; the only clear one seems to be a positive relationship between punitive, unreasoning and inconsistent discipline and delinquency. Kohlberg indicates that the findings of these studies challenge the claim that conscience is acquired through avoidance learning. Another group of studies is concerned with child rearing antecedents and behavioral conformity. That is, what combinations of rewards and punishments result in a child who will uniformly conform to the moral code? Findings from these studies lend more support to the hypothesis that the cues and punishment probabilities of the immediate situation are more important than to the assumption of habit generalization. A third group of studies is concerned with learning theory concepts and guilt reactions to transgression. Guilt after transgression is another criterion for presence of conscience. The assumption here is that self-blame really punishes the self. The findings, however, lend support to the idea that self-blame is instrumental in anxiety reduction. It appears that the studies reviewed by Kohlberg are either inconclusive or contradictory on the relationship between parental rewards and punishments and conscience strength.

Mowrer, in some of his theoretical writing, indicates that neither contiguity learning nor conditioning is sufficient to explain moral learning. In his discussion of identification he proposes a two-factor theory of imitation learning. According to Mowrer, social learning involves both contiguity and conditioning. The parent acquires positive reward values through contiguity learning as he becomes tied to primary reinforcers (food, dry pants, affection, etc.). The parent thus becomes a secondary reinforcer whose attention and approval become rewarding per se, regardless of whether or not food etc., is immediately forthcoming. Then, imitating the parent can be reinforcing in two ways; first of all, autistically, when the imitations become satisfying for the child since they recall the parent who may not be there, and secondly, because the imitations may be noticed by the parent who then joyfully and dutifully comes through with the rewards of attention and approval.

Contiguity, conditioning, and generalization may have something to do with the initial acquisition of values, but these concepts cannot explain the value which may lie dormant and unused for long periods of time, only to rise up in full force when the occasion demands. Murphy undertakes to explain this phenomenon in terms of his concept of canalization which he calls "the heightened drive tendency toward specific goals " and is generally inextinguishable. This, in Murphy's view, helps to explain the continuity of values (Murphy, 1947, p. 272).

Cognitive Development

The cognitive development approach to value acquisition (or moral learning, as the developmentalists call it) is mainly derived from the work of Swiss psychologist Jean Piaget, and is an outgrowth of his studies of cognitive development. Kohlberg (1963) summarizes the developmental approach as follows:

> . . . the developmental approach views moral learning in terms of age related sequences of changes by which moral attitudes emerge from qualitatively different premoral attitudes and concepts. These differences in description of moral learning are associated with differences in conception of the process of moral learning. The developmentalist does not accept the super-ego strength view of the role of the social environment as 'stamping into' the child given cultural rules which persist as internal moral structures throughout life. The environment is seen rather as a social world which includes rules and which the child understands through conceptually organized role-taking. The mere process of role-taking the attitudes of others in organized social interaction is believed to transform concepts of rules from external things to internal principles. Variations in social interaction are viewed as stimulating or retarding role-taking and, hence, as stimulating or retarding sequential development, rather than as variations in effectiveness of stamping in rules through reinforcement or identification (pp. 313-314).

Piaget and Kohlberg are the principal investigators associated with this approach.

Piaget initiated the developmentalist approach in his book The Moral Judgement of the Child (1962). In it he reports the findings of his and his collaborators' studies

of the child's understanding of rules and ideas of justice. Much of this work used the "clinical method" of questioning which was an early Piaget trademark. From his investigations Piaget concludes that the child goes through two general stages in the development of morality. These are referred to as the "two moralities of the child." The younger child is characterized by a morality of constraint. The child whose moral thought is characterized by the morality of constraint treats rules as moral absolutes, sees wrong-doing in terms of the letter of the law rather than its spirit, uses the overt consequences of an act to determine its wrongfulness, and believes that justice is what the authority says it is. This morality of constraint is a result of the child's cognitive immaturity coupled with his unilateral relationship with his parents in which the child is the inferior and the adult the superior. His unilateral respect for his parents results in a heteronomous respect for rules as absolutes. The older child, on the other hand, is characterized by a morality of cooperation. He sees that rules are conventions to order social interaction, sees the spirit of the law as well as the letter of the law, takes motives into account in determining the wrongfulness of an act, and views justice in terms of equality and equity. The morality of cooperation is seen as an outgrowth of reciprocal relations with peers. Only with the mutual respect that develops between children can mature moral judgement be developed (Flavell, 1963, pp. 295-296). An example of one of Piaget's interrogatives will perhaps be useful in illustrating these stages. He related the following stories of the broken cups (among others) to children of various ages and then asked their judgement as to which child was the naughtiest and why. Here are the stories:

A. A little boy who is called John is in his room. He is called to dinner. He goes into the dining room. But behind the door there was a chair, and on the chair there was a tray with fifteen cups on it. John couldn't have known that there was all this behind the door. He goes in, the door knocks against the tray, bang go the fifteen cups and they all get broken!

B. Once there was a little boy whose name was Henry. One day when his mother was out he tried to get some jam out of the cupboard. He climbed up on to a chair and stretched out his arm. But the jam was too high up and he couldn't reach it and have any. But while he was trying to get it he knocked over a cup. The cup fell down and broke. (Piaget, 1962, p. 122).

Here are some of the interogatives. The first shows a child whose judgement is characterized by the morality of constraint:

George: "Have you understood these stories? --Yes. -- What did the first boy do? -- He broke eleven cups. -- And the second one? -- He broke a cup by moving roughly. -- Why did the first one break the cups? -- Because the door knocked them. -- And the second? -- He was clumsy. When he was getting the jam the cup fell down. -- Is one of the boys naughtier than the other? -- The first is because he knocked over twelve cups. -- If you

were the daddy, which one would you punish most? -- The one who broke twelve cups. -- Why did he break them? -- The door shut too hard and knocked them. He didn't do it on purpose. -- And why did the other boy break a cup? -- He wanted to get the jam. He mo :d too far. The cup got broken. -- Why did he want to get the jam? -- Because he was all alone. Because his mother wasn't there. -- Have you got a brother? -- No, a little sister. -- Well, if it was you who had broken the twelve cups when you went into the room and your little sister who had broken one cup while she was trying to get the jam, which of you would be punished most severly? -- Me, because I broke more than one cup." (Piaget, 1962, pp. 124-125).

These show children whose judgement shows some of the characteristics of morality of cooperation:

Mol: "Which is the naughtiest? -- The second, the one who wanted to take the jam-pot, because he wanted to take something without asking. -- Did he catch it? -- No. -- Was he the naughtiest all the same? -- Yes. -- And the first? -- It wasn't his fault. He didn't do it on purpose."

Corm: "Well, the one who broke them as he was coming isn't naughty, 'cos he didn't know there was any cups. The other one wanted to take the jam and and caught his arm on a cup. -- Which one is the naughtiest? -- The one who wanted to take the jam. -- He knew, he did it on purpose." (Piaget, 1962, p. 129).

The process of arriving at the two moralities discussed above takes Piaget into some fascinating territory. His investigations of rules and of the development of justice will be briefly discussed in the paragraphs to follow.

Piaget begins his study of the morality of the child by studying rules. This is a very logical outcome of his definition of morality as a set of rules. He familiarized himself with the rules of the game of marbles as played by boys in the area of Switzerland in which he lived and then set out to observe children playing the game and to ask children about the rules of the game by feigning ignorance and having the children teach him to play. He found four stages of increasing sophistication in ability to play marbles. At first the child's play was simply an individual motor response; the child would drop the marbles, hit them against each other, etc. In the next stage, the egocentric stage, the child played pretty much by himself, imitating some example of the rules in his own terms. The next stage is characterized by incipient cooperation; the children play together and have some agreement about the

rules for a specific game, but are vague when questioned about the rules as a generalized code. In the final stage the rules become codified. Piaget also identifies three stages in the development of the consciousness of rules. During the first stage the rules have no power to coerce behavior. In the second stage the child regards the rules as "sacred and untouchable, emanating from adults and lasting forever." (p. 28). During the third stage rules are looked upon as law due to mutual consent and therefore alterable upon general agreement.

Some other interesting ideas come out of Piaget's studies of cooperation and the development of the idea of justice. The procdeure used for these investigations is very similar to that given in the example above. Piaget tells the child a story, checks to be sure the child understands it, and then asks the child to make judgements regarding the fairness of certain behaviors in the story. Three of the findings of this investigation will be reported here. First, Piaget studied children's concepts of retributive justice; that is, how acts should be punished. He found two stages of retributive justice, roughly corresponding with the two moralities. The younger child tended to opt for expiatory punishment -- punishment of an arbitrary and painful nature. Older children preferred reciprocity -- a sort of "let the punishment fit the crime" approach. Secondly, he found that younger children believed in imminent justice -- nature will punish misdeeds. This belief declined in frequency as age increased. Piaget saw this concept as another product of the adult's constraint and the child's cognitive immaturity. Thirdly, Piaget explored children's ideas about distributive justice, i.e., how rewards and punishments are to be distributed among the members of a group. He found that the youngest children accepted whatever the adult did as right, but that older children demanded strict equality of distribution while the oldest, taking situational factors into account, called for equity. The example on page one illustrates these stages in the children's responses to one of Piaget's stories (Piaget, 1962)

The second investigator in the developmentalist camp whose work will be considered is Lawrence Kohlberg. He agrees with Piaget in his basic approach, viewing internalization of rules as related to the cognitive development of moral concepts. The concept of stage is necessary, because of the "sequential qualitative transformations" that moral thinking goes through (Kohlberg,1963, p. 321). A person's value system develops slowly and appears in its mature form rather late. Kohlberg's method has similarities to Piaget's clinical method; however, his stories tend to be challenging moral dilemmas which may put the letter of the law against a human need. The child is then asked to judge the morality of the conduct of the characters in the story. His stages are derived from using his stories in interviews with boys from the ages of seven to seventeen. He identifies three levels of moral judgement, each level divided into two stages. These are outlined as follows:

Level I: Premoral
- Stage 1 -- obedience and punishment orientation
- Stage 2 -- naively egoistic orientation

Level II: Conventional role morality
- Stage 3 -- good-boy orientation
- Stage 4 -- authority and social order maintaining orientation

Level III: Self-accepted moral principles
- Stage 5 -- contractual legalistic orientation
- Stage 6 -- conscience or principle orientation (Kohlberg, 1966, p. 7)

"Each of these stages is defined by twenty-five basic aspects of moral values;" e.g., "motivation for moral action," "basis of moral worth of human life, "etc. Sequential movement through these stages is implied, as is the possibility that an individula might fixate at any point along the line. Kohlberg also feels that some cultural universality is implied, as is personality consistency, by his findings (Kohlberg, 1966, p. 8).

What sort of parental behavior is related to value acquisition? Or: the issue of child-rearing antecedents.

People have long been curious to find out just what kind of training is related to the development of an adequate value system. From Kohlberg's review of the literature discussed above it seems evident that it is extremely difficult to pin this down to any specific rewards and punishments for specific behaviors. Rather, it seems more useful to deal with global aspects of parent-child interaction. Some clues can be gained from a look at the child who fails to internalize values. R. W. White suggests that certain parental patterns lead to a child who does not internalize values. The parents may make no demands on the child and set no standards for his behavior; they may make demands and then more or less withhold love rewards; one parent may make no demands, the other may make many and withhold love. Also involved is the possibility seen by the child of hating his parents. If the child believes the parents are right in their mistreatment of him he may conform to their demands in hope of love; if he believes they are wrong and does not see any hope of love he is likely to become delinquent (White, 1948).

Peck and Havighurst find that certain patterns of family interaction can be correlated with moral maturity as they define it. They find that measures of mutual trust and approval and consistency correlate relatively highly with their measure of moral maturity. In addition, a measure of democracy yielded a moderately positive correlation, and a measure of leniency-severity correlated negatively. Hutt and Miller sum up some minimum requirements for value acquisition when they say that for adequate value development a child needs significant others and consistency in the demands made on the child by such significant others (Hutt and Miller, 1949).

Summary.

The study of values, and more particularly the acquisition of values, is an extremely complex area of study. The concept of value has many explicit meanings. Writers who talk about conscience, super-ego, morality, character and ethics all may be talking about values and a value system and thus the work of such writers must be examined carefully and critically in order to tease out knowledge relevant to the problem of value acquisition. In addition, values must be differentiated from other entities such as interests, preferences, attitudes, norms, mores, etc.

Social interaction is a necessary condition for the process of value acquisition to take place. Initial interactions between parents and child in the family situation appear to be vital in laying the foundations for the child's value system and in beginning

the process of value acquisiton. As the child grows, mutual interaction with peers seems necessary in order for the development of the ability to make mature use of values to make moral judgements.

Although not previously discussed directly, there have been indications that conflict situations help set the stage for value acquisition. The child meets the shoulds and oughts of his group when his needs and drives bring him in conflict with his parents' and later his peers' expectations for his behavior. Freud discusses the super-ego as an outcome of the Oedipus conflict. The developmentalists investigate moral judgement by presenting children with conflict situations and asking them to make judgements. Conflict situations in which the individual must choose between alternative ways of behaving thus provide specific life situations in which values can be encountered and acquired.

Certain environmental conditions appear to be catalytic in value acquisition. Mutual trust between the child and significant others and a fair degree of consistency in these relationships seem to create a climate advantageous for the functioning of the processes involved in value acquisition.

There is some indication that the period of early infancy, during which the child communicates by empathy with the mother, is important in developing the sense of self and self as desireable which, along with a sense of basic trust, are so essential for further development. There is considerable evidence and theoretical thought to support the idea that early childhood years prior to the child's school entrance are important in laying the foundations of the child's value system, although later years bring about reorganization and differentiation. There also seems to be support for the notion that the ability to make moral judgements on the basis of a value system develops through qualitatively distinct stages, with fixation possible at any point. Perhaps a combination of Bloom's curve of development as a quantitative measure and the developmentalists' stages as a qualitative measure give the least foggy picture one can get at this time of the development of the value system over time.

Each of three psychological processes appear to be necessary but not sufficient in themselves to account for value acquisition. The process of identification in some form certainly plays an important part in value acquisition. No other concept thus far encountered in the literature does as well as identification in conveying the intense affect that can be involved in value acquisition. Value acquisition is somehow a stronger, more powerful and emotionally charged behavior than is mere imitation. Learning processes also appear to play a part in value acquisition. Contiguity, conditioning, canalization and generalization may all function in varying degrees in the value acquisition process, despite low correlations between learning measures and value development. Such correlations may be a function of the methodology of the studies, or they may actually represent the amount of variance related to learning processes as opposed to other psychological processes invloved in value acquisition. It is also evident that cognitive development plays a role in the development of a value system. Values are cognitive entities and can be expected to undergo a process of development, reorganization and differentiation like any other type of concept.

Identification, learning, and cognitive development all seem to play a role in value acquisition. The difficult question that arises is: How do these three processes collaborate to produce a full blown, dynamic, and maturing value system? Pursuit of this problem is tantalizing, but outside the scope of this paper and the writer's present ken. Nevertheless, this writer has some "sneaking suspicions" concerning directions such a pursuit might take. Some reworking and clarification of the process of identification appears to be called for, moving in the direction of a more comprehensive developmental theory of identification that can take in identification with parents, peers, other adults, groups, etc. Perhaps a transfusion of cognitive dissonance theory can help the sagging status of learning theory; it may be that those values which decrease dissonance or achieve consonance are learned, and those which increase dissonance and decrease consonance are not learned. Consonance and dissonance may function as rather more sophisticated rewards and punishments in value acquisition. It may be, however, that somewhere in Piaget's functional invariants of adaptation, assimilation and accomodation, may lie the key piece to this Chinese puzzle of a problem.

Implications for the School Situation

"Growing up successfully involves the acquisition of a satisfactory set of rules to live by and attaining a stable self-identity" (Getzels, 1957). Both the child and the society are involved in the process. However, our present-day American society is extremely diversified, complex, and rapidly changing. Regional, social class, ethnic, and other cleavages result in a society which confronts the growing individual with a wide variety of different and often conflicting values. Rapid social change means the values of one generation may be in conflict with the values of another. As a result, significant identity figures in a child's life may hold conflicting and inconsistent expectations for his behavior, with the result that the child becomes uncertain about which values to accept or assimilates the incompatible values themselves.

The school as a representative of the community must be aware of the complexities and confusions evidenced in the society in which children are growing up. All too long has the ostrich attitude of the schools toward values left confusion to reign rampant, and children too encounter the complexities of values with no strategy to guide them. It is not a question of whether or not the school will deal with values in classrooms; they are being dealt with come what may. However, schools can choose to continue to ignore the issue and leave values to be dealt with haphazardly by teachers who all too often are ignorant that they are even dealing with value issues, or, they can choose to examine their own values, create opportunities for teachers to examine theirs, and hammer out some strategies that can be used to deal creatively and constructively with values in classrooms.

Present strategies of didactic teaching or incidental learning of values appear to have little effect upon student values. Values learned at home may be reinforced in school, but evidence seems to indicate that little if any change in values occurs in the

school experience. The number of apathetic, confused, and rigid adults give evidence that our present methods ar[illegible] helping the growing individual to develop ways to weigh, judge, and thoughtfu[illegible]ke some sense out of the multiplicity of alternatives which impinge upon him every day from the newspapers, T.V. set, and his other experiencing.

Because schools are not affecting values does not mean that it is impossible for them to do so. Children come into the schools with values already acquired in the home and community, but the child's value system is not so set at this age that the organization and differentiation of the value system and the channeling of values into value directed behavior cannot be affected. Kohlberg (1966) suggests the present lack of results is due more to the inadequacy of the concepts of training for good habits now in style than to the school's lack of power to affect values. Other writers (Hutt & Miller, 1947, Thelen, 1961) feel that the school, being a society in miniature, or, in Thelen's terminology a "microsociety," can have a tremendous affect on value acquisition, provided that sound educational practices are employed.

Given the complex and rapidly changing nature of our society, it appears that educators are irresponsible if not downright destructive in dealing with children if they attempt to "teach" children their (the teacher's or the school's) values. The world the child lives in when grown will surely be different due to social change. The particular segment of that world which makes up the person's environment as an adult may be very different from that in which he grew up due to his own experiences or perhaps social mobility. The values of one time and one sub-group may well not be valid for another time or sub-group. And yet value issues are vital to human life and experience and are ignored by educators at their and their clients' peril. It appears that in the area of values, as well as in many subject matter areas, there is a need to move toward aiding students in acquiring not a static set of rules or facts or formulae, but a process which he can set into motion to deal with life problems. Thus, an emphasis on development of the value system and a valuing process should replace an emphasis on training "good habits."

The goal of the development of a functioning, maturing value system and an awareness of the processes and conditions which appear to be involved in and facilitate this process have implications for the organization of classrooms, classroom methods, and the role of the teacher in his classroom.

Since our society is multi-faceted and mature value functioning involves choosing among alternatives, the heterogeneously grouped classroom has more to offer for development of a valuing process and a maturing personal value system than does the homogeneous class. Heterogeneity in ability, social class, ethnic extraction, etc., provide a classroom which would approach being representative of society as a whole. This is what Thelen is talking about when he proposes the concept of the classroom as a microsociety. The children in such a classroom microsociety would themselves be resources for a wide range of alternatives to be examined.

This sort of classroom, of course, would require methods, procedures and organization more in keeping with our knowledge about the processes involved in value acquisition and the conditions that appear to be conductive for development of nature ways of making value judgements.

Social interaction is a necessary condition for value acquisition and development. Developmental psychologists such as Kohlberg and Piaget stress the importance of give and take with peers in the development of the ability to make mature moral judgements. It follows that opportunities must be provided for social interaction in the classroom, not only the present teacher-pupil interaction, but also pupil-pupil interaction. This is particularly vital when value issues are involved.

The classroom microsociety can be most effective in promoting the development of a mature value system when it is the kind of group with which the child can identify, that is, take the group as his reference group. The class then becomes a source of values for the child.

Since it appears that values are encountered in conflict situations, it follows that value issues are best explored if the child can feel some sort of problem of conflict. A problem-centered approach would be more conductive to exploration of value issues than the more factual, subject matter approaches. Thelen describes a process of inquiry which seems to be rich in opportunities for exploration of value issues. This model may be used as a guiding process whereby a class explores a value issue, or it may be used as a process for organizing the pursuit of knowledge in a subject matter area, during which value issues may arise and be examined. The process is initiated by a confrontation experience which may be planned by the teacher or students. Such a confrontation raises the issues and sets the students to thinking. With tensions aroused, the students come together in small groups to "get a hold" of their thoughts and feelings through interacting with one another. These thoughts and feelings are then brought back to the full group which then attempts to define the problem and make plans for individual and/or small group investigations, which are then carried out. The information gathered by the students is weighed and analyzed in a small group and then brought to the total group for integration and evaluation. The teacher using a problem-centered approach often sets up a confrontation and then, as the inquiry proceeds, becomes primarily a resource person and a clarified of ideas and issues (Thelen, 1968).

Teachers must remember that the children's ability to make value judgements is not mature, but maturing. The child is moving from one stage to another in his development of value concepts and ability to apply them in behavior. Teachers need to be aware of where their children are and then aim to include in classroom inquiries experiences which will challenge them to move along in the process of development. The teacher, then, does not look for mature value concepts, judgements and value directed behavior, but for evidence of maturing concepts and abilities. Kohlberg's and Piaget's stages can be useful guides for a teacher attempting to understand the developmental level of her students.

The processes involved in value acquisition and the optimum conditions for development of a mature value system imply an altered definition of the teacher's role in the classroom. The teacher's role in the inquiry process has already been discussed. The process of identification has particular implications for teachers. Teachers, like parents, are strong authority figures, and children, particularly little children, tend to

identify in varying degrees with their perception of the teacher. It behooves the teacher to examine what values he is communicating to the student in his interactions with them. It may well surprise him to find out just what sort of image he is projecting for identification.

The teacher sets the tone and climate of his or her classroom. The family conditions which have been found conducive to development of a mature value system appear to also apply to the classroom. Therefore, mutual trust between teacher and students and consistency in rewards, punishments, and fulfillment of expectations apply to the classroom as well as the home.

Educators, as socialization agents, have a hand in the task of personality development. An important part of this job is the fostering of the development of an adequate and maturing value system which can guide the individual in our rapidly changing, diversified democratic society. It is an enormous and challenging task, fraught with complex problems and conflicting demands. Hutt and Miller sum up the problem as follows:

> A goal of personality development is the development of individual self-sufficiency and independence of action which are compatible with the growing and ever-changing needs of democratic society. This poses a dialectical problem of providing for the interiorization by the individual of social values which, while they help him discharge effectively his obligations to the community, do not stifle his creativity, critical attitudes, spirit of free inquiry, and motivation to improve constantly upon the always inadequate status quo. The individual must accept the relationship of group needs and his own obligation to contribute to the group. He must learn to respect the variability among subgroups of his society without neglecting the needs of society as a whole. His identification with any group must not blind him to the right of self-determination of other groups. At the same time, he must learn to express his own needs in a manner which is consistent with the welfare of his community. In attempting to develop such congruent skills, democratic society takes upon itself a complex problem and a considerable responsibility. The fulfillment of this responsibility raises a multitude of social, political, and economic issues in addition to many theoretical problems pertaining to interpersonal relationships (Hutt and Miller, 1947, p. 32).

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CONCERN FOR HUMAN WELFARE AS A GOAL FOR A COLLEGE COURSE IN CHRISTIAN ETHICS*

Specific Value:	Human Welfare
Subject Area:	Christian Ethics
Grade Level:	Upper Level College
Time:	Fifteen Weeks

Project on Student Values
3860 Plainfield Ave., N.E.
Grand Rapids, Michigan 49505

*Materials prepared by John Eversole

CONCERN FOR HUMAN WELFARE AS A GOAL FOR A COLLEGE COURSE IN CHRISTIAN ETHICS

Abstract

I. Philosophical Statement. We achieve true human worth and dignity when we have meaningful relationships with other people. A person clarifies his values when he is aware of a pluralism of values in our society. Ethical decisions should be based on the best information available.

II. General Objectives. To help the members of the group to achieve a greater awareness of human welfare as a basis for ethical decisions and as the cardinal value of a personal value system.

III. Specific Objectives. To help the students to give better reasons for their value judgments, facts to support opinions.

IV. Context. Upper level college.

V. Content. After lectures on theological foundations, the course consists of discussion of the war in Vietnam , problems of the city, the American race problem, sex and preparation for marriage, and dissent and violence, each based on a book read by the students. Oral and written reports on term projects of individual students will be the feature of the final two weeks.

VI. Methods. Lectures during introductory phase. Chief method during main part of the main part of the course will be open class discussion, with some writing reactions to editorials, use of guest leader, and other resources.

VII. Time Schedule. Fifteen Weeks.

CONCERN FOR HUMAN WELFARE AS A GOAL FOR A COLLEGE COURSE IN CHRISTIAN ETHICS

Philosophical Statement

The basic assumption which lies back of this study is that true human dignity and worth can be fully realized only as each individual in our society has a meaningful and purposeful relationship with other people. In fact, we become truly human, i.e., we achieve human personality, only as we interact with parents, brothers and sisters playmates classmates, fellow members of society and groups within our society. This process is often called socialization. The values by which a mature individual lives are achieved during this process of socialization. While it might seem that the achievement of values and the process of socialization are identical, they are only identical during the time in a person's life in which he is "other directed" instead of self-directed, or in other words when a person is guided by external norms instead of internalized norms. In monolithic societies such as were characteristic of medieval Europe or of the rural America of a few generations ago, internalization was so closely related to socialization as to make the two processes almost identical.

Insofar as all persons living in our modern American society share common values such as those described as the "American way of life," we still pick up our values simply by living in the home, the community, and the school.[1] However, as our society has become urbanized and all segments of it have come to be pluralistic as to values, it has become increasingly impossible to assume that children will arrive at a meaningful value system that is relevant to life in our complex adult society simply by means of socialization. Socialization is basic to the achievement of values, but in our pluralistic society a student clarifies and adjusts his values throughout his educational career. In this process the other directed norms which were imparted by home and church are either internalized or rejected.

In our pluralistic society the process of value clarification and internalization takes place as students discover that many students do not have the same values as they have. This discovery is made in informal conversations as well as in formal classroom discussions and through reading done in such subjects as literature, history, sociology, and cultural anthropology. A student is forced to clarify his own values when an awareness of a multiplicity of value systems makes a choice from among alternatives a matter of necessity. The function of the public school or college teacher is to help the process of value clarification to be as meaningful as possible for the individual student. The teacher can help the individual pupils to avoid the type of frustration which could result in inconsistent values or life goals which are not consistent with the abilities of the individual students.

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[1] Will Herberg argues in Catholic, Protestant and Jew, (Doubleday, 1960) that although Americans choose to identify themselves as belonging to one of the three main religious divisions, their real values are centered in their conception of the "American way of life," and are stated in terms of "freedom" and "democracy."

While an educational institution cannot impart a particular value system to a student, it can make students aware of the many complex problems of our society. It can help give students an awareness that a large variety of responses to these problems will be made. As much as a teacher may desire to challenge his students to unselfish service to society, a teacher's biggest contribution in the area of personal and social ethics s to help his students experience value clarification as they discuss tocay's ethical alternatives, and, are forced by this process to be better informed on these issues. Ethical decisions result from values held, but decisions can be made more intelligently if they are based on the best information available.

General Objectives

1. To help the students (and the teacher) to be more fully aware of the nature of some of the major issues in personal and social ethics which are faced by young people and adults in our society.
2. Another purpose is to help the members of the group to realize that when we say that the topics discussed in this course are issues we mean that these are topics on which sincere people differ. Most of these sincere people who differ on these current issues would relate their views to both the Christian gospel and to some concept of the meaning of democracy. This is saying that instead of producing uniformity in values, Christianity and democracy together have helped to produce a situation in which we must respect every one as a person of worth, even though we may differ with him in the views we hold on current issues.
3. To help the members of the group to be aware of the complex nature of the current ethical issues, including those related to war, the city, race relations, sex and marriage, dissent and violence.
4. If these objectives are to be accomplished then the students and teacher must together read materials which give both information and viewpoints which will clarify the issues.
5. To help the students to be conscious of choosing between alternatives in a variety of areas.
6. To provide a class discussion situation in which students will need to clearly state their views on a variety of topics and in which they will need to give reasons for the views they hold.
7. Although the process stated by this course could possibly lead to changes in group members' values in one or more areas, this is not the purpose of this course. Its purpose is rather the more modest one of value clarification.[2]
8. A related goal is to help each student to achieve a greater degree of consistency between or among various values which he holds.
9. Through selection of relevant topics and through various techniques of open discussion to help each student to move in the direction of living according to the values he claims to cherish. This should be possible, for most college students, in the areas of sex or war or both.

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[2]Raths, Harmin, and Simon. Values and Teaching. (Merrill, 1966).

Restatement of the above so as to focus on one general objective:

To help the members of the group to achieve a greater awareness of human welfare as a basis for ethical decisions, and as the cardinal value of a personal value system.

Specific Objectives

1. Reading assigned materials in the areas of war, problems of the city, race relations, sex and marriage, and dissent, civil disobedience, and violence.
2. Stating personal views on these issues orally in class discussions and in writing in tests.
3. Defending the stand taken in terms of correct information and personal values.
4. Choosing an individual study project in some area of personal or social ethics.
5. Stating personal views arrived at as a result of this individual study project.
6. Defending, in writing and orally to the class, or in conference with the instructor, the views taken as a result of the individual study project; that is the student will be forced to back his views with facts.

Restatement of the above in terms of one specific performance target:

To get the students to give better reasons for their value judgments, facts to support opinions.

Context

This is a three semester hour college course in Christian Ethics now being taught to a small class of upper-class students in Olivet College, Olivet, Michigan. One male and one female student are from suburban Detroit. One female is from a small rural city in Michigan. One student is the wife of a doctor in a nearby rural town, active in community affairs, who takes occasional courses in philosophy and religion as a special student. One male is both a full time college student and the head resident of one of the college dormitories. Occasionally the class has one or more visitors who are guests of a class member or the teacher. The class is held in a seminar room in the new Mott Academic Center.

While Olivet College has traditionally been associated with the Congregational Churches and the United Church of Christ, it has been free from church control throughout its history. This is to say it has had the freedom associated with the private liberal arts colleges. As will become evident as the contents of this course in Christian Ethics is outlined, this course uses an open approach which is closely related to the freedom found in a state supported university, with perhaps additional freedom to discuss some issues which cannot now be discussed in the public schools of Michigan.

Three of the five students have had previous college courses in religion. Two students were permitted to meet the one semester religion requirement of the college

by taking this course instead of the usual course in the Meaning of the Bible. Four students are of the free church Protestant tradition; one is a Roman Catholic with liberal views.

Outline of Content

A. Theological and Philosophical Foundations
To give the students a common basis for later discussions of current issues, the course began with lectures and discussions of several theological and philosophical ideas which have related to ethical decisions in our culture. Some of these issues listed here will be discussed at appropriate points later in the course.
    1. The religion of the Bible in relation to ethics.
        a. Torah as teaching about ethical living
            (1) Based on the Covenant between God and his people
            (2) Stress in the Covenant on both worship of the one true God only, and on living according to the moral commands of Torah.
        b. The Ethical Emphasis of the Prophets and Deuteronomy
            (1) Stress on justice for the poor, widows, children.
            (2) Opposition to Baalism because this religion had temple prostitutes.
            (3) The prophetic vision of peace.
            (4) Stress on doing the will of God.
        c. The Ethical Emphasis of the Pharisees and of Synagogue Worship.
        d. The Higher Righteousness of Jesus.
            (1) Stress on doing the will of God.
            (2) Jesus stressed right living through inner transformation rather than through slavish following of the detailed interpretations of the rabbis.
            (3) The Love of God and neighbor as the basis for both religion and ethics.
    2. The Problem of Absolutism versus Relativism.
    3. External Norms versus internalized Norms.

B. Films on War shown the Olivet College Film Festival:
    1. Films shown
        All Quiet on the Western Front
        Dr. Strangelove
        The Americanization of Emily
        The War Games
    2. Related Lectures by Dr. William Hamilton and Dr. Richard L. Rubenstein

C. Mission to Hanoi by Harry S. Ashmore and William C. Baggs, and the second half of this book which is a Chronology of American Involvement in Vietnam.

1. The visits of American newsmen to North Vietnam, their interviews with Ho Chi Minh and others.
2. The refusal of our State Department and President to give any credence to the reports of these men; the belligerent attitude of our leaders prevented any significant results coming from the visits to North Vietnam.
3. How our country progressed from sending military advisors to deep involvement in the war in Vietnam.

D. The City in Crisis, edited by Irwin Isenberg, sections II, III.
   1. Causes of poor housing.
   2. The problem of education in the inner city.
   3. The reasons for the cities financial problems; the migration of middle class people and of factories to the suburbs, etc.
   4. Migration of the poor to the city.
   5. Overlapping of federal programs planned to aid the cities.
   6. Reasons for unemployment.
   7. Alternatives to the "Welfare" system.
   8. The Model Cities Plan.
   9. Centers for Urban Studies.
   10. Regional Planning versus Local Control

E. The Race Question[3]
   1. Approaches to the problems which have been used in the past:
      a. Aftermath of reconstruction.
      b. The "Separate but Equal" Supreme Court Decision.
      c. Booker T. Washington's compromise: Learn to serve the white man.
      d. W.E.B. Dubois' pioneer work toward a Negro protest organization.
      e. Marcus Garvey's emphasis on pride in being black, and his "back to Africa" movement.
      f. The N.A.A.C.P.
      g. Non-violent civil disobedience.
      h. Black Nationalism, including the Black Muslins and Malcolm X.
   2. The present situation.
      a. The Riot Commission Report.
      b. The meaning of Black Power.
      c. The ethical dimensions of black power.
         (1) Stereotypes and other causes of our American caste system.
         (2) Negro participation in decision about the shape of our society.
            (a) The possible development of an all Negro political party.
         (3) Equal education and economic opportunity.
         (4) The distinctive contributions of blacks to our society.

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[3]Based on Joseph C. Hough. Black Power and White Protestants. (Oxford, 1968), Report of the National Advisory Commission on Civil Disorders. (Bantam Books, 1968).

F. Reproduction, Sex, and Preparation for Marriage.[4]
   1. The various phases of marriage
      a. Interests which are shared, including economic and social background and values.
      b. Interests which each spouse has but which are not fully shared by the other, yet are regarded as legitimate.
      c. The practical side of marriage:
         (1) Finances
         (2) Division of labor and decision making in the home.
         (3) "For better, for worse for richer, for poorer, in sickness and in health."
      d. The expression of love:
         (1) In mutual respect.
         (2) By facing problems constructively.
         (3) Through interests and activities.
         (4) Through sex; hence ethical importance of birth control.
      e. The raising and nurturing of children.
   2. The close relationship of physical adjustment to adjustment in other phases of marriage.
   3. Factors making for success in marriage.
      a. Emotional maturity: ability to share life with another person.
      b. Accepting one's spouse as he is.
      c. Adequate understanding of the various phases of marriage.
      d. Genuine willingness to make the marriage work.
   4. The moral dilemmas of unmarried youth and young adults.
      a. The growth of self-understanding in today's young adults, including the need to examine values taught by home and church.
      b. The conflict between inherited values and the values of various facets of the teen sub-culture.
      c. The need for understanding, intimacy, and sharing in relation to the emotional and physical reactions to petting; achieving the ability to handle ourselves.

G. Dissent and Violence.
   1. Discussion to be based on reading such as:
      Dissent and Civil Disobedience (Mentor Broadside)
      Violence: America in the Sixties by Arthur Schlesinger, Jr.

H. During the final section of the course individual class members will prepare oral and written reports, which may either be related to or in addition to areas of concern discussed in section V, parts A to G. of this course. In some cases students might choose to give reports on a series of separate subjects, but the usual procedure would be that a

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[4]Chief common source of information: Crawley, et. al., Reproduction, Sex, and Preparation for Marriage. (Prentice-Hall, 1964).

student would select a major project for research and study and that he would give an oral report of his research, and also report his research in a term paper of eight to twenty pages. The following suggestions for topics are not exhaustive, but will illustrate possible types of topics:

1. Ethics and Economic Life
2. Crime
3. The Plight of the American Indians
4. The problem of Military Dominance in Present Day America.
5. Extremism in America.

Methods

A. Lectures on theological and philosophical issues related to ethical decisions in our culture.

B. Preliminary essays written in class, without advance warning, on the following topics:
   1. Your views on the war in Vietnam, including a possible solution.
   2. What is the basic problem of our cities?
   3. What do you feel are the most significant gains in black-white race relations in the past few years?
   4. What are the most important continuing problems in race relations, and what can be done to solve them?
   5. What is your analysis of present day sexual morality?
   6. What are your present views on dissent and civil disobedience?

C. Assigned readings in the five books listed in the Outline of Content, sections B to G.

D. Group discussions based on facts and ideas obtained from assigned readings. Correct information is important if discussion s to be fruitful. However, students will be encouraged to give their own reactions to material read, and to the ideas expressed by fellow students and the teacher. These ideas will often be value judgments, and the discussion which follows often forces a student to defend and clarify his values.

E. Using opportunities related to Olivet College campus activities as the basis for discussions of values:
   1. Film Festival films and lectures.
   2. Black Power---Student power emphasis of address by Warner Sanford of the class of 1966, on Founder's Day.
   3. Discussions and activities of the Student Activist movement of the Student Council:
      a. Liberalized hours for women students.
      b. Protest against "firing" of an English professor.
      c. Discussion of how to react to the "demands" of the black students of our college.

F. Use of a guest lecturer and discussion leader, Rev. Arlie Porter of the Metropolitan Mission of the Michigan Conference of the United Church of Christ. Topic: New Structures and New Forms of Ministry in order to meet the real needs and problems of people of the Inner City.

G. Using the experiences of class members as a clue to values held by them as members of the 'teen sub-culture.
H. Playing tape recording of W.J.R. Radio Special on "Open Housing: Fact or Fiction."
I. Have class members react in writing to Paul Harvey article. (Copy in appendix).
J. Have class members read in class and react in writing to Pope Paul VI's Encyclical on Birth Control.

Time Schedule

This class is to continue for a semester of 15 weeks plus one week of examinations. It is scheduled for Tuesdays and Thursdays from 1:10 to 2:25, which means a (50 minute) period and a half, to make the equivalent of three 50 minutes periods. "Sessions" in the following time schedule refers to these longer periods.

A. Theological and Philosophical Foundations,
4 sessions (2 weeks)
B. Film festival movies, lectures, and discussion,
2 sessions (one week)
C. Discussion of Mission to Hanoi by Ashmore and Baggs, and Chronology of American Involvement in Vietnam,
4 sessions (2 weeks)
D. Discussion of articles in sections II, III, and IV of The City in Crisis (Ed. by Isenberg),
4 sessions (2 weeks)
E. Discussion of the Race Question:
1. Historical study of approaches to the American race problem,
2 sessions (one week)
2. The city riots, 2 sessions (one week)
3. The Ethical Dimensions of Black Power, 2 sessions (one week)
F. Reproduction, Sex, and Preparation for Marriage, 4 sessions (2 weeks)
G. Dissent and Violence, 2 sessions (one week)
H. Presentation of and discussion of reports on individual projects,
4 sessions (2 weeks)
I. Examination, one three hour period of the final week of the semester.

Plans for Evaluation

A. I plan to rate class members as to whether they have achieved the following behavior goals:
1. Openly states his values.
2. Admits his prejudices and short comings.
3. Respectfully listens to other people's viewpoints.
4. Defends his own values intellectually and not completely emotionally.
5. Backs up his convictions and values with correct information.
6. Has become interested in some areas of human need or social concern in which he was not previously interested.

7. Shows, by his willingness to listen and by his ability to carry on dialogue, that he respects people with whom he does not agree.

B. I plan to ask each class member to evaluate the members of the class by writing a short answer to the proper square under the name of the class member.

	Suburb Male	Inter-City Male	Small Town Female	Suburb Female	Doctor's Wife
1. Has usually done reading on topics being discussed.					
2. Has well thought out values.					
3. Usually gives good reasons for the positions he takes.					
4. Or does he decide most questions on an emotional basis.					
5. Check for each class member the value(s) you think are most important in that person's life:					
a. Financial security					
b. Popularity					
c. Pleasure, recreation.					
d. Human welfare and service.					
e. Religious beliefs & worship.					
f. Intellectual achievement					
6. Are this person's values consistent with one another.					

C. Ask the students to write belief statements in which they evaluate themselves with regard to the seven performance targets listed under A, above.

D. Essay test

Give your own views on the following subjects, telling if your understanding has been enlarged or your belief changed in this area recently and by what means, and what you intend to do to live up to your values:

1. War
2. The crisis in the cities.
3. The cause of the present problem in black-white relations.
4. The present situation in race relations.
5. What will be the next stage in black-white relations if present trends continue.
6. The meaning of your own sexual nature, and the meaning of marriage.
7. Your views on "law and order."

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PAUL HARVEY NEWS

NEW YORK WANTS MORE OF YOUR MONEY



New York City has not grown in 25 years; it has just sat there deteriorating morally, socially and economically.

Now one in eight New Yorkers is on welfare, living off the taxes of the other seven.

Now the governor of New York and the mayor of New York City want more of your money to help keep their island afloat.

Gov. Nelson Rockefeller has been in Washington lobbying for a system called "federal tax sharing." It's a complicated concept in which he would increase your federal taxes and distribute these dollars to hard-pressed state and local governments.

It sounds unlikely that Congress or the White House would penalize you and me for the mismanagement of New York City, but remember we once considered political reapportionment unlikely, too.

Yet it came to pass that population concentrations were given more votes, so don't bet they won't get more money, too.

Rockefeller, in the Cabinet Room of the White House, stood before charts and diagrams, insisting that it costs more to run a city than it used to but the tax dollars are not available locally to pay those costs.

What he meant but did not say was that there are too many freeloaders on the Big City's welfare rolls and he wants us to pay their upkeep.

Under the Rockefeller plan, Big City politicians could continue to buy reelection with welfare handouts—the army of indigent would be encouraged to expand—while the cost of all that welfare would be diverted to hard-working dues-paying Americans in Wisconsin and Colorado and Texas and Georgia and Arkansas.

The concept of "federal tax sharing" is not new. Dr Walter Heller advised the Kennedy Administration to consider distributing federal revenues to state and local governments.

Defense Secretary Mel Laird, as a congressman, proposed that 5% of the federal tax take should be returned to the states.

New York Sen. Charles Goodell, when a congressman, suggested thus diverting 3% to 5% of federal taxes to the states "on a population basis."

I am not unaware of big-city problems. I headquarter in Chicago. Chicagoans of means are migrating to suburbs. Chicago proper is populated more and more with tax recipients rather than taxpayers.

Yet better than a redistribution of everybody's dollars, it seems to me, would be a redistribution of these population concentrations.

The [illegible] who moved into New York City, encouraging the welfare to move out, were [illegible] stay there because of [illegible] continuing handout.

Are we curing the problem by increasing and perpetuating that handout?

Here we are not talking about widows and orphans and ailing and aged and other deserving needy. Here we are talking about the welfare rolls which are growing twice as fast as our population is increasing. And in an era when every metropolitan newspaper is bulging with jobs begging for people.

California Gov. Ronald Reagan, it seems to me, offers a more traditionally American recommendation. He says, "Let's stop, at home and abroad, being our brother's keeper; let's start really being his brother—and let him keep himself!"

APPENDIX

Related to Sec. V, D (p. 9), and Sec. VI, I (bottom of p. 14).

MIDDLE-CLASS VALUES AND THE DISADVANTAGED CHILD

by

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November, 1969

MIDDLE-CLASS VALUES AND THE DISADVANTAGED CHILD

"Persons have experiences; they grow and learn. Out of experiences may come general guides to behavior. These guides tend to give direction to life and may be called values. Our values show what we tend to do with our limited time and energy. Since we see all values as growing from a person's experiences we would expect that different experiences would give rise to different values and that any person's values would be modified as his experiences accumulate and change. A person who has an important change in patterns of experience might be expected to modify his values. Values may not be static if one's relationships to his world are not static. As guides to behavior, values evolve and mature as experiences evolve and mature.

Moreover, because values are a part of living, they operate in very complex circumstances and usually involve more than simple extremes of right and wrong, good or bad, true or false. The conditions under which behavior is guided, in which values work, typically involve conflicting demands, a weighing and a balancing, and finally action that reflects a multitude of forces. Thus, values seldom function in a pure and abstract form. Complicated judgments are involved and what is really valued is reflected in the outcome of life as it is finally lived. The values one attains should work as effectively as possible to relate one to his work in a satisfying and intelligent way. In fact, nothing can be of value that does not give direction to actual living. Values tend to have a persistency, tend to make a pattern on life."

The last sentence of the quotation (Values and Teaching, Raths, Harmin, Simon, 1966) seems most significant in giving answers to the question of how to help solve the learning problems of the deprived or disadvantaged child and how to work more effectively with parents of these children. If values tend to have a persistency and tend to pattern behavior as the above authors have indicated, then attention to value development and value change seems to be significant in planning programs for the culturally disadvantaged child.

This interest in the education of the pre-school, culturally deprived child has come with a rush and a swirl and has swept into the mainstream of controversy and concern. Along with this concern have come charges that teachers with middle class values must change them in order to succeed in educating the lower-class child.

Perhaps, at this point it would be well to see what are some of the commonly held beliefs about the characteristics of the culturally disadvantaged child. As one would presume, the findings vary. He seems to be of no single race or color, but he does fit a pattern of poverty, delinquency, failure to achieve society established goals. He fears failure, fears teachers who expect success of him when he feels he cannot succeed. He fears lack of recognition and understanding. He is relatively slow in cognitive tasks, appears to learn better through the concrete approach; however, he may learn though slowly, if content is meaningful and valued; appears to be anti-intellectual; is superstitious and somewhat traditionally religious; is rather inflexible and not reasonable about many of his beliefs (morality, family, diet, education); feels alienated from the larger social structure; blames others for his failure; values knowledge for its practical, vocational outcomes, but usually not for its own sake; desires a better standard of living with creature comforts, but seems resistant to adoption of middle-class values; is deficient in attention and interpretation skills.

However, we must be objective, look at the other side of the coin at his strong characteristics and not become too overcome by the negative side. Frank (Riessman) author of The Culturally Disadvantaged Child points out some of the often overlooked positives. Though generally slow in performing intellectual tasks, stupidity is not always the reason. The danger lies in that teacher expectancy can tip the scale in a negative direction and the child will perform with less ability than he actually has. These children are labeled inarticulate, but more can be expected of them though there may be some deficit in the language used. There is a great deal of evidence that both child and parents have a more positive attitude toward education than credited to them though probably for different reasons than the school expects.

This has been a brief look at the characteristics of the culturally disadvantaged child with reference to his beliefs, attitudes, and values as well as how values affect his life and how these values may differ from middle-class values.

To provide a clearer picture, the following is Havighurst and Tuba's list of specific values of both upper and lower class groups:

Members of the middle class values:
1. Civic virtue and community responsibility
2. Cleanliness and neatness
3. Education as a potential for solving social problems
4. Education as a preparation for adulthood
5. Good manners
6. Initiative
7. Loyalty
8. Honesty in all things
9. Marital fidelity
10. Responsibility to church
11. Responsibility to family
12. Self-reliance
13. Sexual morality
14. Thrift

Members of the lower class value:
1. Honesty, when friends and neighbors are involved
2. Responsibility, when friends and neighbors are involved

Members of the lower class:
3. Overlook stealing and dishonesty
4. Are less restrained in acts of aggression
5. Are less restrained in sexual activity
6. View juvenile delinquency as normal behavior
7. Feel little compulsion to stay in school

If we have now accepted that values do give direction to behavior, then it seems that we, as teachers of the deprived and planners of programs for the disadvantaged must consider in our planning and working to consider the logical

possibilities and alternatives these systems offer. Teachers have been urged to "re-orient" or even deny their own value system, but, if this were to be done, a new system would have to be substituted. At present, this path seems highly unlikely. Other alternatives might be:

a. Accept the values of another class
b. To have no value system (which would be almost, if not absolutely, psychologically impossible)
c. Devise an entirely new value system

None of these appear to be unworkable although all have been offered as helpful hints at sometime. Since our middle-class values have served society fairly well for a considerable length of time, it seems that we could now use them as a base to be broadened by adding new values to accommodate all human beings; to develop teachers who could overlook superficialities and see even the lowest as worthy of the teachers time and attention regardless of social class, economic status or ethnic group. Let us keep our middle class values but nurture their growth to take in the culturally disadvantaged.

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A CURRICULUM UNIT IN VALUE EDUCATION

A Value System in Salesmanship

by

Charles Hannon
(classroom teacher)

Specific Values:	Integrity and Responsibility
Subject Area:	Salesmanship
Grade Level:	College juniors and seniors
School:	Ferris State College (Big Rapids, Michigan)
Time:	October 1-November 15, 1967 (seven weeks)
Directed by:	Walter L. Thomas, Project Director
Sponsored by:	Project on Student Values 3860 Plainfield N.E. Grand Rapids, Michigan 49505

A VALUE SYSTEM IN SALESMANSHIP

A satisfied customer is a happy one. Toward this end the salesman employes his intellect in contemplation of that which would result in his doing the greatest good in his work. He will build, have, and use a system of values that happiness, satisfaction and other good things shall result from his actions.

Sales ethics present problems more difficult to solve than to analyze. Undesirable conditions in the marketplace are everyone's responsibility. If one wishes to choose a career in the field of selling he must be able to measure up to its demands and responsibilities.

The unit should lead the students to the concept that a salesman will have to develop a system of values without which he cannot be a superior professional salesman. The superior sales personality is largely the result of certain habits, ways of thinking, practices and policies which can be acquired.

The project will take place in two classes of about twenty-five students. The course is entitled "Salesmanship". The class is predominately young men at the junior level of college. Most will be seeking a B. S. Degree in Marketing from the School of Commerce at Ferris State College. Classes meet four times each week for a total of twelve weeks. Two fifty minute periods are given each week to mass lectures and two to what is termed practice sessions.

The content of the unit consists of giving the students an opportunity to appreciate and play the role of the salesman, and instilling in the students the fact that a salesman must have knowledge about himself, the prospect, the product, the company, the industry and his customers.

The methods of instruction include the following: find additional values for the salesman's value system and write a short report of their use to the salesman, do research work in the library, make up a list of moral or ethical questions of direct concern to the student in the role of salesman, talk with someone who has the real life role of the kind of salesman's role you propose to take.

The unit begins on October 1 and will be completed on November 15.

A series of questions or comments will be developed that elicit response from the student salesman which may be answered: agree with reservation, agree without reservation, disagree without reservation, disagree with reservation.

The next time this unit is taught, a particular effort will be made to point up to the class the reason a salesman says or does something could be found based on his value system.

A VALUE SYSTEM IN SALESMANSHIP

Philosophical Statement

There is a universal source of Good. Man can and does receive messages from it in his daily living. Man asks man: "What is good for human kind?" Each looks at the other who is without answer until the Universal Mind is contacted. Moses made contact and received the Ten Commandments. Mahatma (Mohandas K.) Gandhi has claimed that Christ's Sermon on the Mount is an expression of the greatest wisdom by which man can live.

If the salesman would fulfill his purpose of bringing to society a better way of life, that which is good, he must, together with his other duties of contacting the customer and contacting his office, make contact through his being receptive to and understanding values.

The subject of values is one of dominance in sales work. At least fifty percent of all buyers question the seller on matters of price long before they have learned of the features, benefits, and satisfaction to be obtained from the purchase. They wish to make a decision before they are fully appraised of the facts. Salesmen must prove the purchase worth the price by showing the sum of values present for the buyer. As soon as the buyer believes the object for sale has value to him, he becomes interested. When he becomes sufficiently interested so as to desire the thing, he can be motivated to make the purchase and thus achieve the satisfaction anticipated.

It may well be that values to the buyer are subjective. That which is to be purchased is identified by the buyer as being of value to him because of the features and the benefits to be realized from them that he perceives inherent in the product. The salesman on the other hand will probably hold that the product has values which belong to it because the features from which the benefits accrue are there whether or not they, or the satisfaction they produce, are of interest to a particular buyer and whether or not he desires the product. They are there for someone to perceive and realize. For this reason, in part, the salesman prospects among all people in the community for those who may need or want his product. It is also part of his purpose to transform features into benefit points for the prospect who then subjectively accepts the objective values identified and shown to him.

The philosophy of Hegel is to be found in the Value Spherical Flow Chart (App. A) herewith. Thesis-Antithesis-Synthesis of Hegel are symbolized in the positive--negative--concept design. The philosophy of Aristotle is to be found in the work of the salesman who brings happiness in satisfaction from the contemplation of the purchase he has worked to for the buyer.

General Objectives

Salesmanship is one of the courses required of most School of Commerce students at Ferris State College who are two and four year degree candidates. Many of them will not come to earn their living selling goods or services. On the other hand all will want to win friends and influence people and in attempting this will employ the principles of salesmanship whether knowingly, or unknowingly, and whether they speak as the president or far down in the hierarchy. When one makes application for employment and participates in the hiring interview, his big task is to sell himself--that which he can do for the employer--his talents. He points out the benefits the employer will receive and the satisfaction he can expect from this job condidate, once employed. The company personnel representative, if he really does a proper job, will also be doing a selling job of his company and the advantages and satisfaction the candidate will gain from being associated with the firm. Pointing up the universal application of the principles of salesmanship is the first objective.

The next objective was to teach the student what these principles are in order that he may earn a good living, fulfill the reason for his company's existence, and benefit society. He is, therefore, made aware of the background knowledge prerequisite to professional selling, and of the skills and techniques and principles he must have to accomplish his objectives. Then he is instructed how to follow up in post sale behavior to assure satisfaction from the purchase and to establish a continuing and rewarding relationship between buyer and seller.

The third general objective was to create an awareness of values. The students were to be made conscious of self as a personality posessing certain values and value sets or systems which condition their actions. There were to perceive society and the Universal Mind as sources of values. The students, as salesmen, were also to be made aware of reasons why they should be willing to receive knowledge values, formulate concepts concerning them, make them a part of their systematic accomplishment in their work, and in good self-management employ them not only to control the sales presentation, but to achieve the maximum return from their use at all times. They were to be alert to the impact of values on behavior.

The fourth objective was to provide an atmosphere of freedom of choice in which the student could play the sales role he wished and include such values as he believed were inherent in the work of selling his product or service. Students were free to represent any organization which has a product or service to sell (duplication avoided). The understanding of values, the choice of values of greater importance to the superior salesman, and the composition of a value system for such a salesman were related to the kind of salesman and his selling job which the student had elected to represent as interesting and challenging to him. The student would gain an understanding of some values related to the buyer's viewpoint and would

guide the salesman in helping the buyer receive maximum satisfaction from his decision to buy.

Specific Objectives

In pointing out the magnitude of the application of salesmanship principles the student is made aware of the vast potential for the use of values in and out of selling activities. The text provided a number of values important in salesmanship, which are reported further on in this report, and the students were free to adopt these and other of their own choosing.

While the skills, techniques, etc., of selling were being given in lecture, the students were presented with the concept that the superior or professional salesman must have a set of values to aid and guide him in his work. One was offered: The salesman is altruistic--honest, purposeful, and achieving in his work. The terms were defined and discussed. The suggestion was made that the individuals generate their own.

The Value Shperical Flow Chart (App. A) had the specific objective of illustrating the source, flow and acquisition of values. The situation where values are particularly operative involves critical thinking (App. B) and creative thinking (App. C). To understand these, the students were provided with copies of this material.

Statement of Context

As students of salesmanship principles, the classes met in two kinds of room, one suitable for thirty students and the other capable of seating three hundred. In the former the separate classes were held, buy both classes met together in mass lecture in the larger room. Classes met separately twice a week and there were two mass lecture meetings each week. The only time the students left their seats during the class hour was when they gave their sales demonstrations.

Students come from middle class families for the most part and are away from home, except for very few townspeople. They come from Detroit and from towns of less than five hundred people, and from every sort of community. The students settled down to a total of forty-eight most of which were juniors; some seniors took the course as did one freshman who was discovered to be out of his element when he proved unable to take the pace and content of the course without a great deal of special help.

Outline of Content

The content of the course which existed concurrently with the value educational experience consisted of:

A. The background knowledge necessary for selling
   An overview of the field of selling includes personal aspects

of this kind of work. The student is given some insights with respect to earnings, opportunities for advancement, personal satisfactions such as feeling necessary and needed and the satisfaction of personal growth and development. He learns that there is security in selling when his judgment is sound, thinking is keen, and discretion is outstanding. His calling can be one of pride and dignity, he can be a man of integrity, and he can have the respect of the community of those with whom he comes in contact in the business world, his friends, and his family. He finds his total happiness when he adds to these self-respect. The student learn of the advantages to some people as a high degree of self-management and travel are to others disadvantages.

B. Skills and techniques used in selling
The student soon learns something of the nature of personal selling and what it takes to visualize the professional salesman. There are three topics of particular significance, the salesman's obligations to his firm, his obligations to the buyer, and the nature and role of personality in selling. This last topic requires an understanding of physical factors, visual and non-visual, such as appearance, mannerisms, and health. Mental and moral characteristics are listed here, as provided by the author of the text for the course.

C. The sales demonstration (a practical selling experience)
Between three and four weeks were devoted to the giving of sales presentations. One student as buyer and one as salesman went before the class with the product or service in a buy and sell situation. Each presentation was followed by a critique mostly of the salesman's work, but sometimes of the buyer's. This offered an opportunity for the class to express individually their awareness of the presence or absence of the salesman's value system, and also that of the buyer. No particular record was made of their comments on values. It was apparent that the better presentations were made by salesmen conscious of the need for a value system by their use of values.

D. Post sale behavior
When the subjects of the salesman's company and his products were being studied, the need for the salesman to feel optimistic from really believing in them as benefiting buyers, of all kinds without fear of failure, were mentioned in lecture. Lectures concerning other text material also provided opportunities for reference to the salesman's characteristics or value system components, such as imagination, to visualize the prospects needs and problems, or, control--self-management--so that the salesman would direct his efforts wisely and efficiently.

The Methods

The students were not given lecture material for further enrichment of their understanding of the foregoing characteristics of the man for the selling job. They were told to study and be conscious of these values. While the study of factors, techniques, and skills important to salesmanship continued, there were opportunities to recall and use some of these characteristics in illustration.

The next step in understanding values was brought in as part of a lecture. This statement introduced the topic:

> "Salesmanship cannot be superior, or professional when the salesman is without, or fails to properly use, a set of values. The salesman should develop a system of values with and by which he works and lives.
>
> "For example: the superior salesman is Altruistic--he is honest, purposeful, and achieving of the maximum good to be found in opportunity. Altruism is his "sky hook" made manifest by hones, purposeful, successful selling."

With this illustration, the students were asked to contribute their ideas. Discussion followed.

Then the question was asked by the instructor: "Since we play the role of the good or professional salesman in this class as partial fulfillment of the course requirement, what am I when I am a good professional type salesman?"

To help answer this question a visual aid, Fig. 1 (Appendix Pg. A) was introduced. Prepared as a transparency, it was projected and discussed for the remainder of the class hour. The essentials of the lecture follow.

From the outer dimension identified as the universal source of infinite good, or wisdom (D^1) comes that which comprises man's knowledge. Man gains knowledge bit by bit (D^2). Bits of knowledge uniting come to have value--first physical, then mental, next social, and finally spiritual. They have positive value, and this is good: they have negative value, and this may be called "taboo", or not good, (D^3).

Knowledge develops into concepts any one of which will be made up of positive and negative elements. (D^4). When negative aspects are dominant, the concept precipitates out, with critical thinking (App. B) and reformation takes place. In the absence of reformation possibilities, the concept, as a part of the value system, becomes an instrument of caution and an aid in keeping on course. The term "posnegs" has been coined as useful to the idea that concepts are made up of positive and negative elements.

This base enables creative thinking (App. C) by means of which man visualizes transformation, (D^5). From his decisions to do, or not to do, he transforms his environment and himself. Value sets combine to make a value system, (D^6) which manifests the infinite as man puts to work the Wisdom he is capable of achieving. So much of this he does; this he is, (D^7).

A separate lecture covered critical thinking and its use in helping the buyer understand his real need, and the salesman to find the true or crucial problems involved in the acceptance of the presentation and the sale of the product.

Another lecture period was used to examine into creative thinking for its use in problem solving and problem forming in salesmanship.

Time Schedule

Each class met fifty minutes four times a week for the usual twelve weeks of a quarter term. To present values, one class hour was given to Critical Thinking (App. B) and one to Creative Thinking (App. C) and a third hour to the Value Shperical Flow Chart material (App. A).

The values in the text were not assigned any particular segment of time. They were part of a reading assignment and were discussed as they appeared in random fashion during the term--for example during discussions on motivation, benefits, and customer satisfaction, to name a few. Other than this, it was not possible to set aside particular times for values discussion.

Evaluation

The questions involved are reproduced in appendix E, herewith, but it might be useful to include supplementary information.

Background for question 1. High pressure selling is distinguished from aggressive selling. The former ignores the service to the buyer, the desire to benefit him first, and to bring him satisfaction. It is oriented toward the salesman's interests first and is called the "Me" attitude. High pressure selling is done primarily that the salesman may gain financially now and so that he may meet unrealistic company set sales quotas. Aggressive sell, on the other hand is found when the salesman takes the "You" attitude and that which he does to induce a favorable result arises from his desire to benefit the buyer; it is based first on buyer satisfaction and happiness.

The students found the following terms appropriate to their feeling toward high pressure sales tactics:

Buyer's problems disregarded; based and deals in fear motivation; unpleasant force; to be avoided; false information frequent; disrespectful of buyer; generates dislike for salesman; antagonistic; embarrassing and anti-social.

Harmful; improper; inconsiderate; impolite; inadequate; hostile; ignorant or inadequately informed; not knowledgeable (salesman).

Money hungry; poor selling, planning, and sales presenting; Me attitude; disregard for buyer's need or use for product; non-empathic; resented; non-professional.

Unpleasant; unscrupulous selling; unprofessional.

These terms, on the other hand, were applied to <u>aggressive</u> selling:

Altruistic; accepted or approved by society; advantages prescribed carefully; Buyer: benefits, satisfied, interest, needs, well-being, decides, choice respected; determination; cooperative; confidence; conscientious; communication proper; empathic; enthusiastic.

Good will develops: hardworking; honest, informative; helpful; integrity.

Purposeful; makes most money, maximizes opportunity; prospecting well done; planning indicated; professional; real needs served; respectful.

Satisfaction better; sales greater; services buyer; truthful; tenacious; socially desirable; "You" attitude evidenced.

Fear appeals in the second quiz question were generally held to be ethical if sincerity of purpose was behind them. The most common illustration used was insurance; fear of the safety or well being of loved ones, etc. Pretension of short supply or possible price rises not well founded were held unethical. 30% agreed with reservation, the same number disagreed with reservation, 20% agreed without reservation and the remainder did not indicate their position.

A sampling of their response follows:
Unethical if based on false statements or inferior products.

Ethical if it protects the buying company's position.

Not ethical if used to "scare" into purchase.

Company policies should be fair: prices competitive--no need for this.

Kickback good for salesman who sells more.

Weak salesman - wrong buyer.

(The next to last observation, I hope, indicates a lack of understanding on the term "kick-back". Unethical salesmen as managements problem also gives pause for thought.)

The question asking if achievement of the sale can justify any means to reach it permits this sampling result:

Problem areas were: price, 50%; unfair demands, 20%; handling money, no response; everybody does it 10%; confidential nature 10%; rigid policies, 10%.

A wide variety of products or services were involved: practically no duplication. Buyers were accordingly varied, but particularly included wholesalers, retailers, ultimate consumers, and some manufacturers.

How to handle:

Limit dealers; show benefits worth price; stress benefits of or satisfaction from possession; be honest; do not meet excessive demands. Refuse to reveal confidences; all deals above board or seek new buyers; seek out plans for financing rather than cut price. Legal aspects to be considered. Prestige of ownership and other appeals to motivation.

All students agreed without reservation that careful word choice and language are important. Some of the reasons given were:

Different levels to reach different minds

Powerful vocabulary an asset; flexible for various buyers; misuse causes lost sales.

Be concise but adequate; speak the buyer's language to communicate

Make good impression; hold attention; gain interest; achieve understanding.

Demonstration flows smoother; buyer impressions of salesman involved

Be precise to build image of product/service, especially intangibles

Valuable tool of salesman: image creation; impressions; remove barriers.

Not if just to sell for commission to be gained.

Fear selling unfair.

Not an altruistic approach.

Depends on degree.

Okay if it is right and buyer benefits directly or indirectly.

The impossible promises lesson, question 3 brought these suggested results:

Loss of : customers, salesman's job, prestige in business world.

Mental guilt: salesman undependable; not in buyer's interest.

Loss of: faith, buyer's confidence and reputation, untrusted.

Seen as lie, unreliable; bad customer relations; hurts company also; top-management reprimand; buyer straighten salesman out; need for adequate product, policy, etc., information.

Salesman builds a "credability gap": learn to restrict promises; don't do it again.

The fourth question met the response that this was both a management control and an ethical problem for 70% of those responding. 20% thought it to be entirely with management control, and 10% did not take a position. There was a tendency to put padded expense account responsibility on the salesman and kickbacks with management for control.

Answers included these observations.
This hurts selling power of salesmen; hurts moral self.

Loss of self-respect; if managements approves, loss of respect for the management involved.

Lack of professional responsibility indicated.

Legality as well as honesty questioned.

Unethical salesmen are managements problem.

Everybody will want a piece of this; salesman and company would lose in the long run.

Response to question 7 regarding salesman's having "nothing to sell but the products of his firm" showed nearly everyone disagreeing with this statement; some of their responses were:

> Salesman sells self as consultant and or advisor; problem solver.
>
> Salesman sells his honesty and confidence, his sincerity and trust.
>
> He sells his company, the skills of its people, the guarantees of the product, and the services of the company.
>
> These things he also sells; dependability; ethical practices; the pleasure or pride of ownership; safety, convenience, efficiency, economies, goodwill.

Answers to the final question most frequently found were to the effect that there was not enough time to answer this one at all or adequately. Those answering took the position for the most part that the statement was generally correct. Their views were:

> Places strain, builds tensions; hinders selling; disturbs home life; generates a variety of personal frustrations.
>
> Tendency to forget values; generates unethical practices; causes loss of trust and dishonesty.
>
> Management prestige lost to salesman; lack of buyer considerations may be evident; creates disloyalty and build barriers to communications.
>
> Devious means may be used to meet them; attempts to get around them will be made; shifing of responsibility.
>
> Do not fit the nature of professional salesmen; too restrictive or may be impossible to live with.

Reference is now made to Appendix Page F which will show that questions for the above quiz were contemplated in the earlier report. Appendix Page G also lists some from the same report.

Reaction to third quiz

Questions relating directly to values in this quiz are #3 and #4; the first has to do with goals in selling and the salesman's built-in value system (3B) and the second with a critique of the course. The second of these deliberately avoided direct reference to values, per se, or the value system, with the objective of allowing the student complete freedom of thought and thus refer or not refer to values as he chose. In reproducing the student's response, the answer to question #3 is shown first and then

the same student's response to question #4 is shown: (See App. F)

1. (B) It is very necessary for every salesman to have values to guide him in his sales work. Each salesman must tailor values to fit himself.

I know how to handle myself when looking for a job...and what to expect from the salesman when I am buying.

2. (B) A salesman shouldn't lie to his family, or at church, and it should not be any different on the job. He must gain the respect and trust of his client; be reliable and truthful.

Too much for one course; more time needed for critique. But I really enjoyed t course.

3. (A) Salesman raises standard of living--and maintains it; maintains economies of mass production.

One is always selling; self and ideas. The course helped me change my image of the salesman--most people think he is a high-pressure swindler.

4. (A) Salesman must have desire to help buyer attain his desires; he must be very much concerned with the buyer's needs and try to improve the buyer's status in life. He must develop a <u>you</u> attitude with respect to the buyer and be of maximum service to him.

The values the instructor pointed out with regards to salesmen should be seriously thought of by people in any occupation, and used.

5. (B) The salesman will not sell very much if he does not have good values to make people believe in him and trust him.

I got a great deal from this course and will carry forth a lot of knowledge I can use in my occupation.

6. (B) Goal of selling is to have the You attitude--please and satisfy the customer--this goes along with the salesman's built-in value system. Honesty, no strain.

It was good to take steps to assure no duplication of presentations.

7. (A) Salesman must create a want for buyer and benefit him with his product. You must appeal to the consumer's values through his sociological, physiological or mental emotion, but show you are mostly interested in him; you also help yourself.

Before I took this course, I thought anybody could sell. You must be creative selling and the buyer is the boss. I don't think salesmanship should be taught in mass lectures--it is a personal thing. There should be more time for individual attention.

8. (B) Basic goals in selling are profit for company, self, and customer. The salesman is always thinking of the customer's needs and develops good will. Personally, salesmen not greedy--(they are) without averice.

(Negative and positive comments were made regarding the course, classrooms and text...no comment on values as such, from this student)

9. (B) The salesman's value system should include these musts: be honest be organized, use plans; be neat, well-groomed, and healthy; make best use of time; set reasonable quotas.

The course was of value and interesting; term too short.

10. (A) The salesman achieves his goals when he provides satisfaction of consumer needs and wants.

Self management aspects of this course were good.

11. (B) Salesman must be an altruist--persistent in creative thinking and purposeful behavior. Makes most of time. Use cybernetics by controlling presentation. Effective communication; persuasive not dictatorial.

Not enough time for demonstrations; interesting outside example by instructor.

12. (B) Many times it is hard to sell and satisfy his own value system; when personal values differ from company goals, salesman will be unhappy. He may have to change company to hold on to values.

Large classes not good. Much learning from other student's sales demonstration.

The above twelve responses represent twenty-five percent of the total class chosen at random. Of this group, four chose part A of question 3 and eight chose to answer part B. This response to the question, given freedom of choice, showed that while one-third of those, in the role of salesman, realized their purpose was to benefit others with their work, twice as many realized that the salesman's built-in value system would be basic to the quality of the performance of his work in reaching his goals of benefiting and satisfying others. The purpose of the question #4 was to give the student an opportunity to react to the course as a whole, it is interesting to note a substantial number of answers were value related.

GRID

Content & Methods	Text Values	Sky Hook Altruism	Critical Thinking	Creative Thinking	Values Flow Chart	TOTAL
S/L/D	10					10
L/S/D		15				15
L/S/D			25			25
L/S/D				25		25
L/S/D					25	25
	10	15	25	25	25	100

Explanation of Grid:

Value input S means study, L, means lecture, and D discussion.

Best estimate of time total is two hundred minutes which is equivalent to four class hours or one week of a twelve week term. Output of values was tangible reflected during three two-part exams held during the term, each of which was a full class hour. As shown herein, portions of each exam were devoted to feedback of the student's learning and use of values.

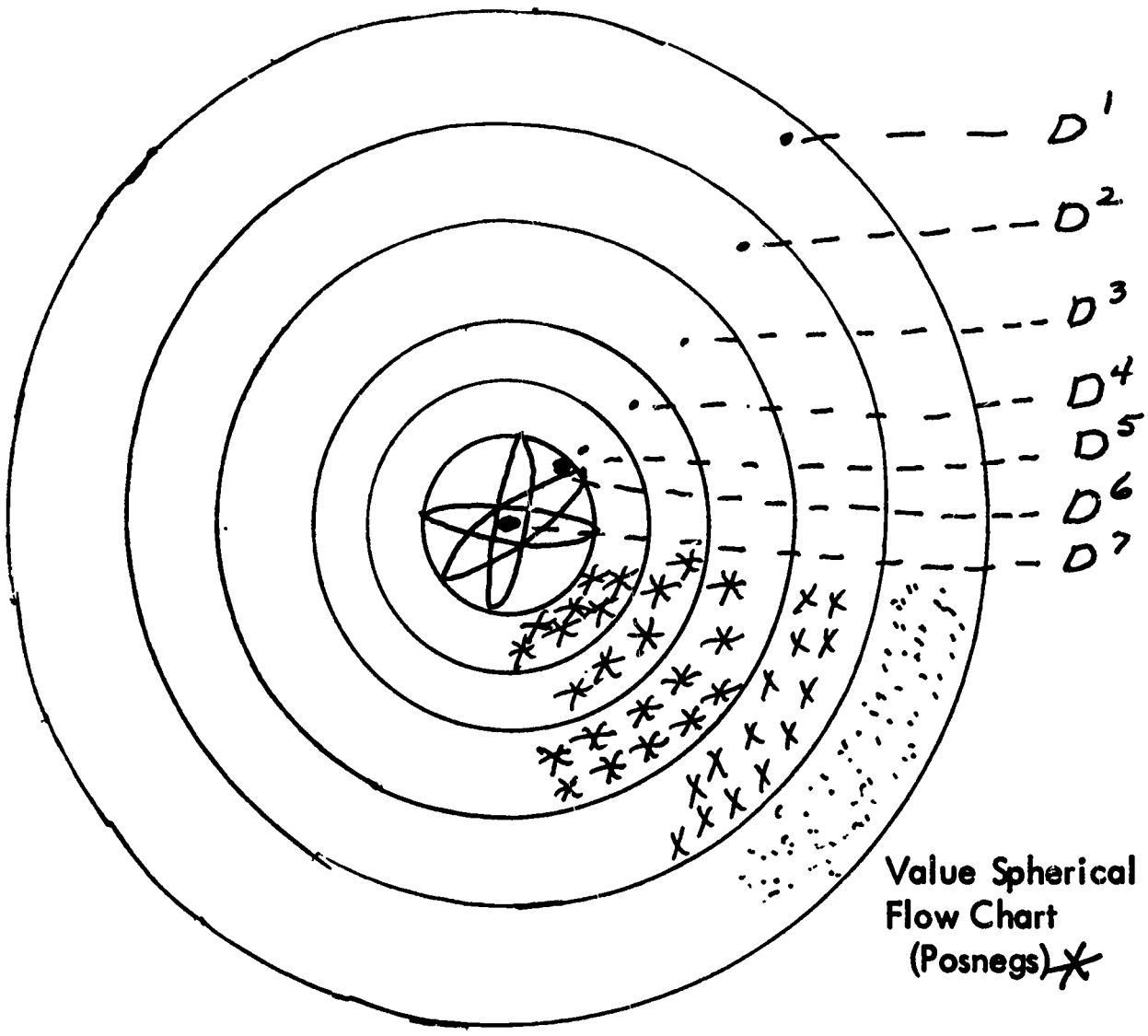
Text values refer to mental and moral characteristics provided by the test required for the course in salesmanship.

Sky Hook: Cardinal value - Altruism, Subordinate Support values - purpose-fulness, honesty, and achievement (of satisfaction/happiness in contemplation).

Values Flow Chart (App. A. is an original of mine arising out of the study of philosophy of education and Hegel's Thesis (positive) Antithesis (negative) and Synthesis (posnegs).

WHAT AM I

WHAT COULD ONE BE?



Value Spherical
Flow Chart
(Posnegs) ✳

D^1 Infinite Wisdom...Physical, Mental, Social, and Spiritual...

D^2 Knowledge - bits....acceptance....primary form....communication....

D^3 Knowledge - values....perception....relevent relationships....

D^4 Concepts - ideation....persuasion....critical thinking....

D^5 Concept - values....transformation....decision making

D^6 Value System - Personal wisdom; Manifestation of the Infinite; Trans-figuration....

D^7 This, I am.

✳ Posnegs - Positive and Negative values

THINKING AND DECISION MAKING

"Critical Thinking" involves the use of a system of values (a search for verifiable truth) by which we determine choices, and a system of searching for these values. Critical thinking is the judicial part of our cerebration. It implies controlled thought, action, or judgment based on logic rather than on feeling. It demands the processes of comparing and discriminating, distinguishing, finding coherent relationships...finding similarities and discrepancies between alternatives. It involves analyzing. It entails selecting and deferring. It requires moving from premises to conclusions in a logical manner.... Clear thinking is straight thinking, Lockhart further observes and offers the following steps for straight thinking--here condensed:

1. Clearly state the significant issues--precisely identify the problem.
2. Examine underlying basic conditions for evaluation of background and to determine the logical starting point from which to proceed.
3. Gather all the evidence.
4. Examine, question relationships, causes, origins and values.
5. Practice restraint against hasty judgments for all contributing evidence.
6. Reach a valid conclusion--possible testing before wide or extensive use.

It is evident that critical thinking is needed to develop both cognitive and rational excellence. It is this kind of thinking that enables buyer and seller, working together, to achieve excellence in decision making. No sale can be accomplished without the buyer's firm belief that he has a need, the product or service will fill that need, the source (including the salesman) is right, the price is fair and reasonable, and that now is the time to buy.

"Creative Thinking" identifies three factors identified with creative thinking: (1) fluency of thinking abilities--for producing many and varied ideas and relationships (ideational, associational, and expressional): (2) flexibility, for spontaneous, unusual, original ideas and directions; ability to discriminate, (3) elaboration or execution--ability to arrive at an elaborate or finished product.

In the creative process, four stages are commonly recognized:

1. Total imersion in the subject--saturation, enthusiasm, non-critical
2. Interaction of ideas
3. Incubation of ideas
4. Inspiration or birth of ideas

Decision Making

The following formula for Problem Solving will aid in management:

1. State the problem
2. Composition analysis - search
3. Evaluation of alternatives - critical thinking
4. Research - creative thinking
   a. Brainstorm--tumbling ideas of quality
   b. Imagination - beyond ordinary bounds
5. Reevaluation
   a. Fourth dimension - time
   b. Balance and suspension: external influences
6. Decision by: Selecting, planning, and release
7. Action: Decision support, observation; review and report
8. Response and Reaction: Reformation - perpetuation

The salesman's work and life can be altruistic? It must be! It will be, when backed up by a system of values, honest, purposeful achievement.

Marketing 331 - Salesmanship
Quiz I - A. (F S C -)
C. Hannon

Name
Class Hour

Use blue exam books. Write with pen.

1. Identify and comment upon the need for and use of prospect information in salesmanship.

2. Name four features of your product, or service, and show for each the benefits or advantages to be developed in idea transformation and the buying motives associated with them. Use three columns. As a heading for the chart show what is being sold.

3. In general, we may say there are three types of buying motives. What are they?

4. Explain the "summation principle". Comment on: (a) sensation, (b) perception, and (c) homeostasis.

5. Identify three selling theories (ways of selling) and offer a brief explanation of each.

6. What are some commonly used communication devices?

7. The creative professional salesman has a "value system" which is basic to his work. For example, as his "sky hook", he may believe the nature of his work to be altruistic and that such supporting values as honesty, purposefulness, and achievement of customer satisfaction are indispensable to a rewarding and successful selling career. Offer another value system with which you believe the salesman would like to live and work. Comment briefly on your choice of values.

App. E

Salesmanship - Mktg 331
F. S. C.
C. Hannon

Name

Date: Hour:

The answers to the following questions are to be written in blue exam books. Use ink. Number your answer to correspond with question number. Where appropriate, you may begin your answer with one of the following observations. Agree with reservation; 2. Agree without reservation; 3. Disagree with reservation; 4. Disagree without reservation.

1. Distinguish between "high pressure selling" and "aggressive selling." Comment on the morality of both with particular reference to social values involved.

2. Fear appeals may or may not be ethical. Comment.

3. What lesson should the salesman get from making an impossible promise?

4. As a sales manager would you treat the problems of padded expense accounts and the bribe of kickback as ethical or management control problems? Comment including both aspects.

5. The question every salesman meets with many times is: Can the achievement of the sale justify any means to reach it? Causes of ethical problems include:

   (a) Excessive emphasis on money
   (b) Unfair demands of customers
   (c) Constant responsibility of handling money
   (d) The pressure of "everybody does it."
   (e) Confidential nature of his work
   (f) Rigid policies of top management

   Of these, which one do you think you would have to meet with most in the kind of sales work you are presently concerned with? State the problem as given, illustrate briefly with reference to kind of selling firm, product or service sold, and kind of buyer, and explain how you would handle the situation.

6. Careful word choice and language usage are important in sales communication. Explain.

7. The salesman has nothing to sell but the products of his firm. Assume your buyer has just made this statement. How would you respond.

8. Comment on the statement: "Rigid and unrealistic management objectives create value problems for the salesman." Relate this statement to the values you identify with the professional salesman's way of life.

Salesmanship - Mktg. 331
F S C - Final (B)
C. Hannon Ref. 15-23

Name:
Class Hour: Date:

Use blue books and ink. Number answers to conform with questions. Be concise. Lists or outline forms must communicate adequately.

State your concepts in selling of:

1. Use of telephone by the salesman (4)

2. Sales training meetings (4)

3. Goals in selling:
   A.....and the consumer's scale of living

   OR

   B.....and the salesman's built-in value system.

4. Other than stating "presentation time too short" give a short critique, positive values as well as negative if you wish to perpetuate, of the course. Consider things in addition to the presentation itself also.

In addition to role playing, the practice sessions will present the opportunity to discuss, research, and test for values.

Problems for discussion:

1. The principles of selling may be used by anyone when influencing others.

2. A salesman is not concerned with means so long as he achieves the ends sought. (sales)

3. The salesman should not make the prospective customer dissatisfied in any way.

4. High standards of living can be as readily and universally enjoyed without the salesman's efforts as with them.

5. The salesman should/should not encourage buyers to choose items of higher quality than necessary when larger commissions and greater dollar volume sales records would result from such sales.

6. Great salesmen are born, not made.

7. The customers of the salesman's customer are his customers as well.

8. It is proper for the salesman, in lieu of good selling practices, to call bearing gifts for his customer if this gratifies the latter's desire for self-actualization.

9. Why are values important in studying salesmanship?

10. The dedicated salesman stick to his task until it is done.

11. The fact that a salesman serves as a persuader forces greater attention to to his regard for values in his behavior.

12. Distinguish between "hard sell, or high pressure selling" and "aggressive selling". Comment on the morality of both.

13. Fear appeals may or may not be unethical. Discuss.

14. What lesson should the salesman get from making an impossible promise?

15. As a sales manager would you treat the problem of padded expense accounts as an ethical or managerial control problem? Give your reasons for your decision.

16. Explain the impact of the customer's request for "special" favors on the salesman's set of values.

17. How do rigid and unrealistic management objectives and policies create value problems?

18. Careful word choice and language usage are important in communication.

19. Would you advise a person not to go into sales work after he told you he was "only interested in what I would get out of it....commission selling, for a few fast bucks." What would be your response?

20. The salesman has nothing to sell but the products of his firm.

Activities

A. Find additional values for the salesman's value system and write a short report of their meaning and use to the salesman.

B. Do research in the library: (for discussion in class or report writing)
   1. Locate articles condemning current marketing practices.
   2. Read two or three articles defending business behavior and identify the values which support the position taken.

C. Make up a list of moral or ethical questions of direct concern to you in the role of salesman (relate this to the product or service you would like to sell). Which of your values would spring into consiousness in response to the implied or expressed interest to be found in the question.

D. If possible, talk with someone who has the real life role of the kind of salesman's role you propose to take. What values does he adhere to and impress you?

Also to be developed are a series of questions or comments that elicit response from the student salesman which may be answered:

agree with reservation - agree without reservation - disagree without reservation - disagree with reservation.

Other testing may be developed.

Backnote Page and Bibliographical Data

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TOWARD A THEORY OF CREATING ALTERNATIVES IN HOME ECONOMICS*

Specific Value:	Power
Subject Area:	Home Economics (Management)
Grade Level:	Adult Education
Time:	Six Weeks

Project on Student Values
3860 Plainfield Ave., N.E.
Grand Rapids, Michigan 49505

*Materials prepared by Marthadawn Hartel

TOWARD A THEORY OF CREATING ALTERNATIVES IN HOME ECONOMICS

Abstract

I. Philosophical Statement. I tend to see education in general as being on a life continuum, with a person in the process of becoming rather than arriving. I view Home Economics as management (problem solving) using total resources available. I believe anything that concerns the individual, the home and the community comes under the domain of Home Economics. This study was designed and executed in full belief that to be aware of ideas, resources, and to discover new ones or new combinations of old ones makes for more alternatives, thus power for solving life situations. They do not, however, stand alone and only by value clarification can one decide which ones are best suited to his goals and life style.

II. General Objectives. Main general course objectives were to develop: an appreciation of self, an awareness of problems and commonalities, a desire for conscious control, knowledge of the scientific method of problem solving, ways of creating resources, thus alternatives and resultant power and an acceptance of consequences as a natural and expected part of choice making, hence the responsibility of the decision maker.

III. Specific Objectives.

A. Participate freely in group social time.
B. Understand meaning of management equation and its relationship to the uniqueness of the individual.
C. To accept the seminar as an idea seminar in which a two way exchange is of primary importance.
D. To be aware of the versatility of hamburg as a focus for creating new alternatives.
E. Comprehend the relationship between planning for food buying, controlling the purchases and evaluating the results.
F. Share with the group individual hamburg receipes..
G. See and feel soap whip as a media for creative expression for children
H. Be able to explain what is style and what is fashion.
I. Read what is fiber, yarn and fabric.
J. Define the concepts of beauty, grooming and social awareness.
K. Listen attentively to explanation of a standard as being a model of excellence.
L. Observe models for hair styling.
M. Participate in exercises.
N. Take notes on art principles.
O. Place self on a continuum for good home management.
P. Listen to and write ways of controlling money.
Q. Respond to table on percentages of income.
R. Rank a Saturday's activities.
S. Develop a time schedule from the ranking.
T. Evaluate self and course by completing questionnaire.

IV. Context. Adult Education.

V. Content. Research was based on the book, Workingman's Wife by Rainwater, Coleman and Handel.

Abstract continued

VI. Methods. Methods used ranged from teacher explanation, dialogue, round robbins, buzz groups, direct and indirect questioning to physical participation. Among value methods used were those of ranking, open-ended questions, placing one's self on a continuum, value search questions (such as 3 wishes, I like and I dislike, etc.) and exploration discussion which might lead to a public commitment.

VII. Time Schedule. Six weeks.

TOWARD A THEORY OF CREATING ALTERNATIVES IN HOME ECONOMICS

Philosophical Statement

I tend to see education in general as a most satisfying area of human development, and for me, it is on a life continuum, with a person in the process of becoming rather than arriving.

I view home economics as management (problem solving) using total resources available. I believe that anything that concerns the individual, the home and the community (including the extended universal community of man), comes under the domain of home economics. This in actuality leaves very little. With this orientation, I find the field vital in helping to establish effective personal lives.

Supplementary to the above statements, this study was designed and executed in full belief that to be aware of ideas, resources, and to discover new ones or new combinations of old ones makes for more alternatives, greater power for solving life situations. They do not, however, stand alone and only be value clarification can one decide which ones are best suited to his life style.

Introduction

Who is manager of the home? What skills and basic understandings are necessary before one can effectively execute decisions using total resources so as to maximize happiness and realize integrated family goals? Can one take control of circumstances and if they can, when should they and when should they not effect change? Many housewives raise these questions although perhaps in not such formal terms.

If the above questions are important for the white, middle class, intact family, the are perhaps even more vital to the family that has experienced major familial problems. For mothers being assisted by an ADC program decision making becomes more complicated for personal and family problems have clouded insight and compounded the difficulty of making linear as well as satellite decisions. Values for them are often fuzzy, goals unclear and management frustrating. Early marriages, desertion, lack of formal education and lack of knowledge related to skills necessary for maintaining a home and solving problems are often apparent. Family problems always exist, but for these families a serious lack of power to cope with problems exists. Most fail to see any possibility of developing it, and it is with this concern in mind that the following curriculum was developed and executed in hopes that it would provide a vehicle for not only value clarification, which is essential for good decision making, but also for the development of power upon their part. By practicing good decision making, some of the burden could be taken off of the counseling agencies, both private and public, and become the responsibility of the individual.. This would improve family structure and subsequently improve the nation.

Good management never stands alone, but is seen in the context of good human relationships. Nothing is more important to a healthy family than communication for it is in interpersonal relationships that values and goals are integrated and decided

upon. Families consisting of a mother and children must be considered as legitimate family units. For such families an increase rather than a decrease in the proportion of their decisions are now being made by central powers. Consequently these people are becoming less interested in making decisions. Little control is left to them. By increasing their control and extending extent of its range, ADC families will be less dependent on society and will experience a new rebirth of self respect.

The Community

This curriculum was put into effect under the auspices of adult education for the Charlotte Public School System. Charlotte has a population of approximately 9,000. It is typically suburban, middle class, lily white, and is within a twenty-five mile distance from Lansing, Michigan. Originally traditional in policy, it is becoming open to newer ways of doing and thinking. Farming is giving way to urban type jobs and many residents leave the area for their working experience. Consumer prices reflect those of the greater Lansing area.

The Charlotte Public School System consists of a senior high, that is classified as Class B, but is rapidly approaching the A mark, a junior high, four elementary schools, with a fifth in the process of construction. A new senior high is now in construction. There is a wide surrounding area of bused in students. Home economics is taught in the junior high as a comprehensive course with the high school developing the comprehensive to greater depth and includes special area term courses. Two additional parochial schools operate within the city limits, a school for the mentally retarded and a preschool cooperative nursery.

Time Schedule for Development of Project and Presentation of Curriculum

Several telephone conversations with Mr. Eldred Toutant, Recreation Director were held in early January. Requests were made of me to consider doing a series of classes with ADC mothers with management emphasis in mind. This was followed by two organizational meetings with Mr. Toutant, Mrs. Vera Calhoun, Curriculum Coordinator, representatives from Eaton County Social Welfare, Mrs. Jacqueline Hill, a remedial reading teacher and myself.

Development of the curriculum was encouraged and a tentative date for a team teaching approach with a selected group was set. The ADC mothers selected to participate were recommended by social welfare workers and were chosen on the premise that they would be interested and could understand the concepts and hopefully would transfer the concepts into help after the course was discontinued.

A team approach was decided upon with myself being responsible for home economics content and presentation, and Mrs. Hill handling the area of reading skills, understandings of written material and other child development concepts. It was also decided that as a team better understanding of students, procedure and enroute problems could be managed.

Classes began January 11, 1969, after a one week delay and followed each week for a subsequent six week period. Class time was double 45 minute periods so that one and one half hours was utilized each time, totaling nine hours. Final class was March 11, 1969.

The curriculum was timed so that a tight coordination between values seminar and the ADC class could be maintained. This was essential since the ADC class was the project which was proposed for a value clarification experience. Seminar concluded on the Thursday prior to March 11, 1969. Ideas and techniques suggested in seminar were employed where feasible, however, since the nature of the class was informal, somewhat social in nature, soft data had to take precedent many times over hard data.

The class met from 3:30 until 5:00 each Tuesday in the home economics lounge of the high school. Surroundings were comfortable and colorful. Unlike a typical classroom, it spoke less of education but rather more of social. Coffee and cookies were always a preliminary part of the meeting. It was given the title of Idea Seminar, suggesting a two way exchange of ideas, between instructors and students. Two social workers were treated as regular class members. Name tags were employed and participates, including teachers were known on a first name basis.

A major problem for the ADC mothers was follow through in attendence. Class size varied from five to over thirteen. A small number, however, took the responsibility for being present at each session.

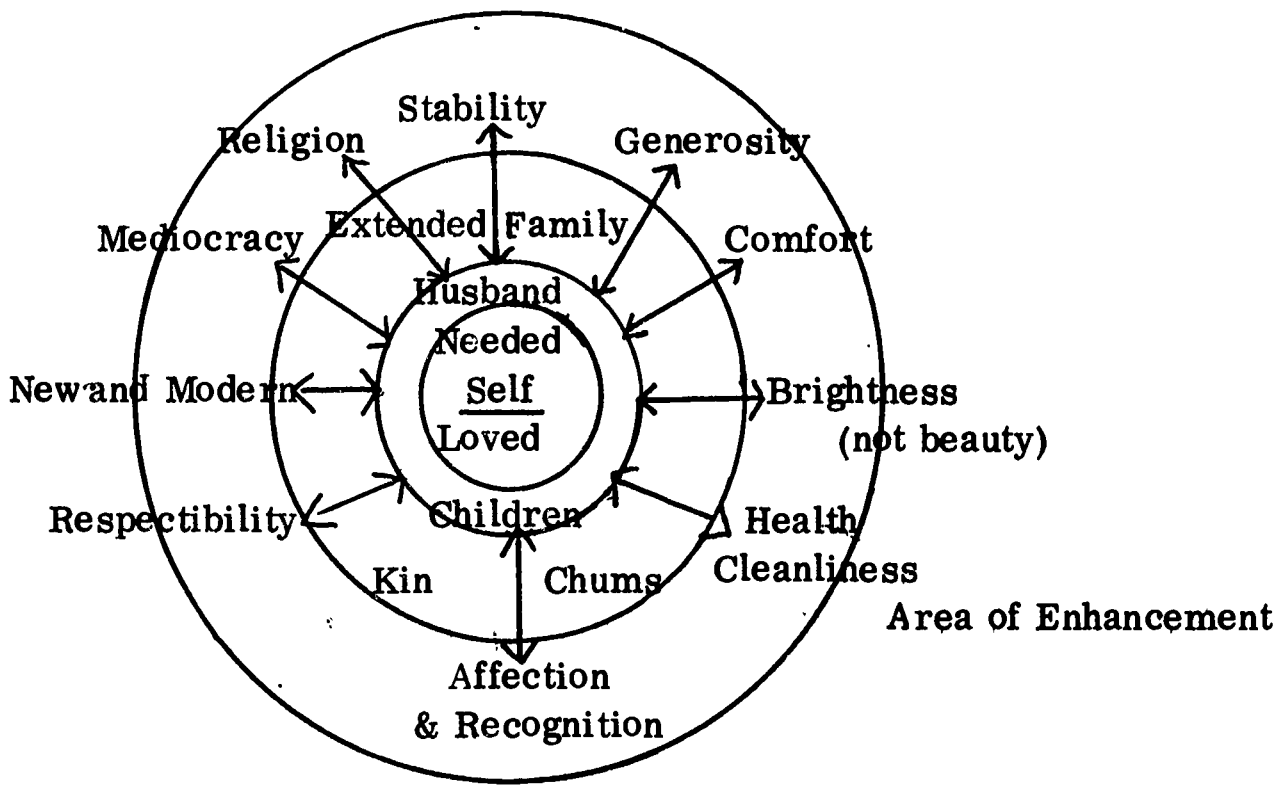
The project may be considered to be a community project. Circles from the Congregational Church helped to provide transportation for the mothers to class. Teenagers, under the supervision of Recreational Director, Mr. Toutant, did the baby sitting for all of the children of the mothers involved. Many educational experiences were provided for these youngsters. School buses were used when possible to help transport these children to the gym of the high school.

An Orientation Model

The following model has been developed as a possible orientation for understanding ADC mothers and is based upon a research book, Workingman's Wife, by Rainwater, Coleman and Handel. While the marriage may be broken, these women are primarily from the lower socioeconomic group and thus would have a tendency to adhere to many of these orientations. It provides a way of looking, however, the uniqueness of the individual cannot be discarded and generalities are not without their limitations. There is danger of a blind being drawn on those who are marginal or deviate from the norm. Its strength lies in giving an approach.

These women hold a major value orientation and from it all others radiate. Central to all values, she places that of family centrism. All that enhances this area is considered desirable. This is the good life and things in life apart from it have no valid emotional appeal. She identifies herself, extends herself and satisfies herself only in the perceptual field of the family. She is a product of the technological age. Her values are not stable inasmuch as they are still emerging with the culture. Her values are moving in the direction of the middle class and slowly the gap is closing between. She does not verbalize well what she desires and when she does there is a tendency to give lip service to middle class values. In actual practice she follows a course peculiarly her own.

Such women have lives characterized by much uncertainty. She is searching for a stable world. She views men as independent and able to easily leave. Both men and women are unpredictable.



They experience strong desire for material well-being, but are unconfident of the future yet desire a nicer more permanent dwelling. They indulge their children. They find charm in the inexpensive and unostentatious and the sturdy, but are in the market for pretty things. They feel that the most they can do for their husband is to keep them neat and clean. While feeling protective toward the children they use the TV to keep the children out of their hair.

This woman seeks reciprocated love as a reward and having a husband and receiving affection is proof that she is worthwhile and a real woman. Her value approach is seldom shaded but black and white. She is more openly expressive than is the middle class woman and thus more vulnerable to sexual temptations, despite the fact that she wants to be decent, respectable and unashamed. She worries about what others think of her and fears punishment.

She values the new and the modern and seeks a flight from domestic slavery. She considers a happy contented life more desirable than accomplishment and views herself as below average.

She looks for economic security and respectibility in the appearance of her home (a common man status). The children she sends to church and uses prayer herself as a formal technique, hopeful that her husband will eventually join the church. She desires and expects a clear-cut familial role, since she has always known that her reason for existence is to be a wife and a mother.

Curriculum Development

Curriculum development proceeded from one main concept, that of power defined as "the degree to which a person participates in the process of making important decisions. In all societies decision making involves power. How we use power determines what kinds of citizens we are. The measure of how democratically we

use power is the degree to which our decisions contribute to the wider sharing of human values." (Ed-882 pamphlet handout, The Human Values Series, by Arnspiger, Rucker, and Brill). Two supporting concepts were human growth and development and problem solving. A central objective superimposed on the main course objectives was creation of power.

Power

Human Growth & Development Problem Solving

Central Objective: Creation of Power

Main Objectives for Course

To develop:

1. An appreciation of self.
2. An awareness of problems and commonalities.
3. A desire for conscious control.
4. Knowledge of the scientific method of problem solving.
5. Ways of creating resources, thus, alternatives and resultant power.
6. An acceptance of consequences as a natural and expected part of choice making, hence the responsibility of the decision maker.

Additional general objectives were developed to coincide with the six areas of home economics explored along with specific ongoing behavioral objectives related to student performance within each area.

Handout A

1. I think homemaking is:

2. The things I like most about it are:

3. The things I like the least about it are:

4. If I had time to do what I wanted to do, I would enjoy:

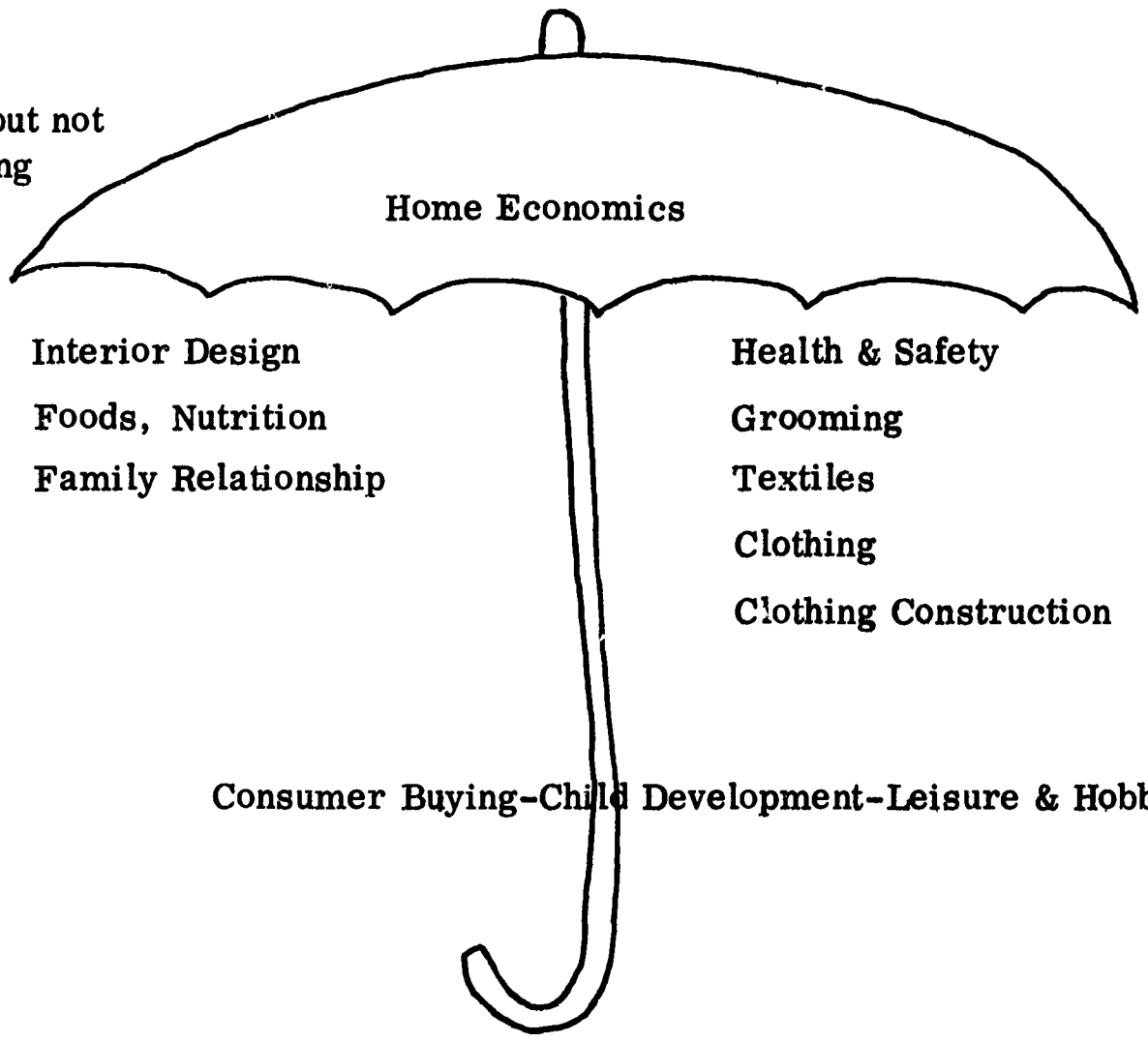
Lesson I. Orientation

General Area Objectives

1. To build a bridge between pupils and teachers.
2. To bring about an awareness of what the field of home economics consists of.
3. To develop an appreciation of reading as it affects outlook.
4. To establish a definition of management.
5. To set tone for remainder of course as an idea seminar.

Specific Objectives as Related to Content of Area

Methods		Aids
Greet	1. Participate freely in group social time, being at ease and partaking of coffee and cookies.	Buffet
Use Mineo.	2. Define and write what is homemaking. See Mineo A	Pencil and Paper
Lecture and Drawing	3. Listen attentively to verbal teacher explanation of what homemaking as a curriculum does include.	Visual Color-coded homemaking curriculum. Blackboard



Teacher Explanation & Directed Questions	4. Understand meaning of management equation and its relationship to the uniqueness of the individual.	Blackboard

Resources (What you have) ---------- Yields (used) ----------Maximum Satisfactions (not happiness)

Questions include:

Question: "What do we mean by a resource? Jan, what might such a list include?"
Answer: "Well, like money?"

"That's good. Resources actually can be classified as human and non-human. Let's progress around the group and see what some others might be. Would everyone have the same resources, Pat?"

"No."

"Why not?"

"Jan might have more money than I have because I have 11 children?"

"I see. That's entirely possible. But regardless of the difference would you say it was possible for each of them to use what they have in such a manner that each could experience a similar degree of satisfaction?" etc.

Teacher Explanation	5. Listen to teacher explanation of the above in relationship to planning for goals and the seeking out of one's own unique desires as a criteria for setting goals.	Blackboard
Show and tell of preschool ideas for children. Do paper cutting of a dog and flibber. Demonstration.	6. To accept the seminar as an idea seminar in which a two way exchange is of primary importance. Assign students to return next week with an idea of their own for child development also one of their favorite hamburg receipes. Handouts on new ways of looking at laundry booklet and ways of skim reading such information.	Newspaper & Shears

Lesson II. Consumer Buying

General Area Objectives

1. To explore the area of consumer buying and related concepts of perception, planning, controlling and evaluating, also types of cans, sizing, ways of shopping and truth in packaging.
2. To become aware of the versatility of hamburg as a focus for creating new alternatives.
3. To look at the importance of table.
4. To understand the importance of nutrition (basic 4) in the diet.
5. To relate the role of ideas to children's play.

Specific Objectives as Related to Content of Area

1. Copy down the basic 4 as a base for nutritive meal planning.
   Methods: Teacher explanation
   Aids: Poster & Bulletin board

2. Comprehend the relationship between planning for food buying, controlling the purchases and evaluating the results.
   Methods: Teacher-student dialogue
   Aids: Blackboard, Bulletin on Shopping

3. Discuss current problems related to shopping in the supermarket.
   A. A list as a technique
   B. Knowing market arrangement.
   C. Truth in packaging and labeling.
   D. Types of cans.
   E. Small sizes vs. large sizes.
   F. Cuts of meats and related ways of cooking them.
   G. Comparing prices.
   Methods: Round Robin, Teacher directed, Teacher-student reading of newspaper advertising.
   Aids: Blackboard, bulletin on shopping, Can & meat, Bulletins, Daily Newspaper

4. Share with the group individual hamburg receipes that will point up how to make the same old thing look and taste different.
   Method: Idea Exchange
   Aids: Breakfast bulletin

5. Receive information on how the importance of table setting using variety of color and decoration to give illusion of change when basic food selection limits variety.
   Methods: Teacher suggestions

6. See and feel soap whip as a media for creative expression for children; also play dough.
   Methods: Teacher Demonstration
   Aids: Play dough & Soap whip

7. Write down receipe for play dough.

   2 cups of salt
   1 cup of flour
   2 tbsp. salad oil or shortening
   food coloring (optional)
   2-4 tbsp water or more to make dough pliable consistency
   Keeps in covered can for two weeks. Refrigeration will facilitate longer periods.
   Aids: Blackboard

8. Listen to a child's book being read in order to understand the play on words that children of preschool age enjoy.
   Methods: Reading by Teacher
   Aids: City library books

Lesson III - Fabrics, Fashions and Sewing

General Area Objectives

1. To become aware of "why" sew as related to "how."
2. To establish the hierarchy of why first, if at all, how second and evaluation of it third.
3. To help student become aware of a decision making method.
4. To bring about an appreciation of sewing as creative art form.
5. To become aware of the field of children's literature, scope and the library resource.

Specific Objectives as Related to Content of Area

1. Discuss question of why sew. (Each student giving own reason)
   "Which do you consider most important?"
   "Why?"
   "Thank you."
   Possibilities
   1. Recreation
   2. To save (Is it always a saving? Why not?)
   3. To be original.
   4. To get a fit

   Methods: Teacher guided blackboard listing of reasons.
   Rank-Direct Questions, Round Robin
   Aids: Blackboard

2. Listen to teacher explanation of the importance of the why in relation to the how. (Introduction to decision making.)
   Methods: Teacher monologue, Student-Teacher Examination of Alternatives (discussion)
   Aids: Blackboard

   After deciding why then go ahead and sew.
   A. Goal-type of dress, style and fabric.
      When is it needed
      For what occasion will it be worn
   B. How-methods (a blueprint)
      Initiate work.
      Control it-sustain schedule
      Check against progress in relation to end goal.
   C. Evaluate it-look back.
      Was it worth it
         Time
         Money
         Satisfaction
         Did it serve its purpose

3. Be able to explain what is style and what is Fashion.
   Methods: Students answers
   Aids: Newspaper pictures

4. Read what is fiber, yarn and fabric
   Methods: Study time
   Aids: Fabric Bulletins

5. Listen to and copy down techniques for problem fabrics and construction skills.

   Methods: Teacher suggestion
   Aids: Blackboard

   A. Problem Fabrics:
      Stretch-Use stretch thread or sew over tissue paper.
      Velvets-Minimum stitching and basting, also looser stitch
      Laces-Use under fabric, as a liner.
      Satins-Baste first.
   B. Construction Techniques
      Pinning-Corners first, and then at right angles
      Cutting-long strokes; no pinking shears for initial cutting. Pink later.
      Notches-Cut outward, mark at inner stitch line.
      Darts-Direction for lying-toward center of figure.
      Stay Stitching-Stitch on slopes and curves just inside of seam line within the seam to prevent stretching.
      Pressing and Ironing-difference in techniques.
         Press-directly down on fabric with iron.
         Ironing-motion back and forth. Use paper between hem and dress.
      Notching-Used on outward curves. (outside radius)
      Slashing-Used on inward curves (inside radius)
      Grading-Cutting away of excess seam allowance when more than one layer of fabric is used and where seams overlap or rest together.
      etc.

6. Listen to teacher read a child's book and see the relationship between story and illustrations.
   Methods: Teacher reading
   Aids: City Library books

7. Answer questionnaire on use of the library
   (Data B)
   1. Do you know where library is located?
   2. Have you ever gone?
   3. How often?
   4. Do you check out books?

   Methods: Explanation
   Aids: File cards and pencils

Lesson IV - Grooming

General Area Objectives

1. To define the concepts of beauty, grooming and social awareness.
2. To become aware of the relationship of physical beauty to the psychological.
3. To understand the definition of a standard.

4. To explore the methods for bringing about good grooming.
5. To view additional reasons for reading to children.

Specific Objectives as Related to Content of Area

1. Participate in a verbal way in declaring what is beauty, grooming and social awareness.

   Topics (Consider uniqueness of the individual)
   A. The way you look. (Physical appearance)
   B. The way you act. (The way others perceive you)
   C. The way you think.(Positiveness, reflection of thought and knowledge of self)
   D. The way you feel. (Combination of attitude and physical and its effect on physical; exploration of energy as related to nutrition, rest and purpose)

   Methods: Buzz groups for discussion and group reporting. Assign Topics
   Aids: Blackboard

2. Listen attentively to explanation of a standard as being a model of excellence.
   Methods: Teacher monologue

3. Observe models for hair styling.
   Face Types
   Glasses

   Methods: Illustrations
   Aids: Styling Book

4. Listen to steps for skin care and observe demonstration.
   Methods: Lecture & demonstrations
   Aids: Blackboard, Comb, Tissue paper, Crepe paper, Cleansing cream, Astringent, Lubricating cream, Avon bulletin

   Facial Care-Steps
   A. Cleansing
      Dry skin-cream
      Oily skin-soap and water
   B. Stimulation
      Cold water
      Patting
      Toning Lotions
      Exercising
   C. Lubrication
      Oils
      Lotions
      Night Creams

5. Relate silhouette and movement to figure faults and correction by participating in exercises.
   Methods: Teacher led exercises
   Aids: Room Space

Exercises to use:

Ballerina extensions
Arm circles and handshakes
Toe and calf raises
Four count toe touch
Waist bend
Rope climb
Rag Doll shake and bounce
Jumping jacks
Stationary jog

6. Listen to reason why reading for children can offer experiences which will extend their own world and thus ready them for the educational world.

   Methods: Teacher monologue

Lesson V - The Home-Interior Decoration

General Area Objectives

1. To become aware of the environment in the home as physical, psychological, and emotional.
2. To understand spirtual environment as providing insight and curiosity in feeling and decor as opposed to religion.
3. To establish the relationship of self and self understanding to the field of interior design.
4. To explore ways of starting and proceding when attempting to use the principles of interior decorating.
5. To reinfor[illegible]he importance of books as a prime resource for child development.

Specific Objectives as Related to Content of Area

1. Determine what the word environment means.
   Physical
   Emotional
   Etc.

   Methods: Volunteer answers and direct questioning
   Aids: Blackboard

2. Listen to and consider the process for determining how one goes about decorating a room.
   Methods: Illustrations
   Aids: Junior High student projects completed on such an assignment.

   A. What will the room be used for; the activity.
   B. Who will use it, person or family. (Analyze and personalize interior)
   C. What is the orientation of room; lighting, doors, and windows.
   D. What is the room size and how do you wish it to appear.

3. Take notes on art principles and how one views a room he is just entering.

Methods: Lecture and written listing
Aids: Blackboard, booklet

Art Principles:

A. Hue (color)
   Value-tint or shade (darkness or lightness)
   Chroma-Intensity (brightness or dullness)
B. Texture
C. Size and proportion
D. Line and balance
E. Harmony

How one sees in order of entrance

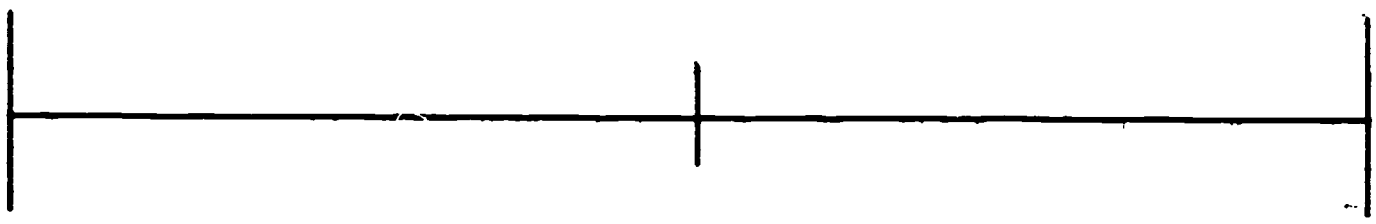
A. First one sees size and shape
B. Second he sees color
C. Third he sees texture

(These effect what should be considered first)

VALUE CONTINUUM

Where are you?

Good Management: Resources ↓controlled → Maximum satisfaction
↑used



Helpless Hilda
No control
Unaware of resources
No plan - going nowhere
and doesn't know why

Efficient Effie
Smug
Full Control
Never a mistake

4. Take home ideas for changing rooms that are inexpensive and colorful.
   Aids: Booklet

5. Place self on a continuum for good home management. (Used here to prepare student for final look at management in 6th lesson)
   Methods: Directions
   Aids: Use continuum

6. Listen to assignment for last lesson: keep an account of one day's activities
   Methods: Assignment

7. Relate previous discussion on books and the library source. View display of special books.
   Methods: Description by Librarian
   Aids: Resource person, city librarian

Handout B

Home Management Notes - M. Hartel

Good Decisions

Good decision making is the heart of management. One developes greater control of life situations and thus "power" to direct outcomes when he practices as often as possible the following:

1. Defines the problem--Not only aware of anxiety, but consciously analyzes it.

WHY 2. Understands values---Knows what kind of a person he is by re-evaluating his own code of values. "Do I want to go in this direction? Do I really desire this?" "Whys become the road map for setting goals.

WHAT 3. Sets goals---Goals are the where one wants to go in life. They may be thought of as short term goals, intermediate goals, and long range goals. Some take a lifetime. The more one matches his goals to his "Whys" (makes sure this is what he really desires), the greater the satisfaction will be when he reaches them. Also to set goals without realistically having the resources to achieve them is ridiculous and frustrating.

HOW 4. Becomes aware of resources -- Ideas are important! One must become aware of his total resources. What do they include? They are both human and non-human. Resources often can be used in more than one way. They can be expanded. They can be created. They can be recombined to make new ones. They provide ways of control (power) for reaching goals that one truly desires. They are vitally important to be aware of what they are an attitude of expectancy and sensitivity is necessary.

5. Seek out alternatives -- One determines his alternatives in light of his resources but also in light of the consequences. An alternative way is not an alternative unless the person sees it for himself. There is no alternative way unless there is a choice.

The Problem Solving Model

1. Define the problem
2. Look to alternative ways of solving it. (Bring total resources into effect). Consider each alternative in light of what consequences will result. Then choose!
3. Put choice into action.
   a. Set a standard
   b. Follow a method
   c. Follow through
   d. Check against the standard as you go
   e. Revise plans if necessary
   f. Check and recheck
4. Look back and re-evaluate.

Ideas Seminar - M. Hartel

Lesson VI - Management

General Area Objectives

1. To become aware of the role of time, money and energy in relationship to home and family management.
2. To establish the importance of the uniqueness of families as a primary factor in development of a management pattern.
3. To become appreciative of the need for planning, ranking and controlling daily activities in order to reach goals.
4. To develop awareness of the total method of decision mkaing and the importance of resources and alternatives within its framework when solving problems.
5. To appreciate the necessity of leisure and hobbies and to become aware of the resource of reading as related to these areas.
6. To explore self identity.
7. To evaluate course.

Specific Objectives as Related to Content of Area

1. Listen to and write ways of controlling money.
   A. Get on a cash basis.
   B. Have a savings of 1-3 times monthly income before investing.
   C. In light of the above, if A and B prove impractical; the best way is to make rational decisions.

   Methods: Teacher-author suggestions
   Aids: Blackboard, pencil and paper, Management notes - Handbook B

2. Respond to table on percentages of income as a guide for main expenses such as food, clothing, shelter, transportation, recreation, etc.
   Methods: Indirect and direct questioning
   Aids: Blackboard

3. Receive information on time and energy management as related to Classes of Change.
   A. Class I , Change of Procedure (no expense)
   B. Class II, Change of Equipment (may be expensive)
   C. Class III, Change of Product (end goal changed)

   Methods: Teacher Explanation
   Aids: Blackboard

4. Report on assignment given in Lesson V on one day of activities.

   Methods: Round Robin

Handout C

I	II	III
Have to (necessary)	Hope to (not really necessary	Want to (related to desires)

Schedule of a Saturday (First a list chosen from the I, II, or III classes.
Should include most of chores from I, some from II and one or two desires from III.
Next---Put into a time schedule that is sequential.

7:00 a.m.

10:00 p.m.

5. Rank next Saturday's activities.
   Methods: Instructions
   Aids: Handout C

6. Develop a time schedule from the ranking.
   A. Have to (include all)
   B. Hope to (include some)
   C. Want to (include one or two)

   Methods: Forced Choice

7. Participate in reading aloud special management notes.
   Methods: Turn Taking

8. Look over books on table that are sources for leisure time and hobbies
   Methods: Reminder by teacher
   Aids: School library books

9. Evaluate self and course by completing questionnaire.
   A. Look at self (3 wishes).
   B. Look at future.
   C. Look at course content.

   Write answers.
   Methods: Self explanatory

Course Evaluation

1. For me this course was

2. If I could change it, I would have included

3. This course shows books to be a great resource. Reading skills for good reading were discussed. Reading for personal pleasure or to my children in the next few months seems

4. If I could have 3 wishes they would be

5. My control of the future appears

Additional comments:

Special Problems as Related to Grid Analysis

Home Economics is a multidimensional approach to the study of the family. It draws upon the natural as well as the social sciences to give insight. In addition, it explores the multi positions of the family manager in meeting the families' needs. Because of this, it would appear that the value clarification process instead of proceeding in this study in one area becomes involved in many despite the central emphasis on management. Management to be understood must beam in on a specific and in this course it did just that; only each of the six classes concentrated in a different area of homemaking.

In developing the grid, it therefore, became necessary to list the main course objectives across the top of the grid and attempt to see the percentage of each within each area, instead of specifics, as originally designated. All six areas of homemaking explored had additional main objectives as well as specific objectives each week.

GRID

Objectives / Methods	I	II	III	IV	V	VI	Totals
Orientation	5	3	1		10		19
Consumer Buying		5	2	10			17
Clothing Construction	2	2	1	5	5	3	18
Grooming	2	3	3		3		11
Interior Decorating	3	2	1	3	3		12
Management	2	3	5	7	1	5	23
Total	14	18	13	25	22	8	100

Tabulation of Data

Soft Data

Soft data consisted of attitude response, facial communication, attendance and inclination to take an active part.

Most seemed happy to be attending and were agreeable and attentive. Several were most eager, offering suggestions and responding to questions. Those less eager nevertheless did participate when questioned directly and were among the group that did return at least 85% of the time.

Hard Data

Lesson I Handout for Completion Mineo A

1. I think homemaking is: Cooking xxx
Sewing xx
Cleaning x
Family Problems x
Taking care of the house xx
Taking care of the family x
Keeping up with the price of food and clothing x
A drag x
No reply x
Managing and caring for a home x
Someone the kids can look up to and love and understand problems x
Washing clothes x
Being a nurse, teacher, chauffeur, etc. x
Organized method of running and maintaining a home x

2. The things I like most about its are:
Cooking xxxxx
Child care x
Sewing-mending xxxx
Not too much--does it for the kids x
Reading to the children x
Ironing x
Learning new things, especially different meals x
Washing floors and clothes x
Cleaning x
Changing the house around x

3. The things I like least about it are:
The sameness over and over x
Cleaning house xx
Washing dishes xxx
Ironing xxx
Dusting x
Picking up x
Trying to figure out how to bring up a child, what's right x
Housework in general x
Not anything x

4. If I had time to do what I wanted to do, I would enjoy:
Sewing xxxxx
Needlepoint or Handicrafts x
Outside recreation xx
Gardening x
Reading xx

Being with people x
Doing things with others x
Sitting x
Listening to the children x
Reading to the children x
Hiking and playing games with the children x
Camping x
Gourmet cooking x

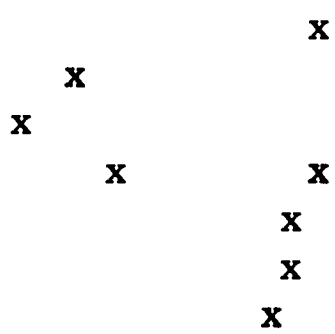
Lesson III Handout for Completion to Determine if Library Resource was Being Used. File Cards

Questions	Answers
1. Do you know where the library is located?	1. 6 yes
2. Have you ever gone?	2. 3 yes 3 no
3. How often?	3. 1 no reply 1 every two months 1 once in one year 2 once in two years 3 once in six years
4. Do you check out books?	4. 5 no 1 yes (Lansing Library)

Lesson V Handout - Management Continuum

Question - Where are you?

Helpless Hilda Middle Efficient Effie



Lesson VI - Evaluation of Course and Student

Questions Asked:

1. For me this course was-
2. If I could change it, I would have included -
3. This course shows books to be a great resource, Reading skills for good reading were discussed. Reading for personal pleasure or to my children in the next few months seems -

4. If I could have 3 wishes they would be -
5. My control of the future appears -

Answers given. (No social workers participated in the final evaluation.)

1. Helpful, and was nice to get out of the house for awhile and to see other people.

   Interesting.

   Very interesting. I'm sure I learned a few things to help me out. It was also a chance to get out.

   Very helpful and interesting. I learned a lot also.

   Very useful. It woke me up to several things as a rule I overlooked.

2. No answer.

   More on sewing and about hair.

   More time.

   More about glamour.

   Ideas on disciplining children.

3. Like a good idea, because I'm a very bad reader and I should read more to my kids.

   I have better ideas.

   Like something I will continue to do. I like to read and so do my children.

   Like a very good idea.

   Like a very good idea and very educational for the child.

4. A little more money, a husband and a good father for my kids.

   To have more money, and a nice house and a washing machine.

   Fix my house or buy one in the country.

   More time, money, and a new home.

   Have more patience with children and other people, a good job and find a good husband.

5. When my kids all get in school, I would like to get a job and have a little better life for me and the kids.

   To make life better.

   No answer.

   To be pretty good.

   Would like to get a good paying job, so I could support myself and give Lisa that things she wants.

Additional Comments: Thank you, it was nice to know both of the teachers.
I think our teacher being so great made it more interesting.
It was really a treat getting away from home and having a chance to discuss things in a group. This is something I feel all women should do.

Evaluation and Interpreation of Handout for Orientation

More thought of homemaki. cooking than any other chore. Tying for second place was sewing and taking care of the house. Only one saw it as management, one as an organized method and one viewed it as multiple roles. This corresponds to the traditional view of homemaking as seen by the lower socio-economic class and is task oriented.

Five persons listed cooking as being the most desirable part of homemaking. This was followed by sewing once again, reinforcing the task approach. Washing dishes and ironing tied for first place as being most disliked with house cleaning running second.

If given time for pure enjoyment, five chose sewing for pursuing in leisure time. Reading and outside recreation tied for second with two replies.

It is evident that at least in the beginning of the course, few saw homemaking as anything but task completion and only two saw any connection between methods or management with the home and family.

Since the social workers participated as students along with the mothers, there is a possibility that the weight given to the management concepts came from their replies, as well as seeing multiple roles of the homemaker.

The expression on some of the students part to see a need for other people and recreation mirrors many housewives' desires to occasionally leave the house which they view as somewhat of a prison.

Analysis of Library Handout - File Cards

As might be expected, these women did not make use of the library resource, even though they were well aware where the library was located. For them this was not a valid alternative. They did not see it as offering for them a way of improving their life style and supports the idea that an alternative is not an alternative for a person unless he himself sees it as an alternative. It did not suggest to them the possibility of increasing control of their life situation by providing entertainment for their children and themselves, knowledge for themselves or education for their families.

The three remaining sessions included a few minutes at the end of each lesson to bring to them the types of books offered, how they might possibly include them in their lives. The librarian was used as a resource person to speak to them on new facilities, books, and procedures for using the library during the 5th lesson. The final lesson suggested the library as an information source on hobbies and an attempt was made to tie avid interests to books.

When the Library survey was taken, attendance was lower than usual. However, all no's (did not use the library) were from the adult students and the one yes was from a social worker who was present.

Analysis of Management Continuum

These women tend to see themselves as inferior managers. For them life is really quite chancey. Laying plans and working toward them has never been a real part of their life style. They sensed that lack of resources, and thus, power, was negligible.

An attempt was made to make the extreme ends of the continuum unacceptable, by suggesting complete idiocy at one end and smug complacency at the other.

Regardless of which area of homemaking was being explored for the week, each time a return to a related concept of management was included and was a target goal for the final lesson, bringing into clearer focus the equation:

$$\text{Resources} \ \frac{\text{controlled}}{\text{used}} \ \text{yields} \longrightarrow \text{Maximum Satisfactions}$$

Thus building piece meal on their management knowledge they, hopefully, brought a new awareness to Management by the course end and greater discernment to the management notes handed out in Lesson VI. These notes pre-presented an accumulative effort to make vital points and provide for them a scientific method for personal problem solving.

Analysis of Course Evaluation

Open ended questions were used so there was leeway for greater self expression. The stems of the questions directed answers to an area of thought without pre-selecting the reply for the adult student. While there is some possibility that the student attempted to write what they thought we would desire to hear, it appears that their replies were candid, especially in the area of additional comments where no stem was given. Trends of replies indicated a similar thinking orientation for each and could give possible clues for interest areas, since all replies were made by individuals without consultation with each other..

From the replies, it would seem that most thought the course was interesting and helpful, and it was a welcome relief for them to get out of the house. If they could have changed it, they would have liked more time, more on personal appearance and more ideas on disciplining children; an area that several made verbal comments that they felt inadequate in.

The majority stated that reading seemed like a good idea and three mentioned reading to their children as desirable. Only one states she had better ideas and she may have meant that the idea seminar itself had improved the quality of her own ideas.

If I could have three wishes they would be question, helped them to select from a range of their own goals and forced a value judgment. Three mentioned more money, with two giving it top priority. Three specified the area of home with one desiring a country home, one a nice home and still another a new home. One wanted a husband, another a <u>good</u> husband and still another a <u>good</u> father for the children.

No attempt was made to define "good." Only one mentioned a good job. Another mentioned greater patience and more time. Money, men and home tied for importance.

When viewing the future, one student felt control was not pretty good and at the other end, one refused to answer; which might indicate that for her it still appeared so chancy she would hate to venture a reply. Two desired to improve the future by getting jobs and thus consequently improving life for the children. For one student the desire was to make life better without giving any plan for doing so. It was difficult to determine if by course end, goals and planning for them was adding a new dimension to their lives, but the answers would indicate divergency and possibly greater goal orientation.

Additional comments were gratifying since these were unrequired and two stated they had enjoyed the teachers, thus indicating some bridges between education per se and the students had indeed been built. A third once again mentioned the treat, getting away from home, and expressed the need all women feel for problem discussion.

Analyzation of Progress of Value Clarification

In determining to what degree my women students advanced on the value scale taxonomy designed by Bloom, both soft and hard data has been given careful attention.

Early stages of receiving, awareness and willingness to receive appeared as early as the first meeting. They seemed eager to be participating in the Idea Seminar and were polite and relatively attentive. Attention lacked control in some areas where theoretical approaches were being made, but picked up when they could begin to see that there was indeed a relationship between what was being said and their private lives. One by one they responded when asked a question that they could relate an incident to the group. They moved to responding by the third meeting and were actively responding with less direct questioning. Repeatedly they were told their ideas were important and that in this type of seminar a two way exchange would benefit us all. They often displayed pleasure with their contribution and I felt were beginning to move into the third state of the taxonomy by the last lesson.

It is impossible to say to what degree they were each valuing or prizing at the conclusion of the course, although all answered freely to the final questionnaire and committed themselves to three wishes they would like.

I had hoped to reach as a final ending mark for the course 3.2 on the taxonomy, or preference for a value. "Behavior at this level implies not just the acceptance of a value to the point of being willing to be identified with it, but the individual is sufficiently committed to the value to pursue it, to seek it out, to want it." To want it was the level I was most concerned with. Hopefully, they have begun to see the relationship between the management of their lives and power, or creation of alternatives. This perhaps is not a happy ending, but rather I would like to think, a beginning. A beginning from which they may eventually move on to commitment, organization and charactization into an integrated life style.

Future Directives

I feel that this project was most successful. It did well in following a specified time schedule. Results are hard to determine since more soft data than hard had to be used to assure continuance of a good relationship between students and teachers.

Time pressure was a hindering factor. There was never quite enough time to present as much as was planned. This same factor, however, forced a selection of major concepts that were pertinent and necessary to their progressive understanding of problem solving, and so, perhaps was a blessing in disguise. Since these women had somewhat of a short attention span and seemed most interested when new things were being presented and when action appeared to be swift, lack of time proved again to be of value.

Since this was a pilot program and with a select group, another unit with a less apt group might prove less effective. Careful selection by social work counselors aided in mating the women to the curriculum. For those less ready to understand the theory set forth, a simplified approach would be required with emphasis more directly in the skills and with management as seen through the completion of chores.

It would appear, however, that additional and perhaps more permanent seminars would serve the needs of ADC mothers and despite efforts by those contributing to such work, the rewards would become paramount when compared against the extra care and services now required from the community, to provide help for these persons.

APPENDIX

Resources

Books

Hatcher, Hazel M. and Andress, Mildred E. The Teaching of Home Economics. Boston, Massachusetts: Houghton Mifflin Co., 1963.

Gross, Irma H. and Crandaall, Elizabeth Walbert. Management for Modern Families. New York: Appleton-Century-Crofts, 1963, 2nd ed.

Rainwater, Lee, Coleman, Richard P. and Handel, Gerald. Workingman's Wife. New York, New York: MacFadden-Bartell Corporation, 1962.

Raths, Louis E. Harmin, Merrill and Simon, Sidney B. Values and Teaching. Columbus, Ohio: Charles E. Merrill Publishing Co., 1966.

Outlines, Mimeographs and Notes:

MSU Course

CD-261 Human Growth and Development
ED-482 Guidelines for Independent Study
ED-822 Seminar on Values

HMC-331 Decision Making
HMC-332 Home Management
HMC-437 Family Finance
HMC-438 Consumer Economic Problems
HMC-444 Interpersonal Relationships of the Family
HMC-446 Family Studies
SW-428 Marriage
Phil.-350 History of American Philosophy
Soc.-478 Culture and the Personality

Persons:

MSU
Dr. B. Paocci-Home Management
Miss Ann Field-Family Life Extension Specialist

Charlotte Public Schools
Miss Vera Calhoun-Curriculum Coordinator
Mrs. Jacqueline Hill-High School Remedial English Teacher
Mr. Eldred Toutant-Recreation Director

Charlotte Cooperative Nursery School
Mrs. Jane Tharp-Charlotte Cooperative Nursery School Teacher

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DEVELOPING AWARENESS OF THE ACCOMPLISHMENTS AND PROBLEMS ENCOUNTERED BY THE NEGRO RACE*

Specific Values:	**Knowledge and Respect**
People Involved:	**All teachers and students at Marywood Academy**
Time:	**Full year**

Project on Student Values
3860 Plainfield Ave., N.E.
Grand Rapids, Michigan 49505

***Materials prepared by Sister Mary Janowiak**

DEVELOPING AWARENESS OF THE ACCOMPLISHMENTS AND PROBLEMS ENCOUNTERED BY THE NEGRO RACE

Abstract

I. Philosophical Statement. The ultimate basis for this paper is Christ's injunction to his followers to "love one another." Requisite to this love is knowledge and respect for the one loved as well as interest in him.

II. General Objectives.

A. That students develop an esteem and appreciation for Negro persons.
B. That students become aware of the present problems which many Negroes face in our society.

III. Specific Objectives.

A. Student will take a greater interest in the race issues evidenced by greater attention to rews items related to topic, by more classroom discussions, more bulletin board displays.
B. Students will contact personally black people in order to get information for their project.
C. Reflection on their attitudes toward the Negro.
D. Knowledge of the problems faced by Negroes.
E. Recognition and knowledge of persons and their contributions to world culture.
F. An appreciation of the works contributed by the Negro.

IV. Context. The unit will involve all High School students of Marywood Academy, a Catholic school for girls. A majority of students are from homes which place emphasis on intellectual accomplishments. Most are from upper middle class homes and a number of their fathers are professional men.

Project will be carried out both inside various classes as well as outside. Teachers and students will be working together to gather information so that it may be compiled into two interesting and informative assemblies.

V. Content

VI. Methods. Two student planned assemblies will be presented. Prior to these the ground work of organizing teachers and students will have to be done. The first assembly will deal with the historical and aesthetical accomplishments of the Negro race. The second assembly will deal with the present day dilemnas Negroes face in our society.

VII. Time Schedule. Together, both assemblies will take almost two semesters. We will begin groun work as soon as school begins.

DEVELOPING AWARENESS OF THE ACCOMPLISHMENTS AND PROBLEMS ENCOUNTERED BY THE NEGRO RACE

Philosophical Statement.

The repeated admonition of Jesus Christ to his followers was "love one another." The command appears quite simple but its depth of meaning can only be approximated in the lifetime of any one person. Although I am basing this unit on this very lofty ideal, I am aware that our work will at best, scratch but the surface in arousing true love for another.

General Objectives

A prerequisite for love of another is knowledge and respect. It seems logical that if students can be made aware of the excellent contributions of the Black people to world culture, they will be one step closer to love of their neighbor.

A second objective which I hope will be attained is the awareness by our students of the problems faced by black people in their daily lives which do not present themselves to white people. If one does not see the needs of his neighbor, can one really experience the love which Christ preached: "When you give a lunch or a dinner, do not ask your friends, brothers, relations or rich neighbors, for fear they repay your courtesy by inviting you in return. No; when you give a party, invite the poor, the crippled, the lame, the blind." (Luke 14:12-14)

Two objectives which will not be included in the testing but which are anticipated outcomes of this unit are: (1) building the students own self-esteem which in turn should make them more capable of loving, and (2) added knowledge of the heritage and problems of certain groups in our society which will aid in making wise judgments when dealing with these specific problems.

Specific Objectives

An awareness of the contribution of Negroes to world culture will be evidenced by (1) recognition that some of the great contributors to our civilization have been Negroes, (see questions 1, 11, 15, 16, 20); (2) knowledge of the contributions which Negroes have made to our culture, (see statements 7, 12, 14, 28, 21, 34); (3) appreciation of compositions contributed by Negroes, (see statements 4, 6, 13, 28, 25, 34).

The awareness of the problems faced by Black people in the United States will be evidenced by responses to the following statements: 8, 18, 19, 23, 26, 27, 29, 30, 31, 32, 36, 22. Greater interest in the race issue will be indicated by responses to the following: 2, 3, 9, 25. More personal contact with black people should be evident from statements 5, 10, and 17. A reflection of one's own attitudes toward black people will be found in statements 24, 25, 33, 38.

Content

The unit will involve, in varying degrees, all high school students of Marywood Academy, a Catholic school for girls. A majority of students are from homes which place emphasis on intellectual accomplishments: of last year's graduating class, over 90% will be attending college. Most are from the upper, middle-class, white, socio-economic bracket and a number of their fathers are professional people.

Students and teachers in almost every subject area will be working during class times as well as outside of class in small groups. After research has been done, all taking an active role will have to meet to organize presentation for the rest of the student body.

Outline of Content

A study of the lives of famed Negroes, both of ancient and of present decades will have to be done by students. These persons would include great rulers, lawmakers, leaders in the military, writers, poets, musicians, scientists, etc., from books, films and records. Some may deal more with the compositions produced by Black people.

For the second assembly students would pay more attention to the message found in the works, (first assembly would emphasize the aesthetic qualities) as well as the problems exemplified therein.

After students have done individual and/or group work, meetings will have to be scheduled for presentation. Students will be expected to share, in an interesting manner, with the rest of the student body, their findings.

A materials corner will be set up in which students can find information and share it.

Methods

1. Contact teachers individually and informally about project.

2. Briefly explain project to all teachers at first faculty meeting, August 23, and invite their participation. Meet with interested persons after general meeting to plan work. They will I am quite sure, add new ideas and scope to work.

3. Test administered to all high school students (first full week of school).

4. Student involvement
   (a) Make known test results to students
   (b) Show film The Third Chance
   (c) Invite students to participate in further study in the area

or

(a) Let teachers explain project to students in their respective classes.

or

(a) Use theme of this project as theme for traditional Skit Night in which each class presents an original skit.

5. Meet with teachers and students who will participate to plan work

6. Set up materials corner

7. Suggestions for assembly: stress student performance, interesting as well as informational, use Negro artists, displays, movies, songs, records, panel discussion.

8. Organize and present assembly. (Dates open: October 24, 31, or week of November 18.)

Second assembly, to be scheduled during the second semester will be handled to a great extent by teacher for Contemporary Problems class. Details are yet to be worked out.

Evaluation

At the beginning of the year, the first full week of school, all students will be asked to complete attached test without names. The same test will be taken a second time some time after the second assembly has been produced. Responses to each item will be tallied and comparison will be made between positive and negative responses.

Recommendations

It would be advantageous for me to have had a more extensive background in the area of race relations before working out this unit. A full course in Negro history would no doubt bring about objectives more readily than the procedure I have followed.

Many of the methods offered in the workshop were very apropos to classroom application. Had I selected a project confined to classroom environment, more specific use could be made of the methods offered. However, this is not to say that the methods studied will not be valuable to an administrator. Indeed, I believe they will be very helpful in dealing with students as well as adults in the course of the year. However, it would be rather difficult to pre-arrange situations in which methods would be used!

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Please place an "A" before the statement if you Strongly Agree with it, "B" if you Agree, "C" if you Disagree, and "D" if you Strongly Disagree.

1. There is very little recorded in history books about the accomplishments of Negroes in the world.

2. Little evidence can be found around Marywood which would indicate that racial problems are very urgent.

3. I frequently discuss the racial problems with my friends.

4. I enjoy listening to "Soul Music."

5. I have often spoken personally with a black person.

6. I enjoy the beautiful rhythm exhibited by black dancers.

7. Many of the freedom songs sung by Negroes during protest marches are valid reflections of our social condition.

8. I normally read at least one or two articles per week which have to do with race issues.

9. Last year we seldom discussed in any one class issues related to race.

10. I have voluntarily attended lectures which dealt with racial problems.

11. Negroes have contributed a great deal toward gaining and preserving democracy especially during times of war.

12. Black have contributed to human culture in the field of art.

13. I seldom listen to jazz because it is not considered good music.

14. Negroes, because of their surpressed condition here in the U.S. have not been able to contribute very much to American culture.

15. I can from memory name seven outstanding figures in history who were Negroes.

16. Negroes should get into the political scene more; after all, we've never had a Negro senator.

17. I do not have any close acquaintance among the black people.

18. Black people should not be so eager to get everything at once.

19. White people now living in America are the cause of the present injustices inflicted on the Negro.

20. I have come across very few Negroes, if any, who have been really great in the history of the world.

21. Negroes have contributed much to our culture in the field of poetry.

22. Many employers would employ Negroes but they cannot find ones with sufficient training.

23. The race issue is beginning to occupy too much of the nation's time and energies.

24. There may be few exceptions, but in general, members of the Negro race tend to be pretty much alike.

25. The race issue is not one which we should spend school time on.

26. It is quite unfair to criticize movies, television, magazines, and newspapers which have not taken an active role in contributing to integration.

27. If black people were more careful of their property, they could move to any home they would like.

28. (Answer this question only if you enjoy reading poetry) I would like to read poems written by Negroes if there were some good ones written. I am not familiar with any very good ones.

29. The bussing of Negro students into predominantly white schools should make Negroes happy.

30. During earlier times in America, white people were the cause of abuses suffered by Negroes.

31. With public education being offered today to everyone, there is really very little reason for black people not having a good education.

32. Black power people are, in my estimation, demanding too much from society.

33. If Marywood's school population was about half Negro and half white, I would still be enrolled, all other things being equal.

34. Marywood's Library should subscribe to magazines which are predominantly Negro, such as the Ebony Magazine.

35. Negroes moving into an all white neighborhood does not cause the property to depreciate.

36. The black people themselves are responsible for the present unsatisfactory conditions they find themselves in.

37. If black people were more conscientious in their work, there would be many very good jobs available to them.

38. I would not be at all concerned if newstands carried only magazines with predominantly Negro pictures.

39. This questionnaire _____
(your reaction)

CONTENT / METHOD	Recognition that many of world's great historical figures were Negro	Knowledge of the contributions of Negroes to world culture	Appreciation of works contributed by Negro artists	Awareness of problems faced by Black people which whites do not encounter	Greater interest in racial issues	Personal attitudes towards Negroes (conscious of)	Personal contacts with Negroes+		Total
Test				1	1	2			
Meetings for planning	1	1		5	2				
Independent* Research	6	6	5	9	3	1	1	1	32
Assembly (organization & Presentation	4	5	5	10	3	1	1	1	31
Classroom discussion	2	2	1	6	1	1			14
Bulletin board displays	1	1	1		1				4
Reflection						5			5
Total	14	15	12	31	10	10	7		100

*Independent research includes: listening to records, viewing films and filmstrips, television, reading books and magazines, study of poetry, literary works, autobiographies, etc.

+First column represents percentage of time devoted to contacts made for first assembly; second column applies to second objective and assembly.

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IN-SERVICE MEETINGS WITH STAFF ON VALUE EDUCATION*

Project on Student Values
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Grand Rapids, Michigan 49505

*Prepared by Douglas Kane

IN-SERVICE MEETINGS WITH STAFF ON VALUE EDUCATION

Abstract

I. Philosophical Statement. If we are to humanize the instructional process, we must insist that the subject matter we teach is relative to today's student. It must pertain to the realities of today's world. Value education can provide the processes by which education can become relevant.

II. Statement of General Objective. Teachers need to know and understand the theory of value education in order to more effectively humanize instruction.

III. Statement of Specific Objectives for value education. Value education can effectively help to humanize teaching, especially in the areas of classroom control, student motivation, and the achievement of subject matter objectives.

IV. Statement of Context. This study unit is to be used in a series of in-service training sessions with the teaching staff of Bellevue High School, Bellevue, Michigan. Bellevue High School has an enrollment of 400 students with a staff of twenty-one teachers.

V. Outline of Content. It is the purpose of this unit to provide teachers with the techniques of value education so that they can more effectively handle classroom discipline, stimulate student motivation, and plan subject matter objectives.

VI. Methods. Clarification and definition of terms relating to value education and the numerous values methods and strategies as suggested by Rath, et al., Values and Teaching.

VII. Time Schedule. This unit is scheduled for six weeks, with one in-service session per week.

IN-SERVICE MEETINGS WITH STAFF ON VALUE EDUCATION

Philosophical Statement

There is a basic need to make the subject matter we teach in the classroom relative to today's youth. Students are questioning what we teach, how we teach it, and why we teach it. They are requesting, in some cases, demanding, that we make our curriculum relevant to the world of today. We, as educators, are finding it increasingly difficult to come forth with a rationale for what we are doing that satisfies ourselves, and we are far from satisfying students. What should the function of education be? What goals are we setting for our students? Are our objectives clearly stated? What do we value?

The implementation of value education and the proper use of value education strategies can provide us with tools to use in resolving the issue of relevancy. If we desire to humanize the instructional process, we need to provide students with a variety of meaningful experiences and alternatives from which they can derive their own choices. Value education can assist in providing such experiences.

Statement of General Objectives

1. Provide teachers with an explanation of what value education is.
2. Help teachers understand what values are.
3. Help teachers to clarify their own values.
4. Instill in teachers an awareness of how values affect behavior.
5. Relate value education strategies to the classroom.
6. Make teachers aware that value education can humanize instruction.

7. Show how the teaching of values can make the teaching of subject matter relevant.

8. Make teachers aware that students motivate themselves.

Statement of Specific Objectives for Value Education

It is the purpose of this unit to provide the teaching staff with an understanding of value education and to demonstrate that the teaching of values can make instruction more humane and relevant for today's students. It is essential that the teachers be exposed to the various concepts of value education and to strategies that can effectively be used in the classroom. It is with this purpose in mind that the following are listed as specific objectives of this unit:

1. A classroom teacher can apply various strategies and methods of value education for more effective classroom control.

2. The teaching of values may assist the students in motivating themselves.

3. The teachers will learn to make the planning of subject matter objectives more relevant to the students.

Statement of Context:

This unit on value education is to be used in a series of in-service-meetings with the high school teaching staff of Bellevue High School, Bellevue, Michigan. Bellevue High School is a small rural high school with an enrollment of approximately 400 students. The town of Bellevue is located in south-central Michigan approximately thirteen miles north of Battle Creek. The teaching staff consists of twenty-one teachers. This unit will be implemented in a series of weekly in-service meetings, one per week.

Outline of Content

For practical purposes, the content of this unit is limited to those areas of instruction reflected in the thesis of this paper. Following is a list of the ideas and materials used:

1. values:
   - A. Definition of a value.
   - B. Listing of the seven valuing criteria.
   - C. Explanation of the three types of values that a person might have.
   - D. Clarification of what value indicators are and their relation to values.
2. Behavioral Problem Types:
   - A. Clarification of the various types of value-related behavioral problems that exist in the classroom.
   - B. Provide examples of various value strategies that might be used in effecting desirable behavioral changes.
3. Motivation:
   - A. Clarify the meaning of motivation and the teacher's role in the motivation process.
   - B. Show how value strategies can help to stimulate motivation.
4. Planning Subject Matter Objectives:
   - A. Provide examples of how subject matter objectives can be stated clearly so that behavior can be observed.
   - B. Include examples of how the teaching of values can be included in the stated objectives.
   - C. Show how the teaching of values helps to makes one's objectives more relevant.

D. Include various strategies that can assist a teacher in monitoring achievement.

Methods

1. It is essential that the first step be to define the term "value" and to clarify the definition.

Value Defined

A normative, conceptual standard of the desirable that predispositionally influences an individual in choosing among personally perceived alternatives of behavior.

Values are normative because they are assimilated through social experience. The norms of the group are the most likely material out of which personal values are developed.

The conceptual nature of values is indicated to contrast the cognitive from the physical. To indicate that values operate at a conceptual level does not limit the fact that values are also felt, and therefore are emotional. The conceptual and cognitive qualities of values are necessary when one views man as a decision-maker who is aware of alternatives and can provide reasons for his choices among the alternatives. Values are not related to such concepts as instincts, autonomic, or maturational.

A value is easily defined as a standard of the desirable. The criterion by which one judges a thing to be good or bad is that personal standard of the desirable. If one values something, it is desirable.

When a person is cognitively faced with alternatives or options of behavior, he cannot help but judge them according to his system of personal values. When he is confronted with alternatives, his personal values provide him with fully-operational programming for making decisions. A person does not go against his values but an already conflicting value gains the immediate priority over other values in the system. A person cannot personally behave without value predisposition.[1]

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[1]Walter L. Thomas, "Pertinent Psychological Constructs on the Value Concept."

2. The second step is to list the criteria for a value. The following are the seven valuing criteria:

A. A value must be chosen freely.

B. It must be chosen from alternatives.

C. It must be chosen thoughtfully and reflectively.

D. It must be prized and cherished.

E. It must be publicly affirmed.

F. It must be acted upon.

G. It must be repeated.[2]

A value must meet these seven criteria. The clarifying responses as listed in Values in Teaching[3] will be used to further clarify these criteria.

3. The next phase is to define the three kinds of values a person may have and how they may or may not be integrated into a system.

A. Cardinal Value--That value that is most prominent and intense in one's personality. The cardinal value effects more behaviors than any other single value in the system; probably more than any other combination of values will effect. The big decisions will be based on the cardinal value. There is seldom more than one cardinal value; occasionally, there is none, or two, or three, but never more than three.

B. Central values--These are those values (around 5-7 in number) which are quite integrated with the cardinal value and with each other. At the same time, there is often conflict between the cardinal value and one or two central values.

C. Peripheral Values--All those values in the system except the 5-10 cardinal/central values are classified as peripheral. Although they are not infinite in number, in a given person they are probably countless. They may only effect one behavior in a

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[2]Louis E Raths, Merrill Harmin, and Sidney B. Simon, Values and Teaching (Columbus, 1966), pp. 63-65.

[3]Ibid.

life time, or they may compete frequently with a central value. They frequently jostle for position in the system, but after 12-15 years of age remain but peripheral. A given social condition could feasibly cause peripheral values to win out in behavior over central values or even cardinal values.

A person's values may or may not be integrated into a system. The process through which an individual's value system is integrated is known as the cardinalizing process. A person with an integrated value system has the ability to make decisions. If there is conflict among the intense values in the system then the system is not integrated. It can be said, perhaps, that a mature person has an integrated value system.[4]

4. The fourth step is to explain what value indicators are and their relation to values. Following is a list of value indicators:

A. Beliefs

B. Attitudes

C. Preferences

D. Interests

E. Opinions

Value indicators are expressions which are headed toward values, but they have not yet arrived. They do not meet the seven valuing criteria. Examples can be given here to show the difference between a value and a value indicator and the relationship between them.

Example: A person may believe that there exists a relationship between safety and the use of seat belts in an automobile, but he does not value it to the point where he always uses it.

Evaluation: Have the teachers clarify their own values. Ask the teachers to list ten or more of the things they are really interested in or like to do. Have them then list the seven valuing criteria and check to see how many of their interests can actually be classified as values. This is simply a form of self-evaluation

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[4]Walter L. Thomas, "A Model for Conceptualizing Personal Values."

to see if the teachers can understand the valuing process in relation to understanding their own values.

Methods

Here we will be concerned with the area of classroom control and how the application of various value strategies can assist the teacher to maintain more effective classroom control.

1. The first step is to define the various types of behavioral problems that might exist in the classroom. Following is a list of behavior types:

A. The apathetic, listless, disinterested student.

B. The flighty student.

C. The very uncertain student.

D. The very inconsistent student.

E. The drifting student.

F. The overconforming student.

G. The overdissenting student.

H. The role-playing student.

These may be further clarified by referring to values and Teaching, p. 175.

2. The second step is to use various value strategies and give examples of how they can be used in changing behavior. It is important here to emphasize that there is always behavior and that behavior is the result of one's values. The assumption used here is that as students who present problems in the classroom are provided value-clarifying opportunities, the behavior problems will become less frequent. It is important that the teachers realize that this process may take months and that the behavior of the student be correctly identified so that the proper strategy is applied. Following is a list of the strategies that might be used:

A. The value-clarifying response. This strategy avoids moralizing, criticizing, giving values, or evaluating. Here are some examples:

1. How did you feel when that happened?

2. Are you glad about that?

3. Would you really do that or are you just talking?

4. Have you felt this way for a long time?

B. The value sheet may be used with some forms of behavior. Refer to Chapter 6 of Values and Teaching.

C. Autobiographical questionnaire.

D. Thought sheets.

E. Weekly reaction sheets.

F. The value-clarifying discussion.

It is important that the teacher gain as much data about the student as possible. Various forms may be used or devised to gather such data. Refer to Values and Teaching, pp. 178-184, for such forms.

The classroom teacher must keep in mind that there are times when his rules shall be followed, even if the students do not value them.

It is also important to note here that the valuing process will not benefit the student who has emotional problems.

The valuing process in terms of classroom control involves the student in classroom activities and permits him to view his behavior, study and think about alternatives free of preaching and moralizing, and to freely make his choices.

Methods

Teachers have long been concerned about the motivation process. The question, "How can I motivate Johnny?" has long been a puzzle to teachers. We have devised various methods and techniques in attempting to motivate students in our classrooms with seemingly frustrating results. Often it seems that the students don t want to learn. Examine the following questions:

1. What is motivation?

2. What is the teacher's role in the motivation process?

5. Can the teaching of values assist in motivation? How?

1. Motivation. Motivation is personal. A person moves toward that which is desirable. One motivates himself; one does not motivate another. The classic motivational model is

Needs - Drives - Motives - Behavior.[5]

2. Teacher's Role. It is the role of the teacher to understand the motivational process and to provide the necessary stimulus.

3. Teaching of Values. The teaching of values can assist the motivational process. A basic premise here is that students tend to motivate themselves when the subject matter is relevant and they can make decisions from alternatives. Following are some value strategies that may be used in the teaching of values:

A. Value Voting. Use about ten questions. Don't discuss the questions, simply raise the issues and permit the students to think about the results. Students can make out the questions.

B. Rank Ordering. Use three items. Don't discuss them. Don't try to straighten out their values if they differ from yours.

C. Value Continuum. Effective when introducing a controversial unit or subject.

D. Proud Whip. Sentence completion game. This can be effective if used once a week.

E. Public Interview. Provides for a good exchange between student and teacher. This strategy has two main purposes: (1) gives student feeling of importance; (2) gives teacher a vehicle for getting lives revealed to each other in a meaningful way.

There are numerous other strategies that can be effectively used in stimulating motivation and making the classroom instruction relevant. Chapters 5, 6, and 7 of Values and Teaching discuss the usage of twenty-one different strategies.

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[5]Walter L. Thomas, "Pertinent Psychological Constructs on the Value Concept."

Methods

The planning of subject matter objectives is of prime importance. Too often we teach witnout any established objectives or with objectives that are not clearly or purposefully stated.

1. It is essential that our subject matter objectives are clearly states so that behavior can be observed. Well-formed objectives possess the following four major attributes:

A. Subject - Learner.

B. Verb - Behavior or product of behavior.

C. Given Condition - Situation in which the behavior occurs.

D. Standards - Quality, quantity, or time.

Example of an objective that meets all four criteria:

"To bake a dozen cookies following the recipe given during the class period."

"Stating Educational Outcomes" by Sehutz, Baker, and Gerlach will be used for further clarification.

2. There may be three levels of instruction. Instruction may be at the factual level, the concept level, or the value level. In order that instruction is relevant to the world of today, and tnat objectives can be clearly stated so that the desired behavior can be observed, it is our premise that subject matter objectives include the teaching of values.

The following material will be used as an example to signify the three levels of instruction and to demonstrate how the teaching of values can be included in the objectives:

Sidney B. Simon and Merrill Harmin, "Subject Matter with a Focus on Values," Educational Leadership, Vol. XXVI, No. 1 (October, 1968), 34-39.

3. The issue of the relevancy of instruction needs our serious consideration. It is the premise of this

unit that the teaching of values and the use of various value strategies can assist the classroom teacher in making his instructional program relevant to the student of today. A question that many teachers will raise is this: "When do I have time to do this and what about the subject matter that needs to be covered?" In answer to this we say we have an urgent need to make subject matter more relevant, and relevancy means that the subject matter must illumine a student's values. Louis Raths puts it this way: "The function of information is to inform. To inform what? To inform our values."

4. An important phase of planning educational objectives is that of monitoring the achievement of the student. It is possible through the proper use of certain techniques and methods for a student to receive feedback on his individual achievement and for the teacher to plot the achievement of individual students as well as an entire class. Following are suggested criteria to use in achieving this:

A. Establish the specific objectives of the instructional unit.

B. Establish a performance goal you desire the students to achieve at the conclusion of the unit.

C. Design your final evaluation criteria.

D. Administer the evaluation criteria at the beginning of the unit.

(1). By doing this a teacher can learn where each individual is as well as the mean of the class.

E. Inform each student as to where he ranks. This is so that each student may plot his individual learning curve.

F. Depending on how long the unit is, administer various evaluative criteria in relation to the stated specific objectives as you proceed through the instructional unit.

(1) Each student can plot his own learning curve and the teacher can record the individual student's learning curve along with keeping a record of the class mean.

G. At the conclusion of the unit the teacher can determine if his performance goal was realistic, if his specific objectives were clearly stated, and if his evaluative criteria were sound.

(1) The individual student can see how his own learning pattern developed.

(2) The teacher has a record of each student's progress as well as that of the class.

Time Schedule

The plan calls for one in-service session per week for six weeks. Each session will be approximately one and one-half hours. It is entirely possible that the time allotted will not be sufficient. If that should be the case, the sessions will be extended extra weeks until the unti is covered. It is planned that this unit will be implemented in the fall of 1969. The exact dates will not be set until that time.

The schedule of sessions is as follows:

1. First session

   Definition of Values
   7 Criteria of valuing

2. Second session

   Types of values
   Value Indicators

3. Third session

   Behavior Problems

4. Fourth session

   Motivation

5. Fifth session

   Stating Subject Matter Objectives
   Teaching of values

6. Sixth session

   Relevant Instruction
   Monitoring Achievement

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INTRODUCING SEX EDUCATION TO SCHOOL AND COMMUNITY

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INTRODUCING SEX EDUCATION TO SCHOOL AND COMMUNITY

Believing that the stresses and strains of modern society have in many ways victimized youth, I propose that sex education be incorporated in all Michigan Public School curricula, beginning in kindergarten and continuing through all grades of high school. Special emphasis would come in elementary and junior high sections.

Repeated attempts to institute such a program have suffered defeat in many communities. I believe I understand the reason and how to circumvent it.

A competent instructor well versed in the total concept of sex education, or as more popularly known by the educated, "sexuality," should be selected to conduct adult education classes for parents of the school children. Such classes should be conducted on a regular and professional basis. Films, literature, records, tapes and other audio-visual materials should be used to bring the message to parents in a quiet and dignified manner in evening sessions at the school. When parents really understand what we are trying to do for their children and see the materials of instruction in their proper light, it seems to me their objections would be few.

In developing this project I hope to show how I believe such a plan should be developed and presented, first of all as an adult education program, and then as a public school program.

"If by some strange chance, not a vestige of us descended to the remote future save a pile of our schoolbooks or some examination papers, we may imagine how puzzled an antiquarian of the period would be on finding in them no indication that the learners were ever likely to be parents. 'This must have been the curriculum for their celibates,' we may fancy him concluding. 'I perceive here an elaborate preparation for many things; especially for reading the books of extinct nations and of coexisting nations....., but I find no reference whatever to the bringing up of children. They could not have been so absurd as to omit all training for this gravest of responsibilities. Evidently, then this was the school course of one of their monastic orders!' "

Herbert Spencer

There is a time honored fable, now so seldom retold that most school children have not heard of it. Most of the smaller animals had become terribly afraid of a huge and vicious cat with which they had to deal almost daily. Finally a conference was called and all of the animals were invited to contribute thoughts concerning conquest or eradication of the dreaded beast. One after another the ideas were discarded as being either impractical, or impossible of commission. At last a mouse ventured that perhaps it would be best to let the dangerous feline live, but that a bell should be attached to its neck that all might be warned by the resultant sound where the animal was, then all could hide and be safe. All

agreed the mouse had made the best suggestion of all, but then immediately fell to arguing about who should be assigned the obviously dangerous task---in short, "Who is going to bell the cat?" So frightened were all of the animals at the very thought of being assigned the awful task that finally the whole project fell of its own weight and nothing at all was done. To all concerned it seemed easier and safer to "bear those ills we have, than to fly to others that we know not of."

In the United States we have done a splendid job of emulating those poor misguided cowardly animals. In our homes, schools and churches we have, with varying degrees of success, taught religion, morals, prescribed curricula, sports, and values---not the values of our young people necessarily---but rather we have imposed our own imprint of values upon each succeeding generation. Thus it is that much of what we teach today still embodies strong elements of Puritanism. Much of American education is negative in both outlook and presentation and is being constantly underscored by countless "no, noes!" Into this category, until now, the very heart and sustenance of really preparing for life has fallen.

For decades we have done a reasonably commendable job of teaching math---without practical application, English---without learning to communicate, foreign language---without purpose, science---without humility, physiology---without including all of the basic systems, and morals---without the mechanisms of emotional involvements.

Throughout the years we have studiously ignored the facts of life---people have sex. People are propagated by sex. Continuance of all life on this planet is dependent upon propagation. That is, all life with the exception of human, and it hasn't been "nice" to discuss that! Oh yes, humans have intricate nervous systems, a circulatory system, a digestive system, and a muscular system wrapped around a bony structure, but a sexual system we had not; at least I'm sure it never received honorable mention in my grade school days. Conditions haven't changed very much in this regard since then either. The parents, the church, and the school are all sitting around like the animals in the fable, each hoping the other will bell the cat. Most parents have neither the necessary knowledge nor rapport, a surprisingly high percentage of young people are untouched by any church. This leaves the school to do the job and it is the school that should do the job since it is the purpose of the school to educate the child for the world in which he will live.

If it is true that the schools belong to the people, then it follows that the people should be cognizant of what is being taught in the schools. By this I do not propose that the public should determine what is to be taught, or how it is to be taught, but from a public relations standpoint good liaison between school and public is important.

Without such relationships teachers and administrators tend to blame parents, and parents tend to blame the school when there are misunderstandings regarding curriculum, new programs and new policies. Many a well intentioned administrator has seen his "sex education" program falter and founder on the shoals of parent-school mistrust because the parents didn't understand what he

was trying to do for their children, and they thought their powers and duties were bring usurped by the school. Resultant upheavals have caused many educators to veto with firmness any suggestions or efforts by parents, staff or students to institute a sex education program in the school. This is unfortunate. The students are expected to grope their own way through life without being properly coached by anyone before going out into the world, and their "world" begins at an early age today. The strains and stresses to which young people of today are subjected are almost unbelievable. No wonder there is a generation gap. Their parents were not confronted by such problems.

Music, literature, advertising, modes of dress, entertainment and virtually everything else with which the student comes in contact is geared to "sex." While we treat the young people as children we expect them to behave and to reason like adults. Naturally, they are in most cases, unable to adjust. Then the public condemns them instead of trying to understand and to improve their lot in life. Out-of-wedlock births are increasing at alarming rates. Some well meaning citizens blame the sex education programs, saying "the children wouldn't have known about such things if they hadn't been taught in school." In answer to this I say that Nature has always had a way of teaching her children regardless of what man thinks. The problem has been that the body matures faster than the mind. This is especially true in modern society. Children are much better fed than the children of three decades ago. Their bodies mature much earlier. But the old platitudes and morals being preached by their elders do not seem to youth today to fit the pattern. Hence, we are turning out a "lost generation," one that seeks, but fails to find, proper guidelines. There has to be more to a sex education program than just the teaching of the mechanics of sex and the physiology of the reproductive organs. This teaching indicates progress, it is true. At last our bodies have a new and heretofore undiscovered dimension. There are reproductive organs both in male and female as well as the previously known circulatory, digestive and nervous systems. But this is not enough. Added responsibilities go with this knowledge. Without becoming enmeshed in philosophies of the various church teachings we must somehow find a means of teaching young people about a value system, not only their own value system, but the value system of the society in which we live. They must understand that what is acceptable in one society may be taboo in another; yet nearly all societies and religions either accept or reject certain behaviors within the complex of human experience. Young people need guidance in making decisions and in evaluating results. Decisions can generally be classified as being either moral or immoral in the eyes of the beholder. Learning the design and mechanics of sex is not enough to constitute an adequate sex education program. This type of activity tends to bring censure upon the school. People look upon this as feeding only the sensational appetites. Interpersonal relationships and boy-girl behavior should also be studied. Suggested criteria to help young people make behavioral decisions might well include the following:

MORAL	IMMORAL
Integrity in relationships	Duplicity in relationships
Cooperative attitudes	Hostile attitudes
Trust in others	Distrust in others

MORAL	IMMORAL
Enhances self-respect	Diminishes self-respect
Regard for others	Disregard for others
Helping others	Exploiting others
Increases zest for living	Decreases zest for living

Moral decisions and attitudes tend to make us comfortable while feeding our self-esteem. Immoral decisions tend to make us uncomfortable while starving our self-esteem.

Taking the above thoughts into consideration we are beginning to see changes and improvements in sex education.

In order to reassure parents, and calm their natural and legitimate fears when a "sex education" program is to be instituted, I believe it is essential that the community be well informed of the plan in advance. Here the news media can be of great assistance. Visit the newspaper office and the regional radio and television offices. Invite officials and news personnel to visit the school. Provide them with a conducted tour of the building and a generous dinner. In a general assembly explain clearly what is being proposed and have one or two especially competent speakers address the group. On the home front there is no substitute for person-to-person conversation, and so it is advisable to have someone make a brief presentation before all service clubs in the area. Meet as many parents as possible. Having thus laid the groundwork invite all parents to an evening program at the school. If too many work during evening hours schedule still another meeting at another time to service the other parents. Some lively entertainment or refreshments along with the explanatory program should enliven the meeting and increase enthusiasm.

The entire sex education program should already have been developed and outlined for clear understanding. To provide the kind of instruction needed by today's children it seems to me the program should be K-12 in concept. Kindergarten children frequently are found to have little brothers or sisters at home, or babies are about to be born into the family. This can be a basis for well considered discussion in a kindergarten. Hatching baby chicks in the room can provide a good practical start. Each year as the children progress both in age and experience, new facets of learning may be added. As in any phase of education it is a matter of judgment and values as to what should be added at each grade level and whether it is better for the program, or more detrimental to the program, to show sex films to single or to mixed audiences of boys and girls at middle school and junior high levels. Generally though, in upper high school grades the classrooms are of mixed gender. This seems to work well enough. One thing that needs to be thoroughly explained to parents is that today's advertising, television, movies and school field trips have advanced the knowledge of pupils so far that what was appropriate for a given grade level a few years ago is now strictly outmoded. The students would ridicule it. Another thing that has been learned is that students today want more than plain "sex" information. The better programs now include studies in appropriate and proper dating, acceptable boy-girl interpersonal relationships, emotional aspects of human growth and

development, what parents have a right to expect of their children and what children have a right to expect of their parents. There are studies of race relationships, cultural backgrounds, ethnic groups and their beliefs and values, religious influences, family finance, auto and home purchasing and financing, proper grooming and attire, job training and procurement, how to apply for work, how to select one's field of endeavor, health and recreation. A new development now catching on in the better programs is the study of films and literature on venereal disease, its causes and effects, drug usage and addiction, alcoholism, smoking and cancer, and even traffic safety. Proper terms are used by instructors and students alike when speaking of parts of the body and it is surprising how quickly the tittering and embarrassed smiles disappear from the class. Children soon think no more of speaking about private parts of the body than they would of talking about a hammer and nails. Familiarity is the key. It will become the key for parents too. When they understand what is being done to help their children to a fuller richer life of happiness and Godliness they will fully participate and cooperate almost without exception. By the senior year in high school just about any subject relative to family living will be freely discussed by students in a mixed group and without any embarrassment.

Who is going to do the teaching? That depends upon the philosophy of the administration, the community and the law. Many well meaning parents and administrators assume that development of adolescents should be taught by medical doctors and nurses. The problem here is that they are not usually licensed teachers. If education is going to be a profession, then the doctor and nurse have no more business running the gamut in the classroom than the teacher has removing someone's tonsils - unless said teacher happens to also be a licensed nurse or medic.

Many schools labor under the supposition that sex education should be handled by the physical education department with men teaching the boys and women teaching the girls. Others assign the complete job only to women. All of these narrow procedures and concepts have serious limitations. The nearer we can get to a natural situation in the classroom the better off we will be. It is essential, however, that the teacher in charge by well versed in the subject and perfectly comfortable teaching it in a normal mixed classroom atmosphere. If a man is teaching the class fine, if it happens to be a woman, then equally fine. It is important only that the teacher be comfortable and qualified. Many colleges and universities are now providing such training through courses related to teacher preparation, more commonly known as teacher education. Some school systems are now structuring a full blown wind-up course encompassing all phases of family living and given in a one semester bloc.

Whatever is to be done, if success is to be ensured, the people in the community must first be sold on the program and its merits. Trust must be mutual between parent and school, and parents must be invited to pre-view the program. There will then be mutual ground for discussion at home between parent and child. Another thing adults must learn to grasp is the fact that their children are no longer interested in the mechanics of sex alone, but in its many implications and possible involvements and definite responsibilities as related to them. About the sex organs per se most of them already know.

Sex education and preparation for family responsibilities no longer consist of a simple story of the birds and the bees related in vague terms by an embarrassed parent. Proper sex education today has become an education in human values. It is a story of boys and girls and men and women, their hopes and fears, their innermost thoughts and values, their actions and reactions.

Contemporary society is plagued by a sharp increase in juvenile delinquency appearing concurrently with a sharp increase in sex delinquency. Some of this development has been largely attributed to the greater freedom of youth in choosing its own values and mores today, but very likely much of the trouble might correctly be attributed to a partial ignorance of sexual facts. Young folks lack experience in living that only years can bring them. They cannot know, or even surmise without guidance, how much the sex conduct of their teens may later affect their happiness in marriage. Some people may say, "Just tell them the facts and that's all there is to is." But the solution is not that simple. Attitudes are a highly important component in society, and it is here in the building of proper attitudes that school, church and parental involvement have such far-reaching influence. Unfortunately, some homes do not provide a good influence, and some churches have none on their young people. This again puts the burden back on the school. But if the school is to help there needs to be at least some measure of cooperation from the home. Many homes are not based upon love, and this complicates matters. Sex delinquency, broken homes, and lack of sex instruction appear interrelated.

In a study made of promiscuous girls in a San Francisco Psychiatric Clinic during 1943 and 1944 the results disclosed that:

> "Family disorganization was characteristic in the case histories. Approximately 40% of the patients' parents were married and living together, although among these many had marital difficulties, including separations followed by reconcilliations. Among 60% of the patients, parents were either separated, divorced or deceased. In many of these broken homes the parents had remarried one or more times. . . .To this story of broken homes there was the sequel of placement in boarding schools, foster homes, or in the homes of relatives for varying periods of time.
>
> The effect of broken homes was evident in a majority of the cases, especially in those instances where the parents had remarried and patients had been reared in homes with step-fathers and step-mothers. The patients reported difficulties in adjusting to successive changes in the family pattern. Inconsistencies in training and discipline were frequently the result of constant shifting from the care of one parent to another. Divided loyalties between parents who were incompatible were common. Emotional ties to one parent and rejection of another was frequently seen. In some instances there was an absence of loyalty to the family group and of affectional ties to any member of the family.

> Few patients felt that they had received adequate sexual information from their parents or from others responsible for their training during their childhood and adolescent years. Resentment was expressed regarding the inadequacy of sexual information and the methods of dissemination. . . . As a rule, the patients who had the most adequate sex instruction were least in conflict regarding sexual matters . . ."[1]

Paramount to the success of any educational program is community-school understanding and cooperation. Introduction of modern mathematics in contemporary school curriculum touched off roars of pain and disapproval throughout the land, simply because no groundwork had been laid to prepare the populace for necessary changes in curriculum and educational policies to meet a changing world. People naturally resist change, we might say that they inherently resist change. Good educational leadership is needed, and good educational leaders understand and value the influence of news media. It is the responsibility of said media to properly and effectively present the need and the legitimacy for change.

We really have no criteria by which to forecast how many marriages might be saved, how many rapes and murders might be prevented, or how many less lives would be lost to bungled abortion, but it does seem apparent that a good, wholesome sex education program in every school should at least help to develop purer attitudes in young people.

> "Sex education that is effective, then is not a matter of a few nice things said about the sanctity of marriage tacked onto the deep-seated notion that sex in nature is sinful and dirty. We do not construct a thing of art by decorating a cartoon with tinsel. A pig dressed in ribbons still acts like a pig. The basis of wholesome sex education is the conviction that the subject is a wholesome one."[2]

Since sex is an integral part of life, the very fact of its existence cannot be denied. It is here to stay, and regardless of individual attitudes we shall have to deal with it, as will all coming generations. This being the case, far better that we educate our children to deal with sex honestly and idealistically then to regard God's great gift as degrading smut. Let us then press onward together toward a common goal of seeking and finding the real meaning and beauty of Life.

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[1]Kirkendall, Lester A. Sex Education As Human Relations. (New York: Inor Publishing Co., Inc., 1950), pp. 108-109.

[2]Amstutz, H. Clair, M.D. Growing Up to Love. (Scottdale, Pennsylvania: Herald Press, 1956), p. 23.

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RACIAL INTEGRATION ORDERS FROM WASHINGTON POSE PAINFUL DILEMMA FOR PUBLIC EDUCATION

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WESTERN MICHIGAN UNIVERSITY - 1969

RACIAL INTEGRATION ORDERS FROM WASHINGTON POSE PAINFUL DILEMMA FOR PUBLIC EDUCATION

If you live in a small Nevada town, and your schools are mostly white, you may actually be flouting a court ruling that says that racially imbalanced schools run against the Constitution of the United States.

If your schools have all-white facilities, you may someday be ordered to hire 13 per cent black teachers to make the percentage fit in with the ratio of blacks to whites in the national population.

If you live in a city like Washington, D.C., or Chicago, you may someday have to see to it that the proportion of the poor in any school does not exceed the percentage of the poor in the entire city.

If you refuse to attempt to get a balance between the poor and the nonpoor in your school through voluntary exchanges across school districts and even state lines, you may find yourself in contempt of court.

These requirements may ultimately result from the emergence of the doctrine of de jure integration.

A new and rather pervasive body of law is being generated by the courts and a limited number of school boards and State legislatures. The effect of this action is to make homogeneous schools either illegal or unconstitutional. In order to reduce homogeneity in school populations, school boards are being required by law to produce plans for increasing racial and social balance in their classrooms.

For musch too long, this nation lived with de jure segregation. Under this doctrine, children - and in some cases teachers - were told, "You may not enter this school or that one because of your race." The law stood guard at classroom doors, sifting out blacks from whites and sending each into prescribed educational areas.

We are now experiencing a counterpart rule - that of de jure integration. The effect is the same as in the case of de jure segregation:

> The law again stands guard, admonishing the black child to enter a designated school because his dark skin will improve racial balance there, or instructing a white child to transfer into a black school for the same reason.

One of the more difficult problems about assigning pupils to schools by race is deciding who is white and who is black. Racial dominance must be determined.

In today's admonition against homogeneous schools, you have to think beyond simple race differentials; you must also determine whether they belong to the poor or to the affluent segments of American society. If you are going to enforce the mixing of pupils by social and income class, you must find out the financial condition of their families.

At the base of the doctrine of de jure integration is the assumption that homogeneous schools are harmful for children. A controversial question might be: "What is the proof that schools with fairly similar enrollments are inferior? Why is an all-white school arbitrarily suspect, or an all-black school looked upon as useless?"

The earliest example of de jure integration is found in the 1954 action of the New

York City board of education when it declared that "racially homgeneous public schools are educationally undesirable," and then placed upon itself the responsibility of preventing "further development of such schools" and achieving racial balance in all of its schools.

The action was taken on the advice of social theorists who reasoned that segregation by fact- resulting from the free choice of people - was as bad as segregation by law.

This action of the New York City board of education was followed up in 1960 by the New York board of regents. On the premise that homogeneous schools impair the ability to learn, the regents ordered the New York state department of education to seek solutions to the problem of racial imbalance. It declared:

> "Modern psychological knowledge indicates that schools enrolling students largely of homogeneous ethnic origin may damage the personality of the minority-group children... Public education in such a setting is socially unrealistic, blocks the attainment of the goals of democratic education, and is wasteful of manpower and talent, whether this situation occurs by law or fact."

Three years later, the then New York State commissioner of education, Dr. James E. Allen, Jr., now United States commissioner of education, sent a memorandum to all State school officials requiring them to take steps to bring about racial balance in their schools. The commissioner defined racial imbalance as existing where a school had 50 per cent or more black children enrolled.

The legislative development of the concept of de jure integration has continued: California, Massachusetts, New Jersey, Wisconsin and Conneticutt have declared in executive or judicial statements that racial isolation in the schools has a damaging effect on the educational opportunities of the Negro pupils.

The de facto school - segregation decision in Hobson v. Hansen explicitly instructed the Washington, D.C. board of education to submit plans for the reduction of imbalance in the schools.

By clear definition, Judge J. Skelly Wright included social class along with race as factors of concern. For the first time a court spoke not only on the unconstitutionality of racial imbalance but of social imbalance as well:

> "Racially and socially homogeneous schools damage the minds and spirit of all children who attend them - the Negro, the white, the poor and the affluent - and block the attainment of the breader goals of democratic education, whether the segregation occurs by law or by fact."

If the ruling requiring integration by social class prevails, every public school in the nation is subject to its effect. Even predominantly Negro school systems like the Washington, D.C. unit will be confronted with a redistribution of its pupils along social lines, if the literal meaning of the Wright opinion is observed. In the nation's capital, with about 94 per cent Negro public-school enrollment, more than 10,000 secondary-school students were reassigned in one year to bring about better social class balance in the schools. Thus, de jure integration by class as a doctrine is already in partial effect in at least one

major school system.

The conclusion that socially homogeneous schools must be destroyed arises from an increasing stress upon the theory that social class determines the quality of education. If the only way to improve acheivement is to integrate lower-social-class pupils with higher income pupils, a vast manipulation of school populations in is prospect.

It is difficult to believe that freedom can survive when government seeks to control the social and racial dispersement of the people - an enforcement which is inevitable where the people do not volunteer.

The judicial movement toward full development of the de jure integration doctrine was accelerated by the United States Supreme Court in three decisions issued in May, 1968. These are the Kent County, Va.; the Gould, Ark.; and the Jackson City, Tenn.; opinions requring the school boards in these communities to abandon their freedom-of-choice plans for desegregating their schools.

In these opinions, the Supreme Court declared that, in States where the schools were previously segregated by law, school boards must assume an affirmative responsibility to disestablish segregation.

In Jackson, Tennessee, it was set up on the neighborhood principle, allowing pupils to choose to attend schools outside these zones if space existed in them. Under this plan, formerly all-white schools received significant numbers of black students. But when white students did not elect to attend all-Negro schools, the Court was dissatisfied with the freedom-of-choice plan. The presence of all-Negro schools became clear evidence of intent to preserve segregation as it existed before 1954.

The Supreme Court's disestablishment doctrine is the principle of de jure integration applied to those States in which segregation by law existed prior to the 1954 Brown decisions. This position could be carried further to a decision requiring all States to disestablish segregation, whether this occurs by law or fact.

De jure integration, in summary, applies currently in these States and in those school districts where the local legislative bodies have enacted legislation establishing the new doctrine. It applies to the District of Columbia, where the Wright opinion required the board of education to prepare plans to reduce homogeneity by race and social class.

The danger in the drive for legislative and court actions to make integration the law of the land - here meaning the artificial management of persons to establish racial and social class mixing - is the imminent destruction of confidence in public education.

As important as the hazard to public education is the fact that de jure integration does not work.

The policy of the New York City board of education requiring racial balance produced overwhelmingly negative results. It left a trail of school disruptions, protests, boycotts, and sit-ins. Meanwhile, whites left the schools at an increasing rate.

In 1964, an official study group stated:

> "No act of the board of education from 1958 through 1962 has had a measurable effect on the degree of school segregation... Not a single elementary or junior high school that was changing toward segregation by virtue of residential changes and transfers of whites into parochial and private schools was prevented from becoming segregated by board action."

Four and a half years ago, the New York City board of education paired two schools, one mostly white, the other Negro. The promise made to the parents was that a race ratio of 65 per cent whites and 35 per cent blacks would be maintained in each school. Today - the white enrollments are down to about 35 per cent in each of the two schools.

The new and important discovery was that when a formerly all-white school approached 30 per cent black membership, the rate of change increased. Within two years, the black membership reached the 50 per cent point, from which it moved to 75 per cent within the next two years. The important finding is that the starting point for rapid white exodus is 30 per cent.

A police state with unlimited enforcement power will be needed to implement integration if it is required by law.

From the doctrine of de jure integration two findings emerge with clarity:

1. De jure segregation is morally wrong. The counterpart of this principle is that de jure integration is equally questionable.

2. Our most desired aim is the "integrated man" made up of proportionate parts of every ethnic group and of the several religious and cultural components of American society. This new citizen thus created is a drastic change from the individualism which has been this nation's major source of strength.

In evaluation of our present program, let's study the integration problem confronting the British schools and how they solved their dilemma.

American style - forced integration - is being abandoned as unworkable in the British schools. Instead, a flexible approach is being adopted. Emphasis is on quality of schools rather than racial balance.

About 180,000 colored children are now attending British schools. This is only 2.2 per cent of all pupils. In some areas, however, Negro or Asian youngsters account for more than 50 per cent of total school enrollment.

The dispersal plan was turned down by most local officials as an "artificial strait jacket." Critics of the policy stressed these points:

Busing is a direct attack on the cherished concept of the neighborhood school as the cornerstone of British education.

The disadvantages of busing for colored children themselves - isolation from the local environment, the ending of any association between home and school, the inequality inherent in moving some children and not others - outweigh any advantages of enforced radical mixing.

Costs of "dispersal" are too much of a financial burden for localities to assume. One city, Bradford,

> that does bus colored children reports that special services to its 6,000 colored pupils cost an extra $600,000 annually.
>
> "Dispersal" becomes meaningless as the proportion of Negro children rises, unless it is a two way movement, involving busing of white children - something never tried in Britian and regarded as political dynamite.
>
> School authorities in all-white areas cannot be required to accept nonwhite children from outside their localities.
>
> Under British law, parents cannot be compelled to accede to removal of their children from the school of their choice.

Confronted with adamant opposition to "dispersal", British Government experts have shifted positions. Attempts to effect racial desegregation are giving way to policies intended to forestall emergence of inferior schools in ghetto districts.

Cash bonuses are being offered in recruiting teachers with special training to work in areas which have large numbers of immigrants. Modern school buildings are being constructed in officially designated education-priority areas.

In the next three years, 60 million dollars is to be available to improve nursery education, to ease the move by Negro children up to primary school.

Centers for language training are being established around the country to take care of the needs of non-English-speaking children.

Any solution on a nation-wide basis - such as a uniform plan of integration - has now been rejected in favor of letting local authorities work out their own ways to provide the best possible education for all children.

Would this solution of allowing local authorities to provide their own best programs which best suit their unique needs be an answer to our problem of integration in America?

Presently, racial-integration orders from Washington pose a painful dilemma for State colleges. They are told to desegregate or lose federal aid. But nobody explains how a campus can get a certain racial mix if not enough blacks students - or whites - apply.

Giving directives to students as to the specific college he may attend results in the absence of freedom of choice - the very basis upon which our democracy was founded.

In March of this year the Association of State Colleges and Universities met to find out what HEW really wants. They planned to exchange ideas on possible solutions and request more government help in achieving solutions.

So remains a very complex problem which has no simple solution. The melding, blending process inherent in the concept of de jure integration may destroy the dream of a free society. A development of such significance, therefore, deserves the most careful study and evaluation.

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THE NEED FOR VALUE EDUCATION WITHIN A SCHOOL DISTRICT

A Curricular Position Paper

By

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THE NEED FOR VALUE EDUCATION WITHIN A SCHOOL DISTRICT

A Curricular Position Paper

Orbiting the moon, man's latest scientific venture, is but one dramatic event that characterizes change in American life since the beginning of the last century.

All about us are evidences of societal change---political, industrial, economical and educational and these have resulted in the shift of values, producing what Thomas (1) calls "Value dilemma." He ascribes the value dilemma directly to societal change and postulates that it is the most important aspect of the latter.

Value change or societal change seems to be a "chicken or egg" kind of situation if we ponder which came first. Yet, the writers of this paper are convinced that societal changes during the last century have precipitated value changes which in turn have left our young people in this value dilemma.

The modern world is difficult for most young people to understand because of its rapid change, unending alternatives, disappearing guidelines and traditions. The young person's life is fragmented and he experiences chaotic conditions as he goes about his daily life. Added to his burden are new patterns in living and careers, and an acceleration of knowledge. Out of all this he is expected to choose his life style and become a fully functioning person.

Kelley, Combs, Roger and Maslow (2) are in accord that "fully functioning people have sincere beliefs and values with a high degree of clarity and the courage of their convictions." These authors underscore their feeling that a fully functioning person can act in no other way than in keeping with his values and demonstrating the courage to "be himself."

Perhaps it is redundant to point out that it is a most difficult task to develop a process of valuing or value clarification in an environment that is so confused as the one now presently enveloping us. Some of the following changes that have taken place in our society since 1850 underscore this difficulty.

Dr. Walter L. Thomas in his paper, "Societal Change and Values," lists several societal changes that have altered the American Life Style since 1850. Some significant societal changes as determined by Dr. Thomas are:

1. Rural to urban
2. Manual labor to technology (systems)
3. Limited education to liberal education
4. Labor to leisure
5. Provincialism to internationalism

6. Religious to secular

7. Shifts in the value posture the prominent institutions in our culture have traditionally demonstrated

8. The emergence of a totally new institutions sometimes known as the "entertainment industry"

9. Existence with scarcity has been replaced by existence with abundance

Dr. Thomas conceives that changes in standards are on a continuum of receding (America - 1850) - to - emerging values (America - 2000). Among the many value changes that have occurred, the following should be mentioned:

1. Homogeneity to heterogeneity of values. Most early Americans had similar values. Now everyone is different in values.

2. Work as self-respect (work-success ethic) to means as self-respect. In early America the dollar was valued if a person worked hard. Whereas, today money is more important than hard work.

3. Individualism to corporatism. Contemporary Americans are joiners (Teachers Union, AFL-CIO, etc.). Private enterprises have given way to corporate concerns.

4. Future-time orientation to present-time orientation. We're in the NOW generation. "Let's not worry about tomorrow - enjoy today!"

5. Absolutes to relatives (amorality). What is wrong for you to do is not necessarily wrong for me.

6. Universe to multiverse philosophy (open-minded). Our forefathers held a one-world view of existence. Today our views are infinite.

7. Morality of capacity to morality of constraint. In early American history man frequently lived in scarcity. Now all commodities are in abundance.

8. Puritan ethic to social conformity. It is now more compelling to conform to the dictates of society and be with the "in crowd."

9. Rigidity to tolerance of ambiguity and uncertainty. We have doubts as to whether we're right or wrong compared with our former position of absolute certainty.

10. Productive appreciation to aesthetic appreciation.

Since we can readily see how standards have changed over time, it is not difficult to visualize the value dilemma that now confronts us. Daily we are barraged with reports of problems stemming from the fact that we are an affluent society and it may well be that we are not so much victims of that affluency but victims characterized as possessing unclear sets of values.

Some of the observable changes noted relate to the abandonment of traditional standards of taste in the theater, art and many other areas of our daily lives. A natural consequence then, is bad manners, crime, student rebellion, drug use, and infinitum.

This past century has seen the addition of another dimension to be considered as pertinent to any study relating to value teaching and that dimension concerns the work that has been done in the field of child growth. The result of that work is that now we are cognizant of the role emotion plays in the development of children.

Raths, Harmin and Simon (3) express reservations about the results of all the progress made in the area of emotional development. They state, "The result has been that all too often a behavior problem of a child, and especially a school problem, is attributed to either an emotional disturbance or something called a low I.Q." They pose the question of educators that perhaps some of the problems that are currently attributed to emotional disturbances could instead be related to value disturbances. The authors state positively that their research and evidence definitely indicate an affirmative answer.

Patterns of behavior that are manifested as a result of value disturbance are delineated by these gentlemen (3) who describe such persons as: apathetic, flighty, very uncertain, very inconsistent, drifters, over-conformers, over-dissenters and role players. Far too many children today exhibit signs or symptoms pointing to the fact that they are not clear what their lives are for and what is worth working for. They are bewildered and overwhelmed trying to decide what is worth valuing. Because they have not found meaning for their lives, these youngsters have not then made the effort or have been unable to use their full capacities to meet the expectancies placed upon them.

Perhaps we should examine our present educational practices and philosophies which allow and support provisions for children with physical and emotional difficulties--- but make no provisions for those children with value-related problems.

If, then, we are committed to the point of view that allows us to encompass value teaching or clarification as a necessary ingredient in the education not only of children who suffer from value confusion but of all children who are coping with modern day complexities, then we must accept the challenge to present a teaching theory and teaching strategies.

Perhaps it would be appropriate to discuss terminology and to develop a frame of reference for value education. One inevitably must face such questions as: What are values? Who decides what values to teach? What do we mean by valuing? What is value clarification?

We should first examine the process of valuing as this helps us to arrive at definition of values. In Raths, Harmin and Simon's book (3) we find that the process is based on choosing, prizing and acting.

1. Students should be encouraged to make choices, and to make them freely.

2. They should be helped to discover and examine available alternatives when faced with choices.

3. Students should weigh alternatives thoughtfully, reflecting on the consequences of each.

4. They should be encouraged to consider what it is that they prize and cherish.

5. Students should be given opportunities to make public affirmations of their choices.

6. They should be encouraged to act, behave, live in accordance with their choices.

7. Students need help to examine repeated behaviors or patterns in their life.

The results of this valuing process are called values. Dr. Thomas defines value as, "A normative, conceptual standard of the desirable that predispositionally influences an individual in choosing among personally perceived alternatives of behavior."

Who decides what values to teach? The development of values is a personal and life-long process and is not something that is completed by early adulthood. As the world changes, as we change, and as we strive to change the world again, we have many decisions to make and we should be learning how to make the decisions and not be concerned with what specific values are to be taught. We should be learning how to value. It is this process that needs to be carried on in the classrooms, and it is at least partly through this process that we think children will learn about themselves as well as to make some sense out of the buzzing confusion of the society around them.

What is value clarification? If one wishes to help children develop clearer values, he must help them use the process of valuing. Adults must not force their own pet values upon the students but rather create conditions that aid children in choosing values.

What implications then do the changes in society have for those charged with the responsibility of educating the boys and girls of today? Why value teaching during the school years?

Someone once said that man is not born with a value system and that the little human animal must be trained in its response---trained to feel pleasure, liking, disgust, and hatred at those things which are in reality pleasant, likeable, disgusting and hateful. Havighurst (5) supports this contention and states that a child at birth has no values nor does he have a conscience. Developing a scale of values is a gradual process as he learns to distinguish "good" from "bad." It is during middle childhood

when the child develops his scale of values---surely, this statement speaks loudly to us if we are interested in helping the school-age child as he seeks to choose between values. Havighurst is one of many who are convinced that most important life situations demand to choose between values.

Huyssen (4) quotes the works of Murphy and Erikson to point out the importance of the adolescent years as a prime period for value acquisition. It appears that the youngster at this stage takes a look at earlier-acquired values and then assesses them in the light of his ever-developing self and how that self is involved in society.

Raths, Harmon, & Simon (3) have this to say about the critical years for the value clarification process, ".....Bloom, (1964) finds that an environmental factor has the greatest effect on a person at the time when the quality in question is in its most rapid period of growth." They hazard the guess that the years when values are most rapidly growing lie between the ages of ten and sixteen.

This, then would suggest that schools must be concerned with new directions in education and that perhaps education must be more relevant to the world in which children find themselves and value clarification should rightfully be included in the modern curriculum. Surely we are economically capable of providing something far better than that which is currently our curriculum.

Huyssen (4) says it is not a question of whether or not we choose to deal with value issues---it's whether or not we choose to deal with them in a creative and constructive way. She asserts that schools presently are involved in dealing with value issues but doing so in a haphazard fashion. We need, she states, to examine our own values and then lay plans for teachers to provide strategies for value clarification within their own classrooms.

Theodore Brameld (6) states categorically that the study of values is education's most neglected problem. He lists reasons for this as: (1) trend toward subject-centered learning which safeguards most teachers from trespassing upon the precarious territory of values and value judgement; (2) we are a smug, apathetic, and complacent people; (3) incompetent teachers in areas most vital to cultural effectiveness; (4) limited exploration and innovation in today's schools.

What implication does all of this have for curriculum? What kind of curricular innovations may be suggested by which the whole field of value teaching and clarification could be explored effectively in our public schools?

Lippitt (7), for one, concludes that an individual must be given some opportunity to exercise judgement and to use that judgement in the evaluation of his facts and in his making choices or the learning process is not complete. He proposes that we stress the value of freedom in the learning process.

There are clearly educational methods of tackling the learning problem as Lippitt sees it and one method he proposes is direct confrontation through value exploration.

Rath (8) has analyzed present teaching methods and found them wanting because the methods used were largely verbal and typically avoided the experiencing of values by students. Lectures, reward and punishment systems and peer-group pressure form the basis of the value development techniques now currently practiced. Indeed, this is a far cry from the kind of classroom environment which makes provision for the direct involvement of the student in choosing among alternatives.

It is our considered opinion that the school can exercise a tremendous effect on value acquisition through a sound educational program. True, we are aware that children come to school with values that they have already acquired, but this is not to say that their value systems are so static that we cannot hope to lead them into value directed behavior.

If, as educators, we are interested in and concerned with values, then we must be more discerning about our emphasis in education. Too often the emphasis has not been focused on values, beliefs and convictions of students but rather on the scientific and the objective.

But teachers inquire about subject matter---what shall we do about that? What must give way if value education is to be included in the curriculum? Rath, (3) believes that subject matter need not be supplanted by values but rather, each supports and re-inforces the other. "Indeed there is no such thing as values without understanding, without knowledge, without subject matter. One of the criteria of a value is that it be thoughtfully chosen, with awareness of the alternatives and the consequences associated with each. This obviously requires information, and thus values require subject matter." These authors assert that it is impossible to have one without the other.

Perhaps the most important implication for education based on value teaching is that of change---education must value change. As society is ever growing and changing, education must move with it and this obviously means we will need to de-emphasize the past and look to the future.

For the most part, any changes in the schools have been effected by the desires of the people. It is imperative that the people have concern for the goals, experiences and achievements of the schools if we are to keep pace with the modern day world. They must have an informed citizenry, concerned about and involved in the planning of the schools of today and tomorrow.

The State Board of Education in Michigan has given impetus and encouragement to local boards by urging improvement in school efforts "to foster thoughtful and critical examination of moral values by students."

The following resolution was adopted by the Board on March 13, 1968:

WHEREAS, the State Board of Education is vitally concerned with all aspects of education and the instructional program in schools; and

WHEREAS, The State Board of Education believes that the development in each individual of a system of moral values, satisfying to himself and consistent with the interest of his society, is an important goal in education; and

WHEREAS, the State Board of Education, supported by information provided by citizens as well as by educational administrators and other educators throughout the State, believes that instruction in the area of moral values should be an intrinsic part of the total school curriculum rather than the responsibility of a single part of it; and

WHEREAS, the schools must have as one of their major purposes the instruction of students in the area of critical thinking, so that students may learn to examine thoughtfully the conduct of their own lives as well as the issues that confront society as a whole;

THEREFORE, Be It Resolved That:

To continue to improve their efforts to foster thoughtful and critical examination of moral values by students and to provide them with the opportunity to practice and demonstrate these values both in the classroom, and in extra-curricular activities of school, and in their everyday life, so that each student can improve the quality of his own life and of society as a whole; and to particularly emphasize the development of self-respect for the law and good citizenship.

If we, in education intend to make an impact on future citizens we must "humanize the curriculum." If we are to be concerned with students as people, we must abandon many current practices. Among these are the use of "failure" sarcasm, public reproof, evaluation and grouping procedures all of which publicly proclaim and reinforce students' inferiority.

We are convinced that high potentials reside in the direct study of values, alternative consequences of accepting particular values and the processes of using values in making choices.

School leaders then, to be effective, must set goals, and then demonstrate the initiative to secure the cooperation and support from the public to accomplish these goals.

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The work presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

DEVELOPING IN TEACHERS AN AWARENESS OF THE EFFECT OF THEIR PERSONAL VALUE SYSTEM ON STUDENTS*

Specific Value:	Respect
Subject Area:	Teacher Education
Grade Level:	Faculty
Time:	Eight Weeks

Project on Student Values
3860 Plainfield Blvd., N.E.
Grand Rapids, Michigan 49505

*Materials prepared by Sister Alan Thomas, O.P.

DEVELOPING IN TEACHERS AN AWARENESS OF THE EFFECT OF THEIR PERSONAL VALUE SYSTEM ON STUDENTS

Abstract

I. Philosophical Statement. Our most serious responsibility as Christian educators is to live out our belief in this fundamental right of all men in our daily contacts with our students. Since no man can give what he does not possess, we must examine our lives closely to determine our personal values in this area of human dignity so that we not only teach with the "mouth" but also from the heart.

II. General Objectives. Help teachers see:

a. what values are
b. what personal values each holds
c. what effect these values have on students

III. Specific Objective. To observe behavioral change on the part of teachers toward students so that we will become "doers of the word and not hearers only."

IV. Context. Faculty.

V. Content and VI. Methods.

a. Differential Value Profile
b. Eight meetings discussing values

VII. Time Schedule. Eight weeks.

DEVELOPING IN TEACHERS AN AWARENESS OF THE EFFECT OF THEIR PERSONAL VALUE SYSTEM ON STUDENTS

Philosophical Statement

Because each person is created in the image of God, he has an innate dignity and worth which merits the respect of all. Our most serious responsibility as Christian educators is to LIVE out our belief in this fundamental right of all men in our daily contacts with our students. Since no man can give what he does not possess, we must examine our lives closely to determine our personal values in this area of human dignity so that we not only teach with the "mouth" but also from the heart. According to Socrates (and Dr. Taylor), "The work of teaching is the act of midwifery" but if we are to "deliver others of their capacity" we must exert every effort to become REAL persons, conscious of our presence and capable of relating in a fearless way with each "other". Thus, as we become aware of others as "Thou" we will have a deep respect for them, which will spill over to all our personal contacts.

It has been said we teach more by contagion than by instruction --- so if we are to be truly "significant others" in the lives of our students we must scrutinize our values to know those things we shout most loudly by our presence alone. We believe this evaluation can be done by serious personal confrontation with value alternatives we now possess coupled with a sincere desire to become as totally Christ as possible. Then as we become sensitive persons ourselves to those around us, we can "deliver" our students of their awareness of their own dignity and the dignity of all men by the example we give in the respect we show them and each other.

General Objectives

The primary purpose of this project is to help the teachers see what values are, what personal values each one holds, and alert them to the effect these values have on the lives of the students.

Specific Objectives

It is hoped that should dissonance appear between what we say about the worth of each individual and what we belive about that worth that we will each try to bring consonance out of this in order that we might become "doers of the word and not hearers only."

We must assume that our teachers are sincere and would make every possible effort to remove obstacles to effective teaching as these are recognized. Behavioral change on the part of the faculty will be observed in conversation about "problem" students, types of penalties given, goals set for students who may be less gifted academically than others, acceptance of the "odd Kid," and, hopefully, an awareness on the part of the students that they are accepted and loved by each teacher. If any change occurs, students should perceive it and by maintaining contact with them, such changes will be noted in their sundry comments!

Context

We will proceed as outlined below at our regular faculty meetings held during the first semester:

Methods

1. The teachers will be given the option of taking the Differential Value Profile, tests to be returned to teachers in individually addressed envelopes to ensure privacy if this is desired.

2. Following the returned profile we will examine these items:

   a. What are "values"?

   b. How did we form our own values? Have they changed since our teen years?

   c. Is there a unique set of "Christian values"? If so, what are they? If not, how do we find Christ in the values already examined?

   d. What effect do our personal values have on the students?

   e. Do we <u>really</u> value each individual student?

   f. How can we be sure we are making <u>"Honest"</u> Christians out of our students?

One part of each meeting will be devoted to each point. The topic to be discussed will be on the agenda for the meeting with one-half hour devoted to this discussion.

After the fifth meeting ("e" above), we will put the topic under consideration into our department meetings.

There, one entire meeting will be devoted to the consideration of the questions:

   a. How is the value of each student recognized in the area?

   b. Determine if the content area has some special way of developing this value which has not been explored.

At the sixth general meeting, the department heads will report back to the total faculty.

Two meetings will be given over to a discussion of (f) above. Of paramount concern will be the wish that our students not just "look like Christians."

Evaluation

At the completion of this project any teacher who wishes may repeat the DVP to see if his values have been affected through this examination.

Because one week is being devoted to each item except (f), and further, because this is being carried out with adults, it would seem there is no significant reason for making a grid.

Objective changes will be hard to measure but there should be subjective changes and that will be manifested in attitudes of students and teachers.

I will request the teachers to write an evaluation of this approach to self-inquiry at the completion of the first semester. These will be anonymous but should show the worth of such study to the teachers concerned.

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STRESSING TOLERANCE IN SPEECH CLASS*

Specific Value:	Tolerance
Subject Area:	Speech Therapy
Grade Level:	K - 12
Time:	All year

Project on Student Values
3860 Plainfield Ave., N.E.
Grand Rapids, Michigan 49505

*Materials prepared by Ann Wilson

STRESSING TOLERANCE IN SPEECH CLASS

Abstract

I. Philosophical Statement. I believe a person cannot accept others until he accepts himself. A child must come to value himself as a person.

II. General Objectives.
- A. To promote tolerance of self and others
- B. To describe and accept without self recrimination unflattering facts about oneself and others.
- C. Develop determination to correct his speech problem
- D. Willingness to help self and others when and where improvements can be made.

III. Specific Objectives. Each child should:
- A. Be able to simulate own and others errors without a lot of giggling and self consciousness.
- B. Take an active part in helping the other children to conquer problems.
- C. Be able to describe how he makes his sound and how it should be made.
- D. Develop friendships or at least friendliness with children of other social standards.
- E. share freely periences embarassing or otherwise connected with speech.
- F. Listen with interest to experiences of others.
- G. If he is older child, volunteer to help out in a special education classroom, rest home, or hospital.
- H. If he is younger child, take time to play and share with a younger brother or sister.

IV. Context. Grades kindergarten through twelfth.

V. & VI. Content and Methods. Games, discussions, taped recordings, proud whips, situational questions, value stories, use of Peabody Language Development Kit, current news stories depicting tolerance or lack of it.

VII. Time Schedule. All year.

STRESSING TOLERANCE IN SPEECH CLASS

Philosophical Statement

The purpose of this paper is to examine subtle ways tolerance can be emphasized in speech class through the process of valuing.

By tolerance I mean acceptance of personal and social shortcomings of ourselves and others. This ties in closely with speech therapy as taught by Dr. Charles Van Riper of Western Michigan University.

I believe a person cannot accept others until he accepts himself. A child must come to value himself as a person.

(1) We see ourselves as we perceive others see us. Until an individual feels "accepted" he will not be accepting.

Through observations in my speech classes I have noticed that the child having the greatest trouble with speech is most likely to giggle or titter at anothers' mistakes. This is demoralizing for the other child and tempts me to jump in and slap the giggler down. However, the damage has already been done and I would merely be sacrificing another ego.

Much time in therapy with older students is spent in a sort of desensitization process. The idea being to accept your problem and go to work on it, without your world coming to an end.

This may sound extreme to someone that has never had a speech problem. If you will stop and think your spoken word is a direct extention of yourself. It can't be covered up,it is there for everyone to observe, all the time everywhere. If you have a paralyzed arm you can put it in your pocket. If you walk with a limp you can sit down. But the only relief from defective speech is to stop communicating. My examples may seem a little far out, however, I feel slight speech problems are taken lightly by everyone except the person whose ego they undermine.

In stressing tolerance with my students I must take widely varying approaches with my case load, which ranges from kindergarten to twelvth grade. Most elementary children see it as a fun class to leave the regular classroom for. While older children see it as being singled out and a threat to their image.

General Objectives

(1) To promote tolerance of self and others as a worthwhile value for everyday living.
(2) To describe and accept without self recrimination unflattering facts about oneself and others.
(3) Each child should describe what his speech problem is and the others in his group.

(4) Each child should identify several theories as to how his problem could have developed.
   a. He learned his articulation wrongly from an older sibling.
   b. He had a hearing problem. Maybe temporary: tonsils, sore throat, ear infection, other childhood diseases.
   c. He could be a nervous child under much pressure and stress.
   d. Cleft palate.

This list could go on and on depending on each individual child. The important thing is for each child to have an idea of how his and the problems of others in his class came about.

(5) Children from fifth grade up should be able to operate a tape recorder.
(6) The children should be able to identify prominent or famous people that have or have had a speech problem.
(7) Develop a determination to correct his problem in each student.

An attitude of tolerance should include a willingness to help self and others when and where improvements can be made.

Specific Objectives

The most obvious behavioral change one would like to see in a child that has been in speech class is an improvement in speech.

Since as a speech teacher I come in contact with seventy-five to one-hundred children of all ages for from forty minutes to an hour a week, my efforts must, of necessity, be concentrated on correcting existing speech problems.

However, after a year of stressing the value of tolerance I would like to see the following behavioral changes in my students:

(1) The child should be able to simulate his and others' errors, without a lot of giggling and self consciousness.
(2) Each child taking an active part in helping the other children to conque his problem. (I do it like this....., why don't you try?)
(3) Be able to describe how he makes his sound and how it should be made.
(4) A development of friendships or at least friendliness between children of different social standings.
(5) Children to share freely experiences embarrassing or otherwise, they've had in connection with speech.
(6) Listening with interest to weekend or daily experiences of others in the class. (At present the more active children tend to make comments such as; "is that all?" or "Big deal" about the activities of the less fortunate.)
(7) Older children volunteering on their own to help out in a special education classroom, a rest home, or hospital.
(8) Elementary children taking time to play and share with a younger brother or sister.

Statement of Context

This is where my unit plan turns into a term paper. Charlotte is a rural, republican community. There are five elementary schools and seven country schools. Next year there will be six elementary schools, one junior high, sixth through eighth, and one high school, class B.

I service two elementary schools, the junior high and high school. My case load breaks down as shown.

Grade	Number	Time a Week
1st	23	Sixty minutes
2nd	9	Sixty minutes
3rd	9	Sixty "
4th	6	Sixty "
5th	4	Sixty "
6th	15	Forty "
7th	8	Forty "
8th	3	Forty "
9th	3	Forty "
12th	1	Forty "

My students range from special education to very bright. Their families range from farmers, workers, doctors and businessmen. They are a cross section of this "middle class" community.

Since a unit plan is impossible because of time I would like to explain why and how I intend to incorporate the study of values into my therapy sessions.

To begin with I would classify tolerance as an (2) instrumental value, relating to Rokeach's listing as Broadminded. The intrinsic value aims would be; Equality and Self-Respect.

The students in this community will not face the problem of hard core poverty and intergration while they are in school. However, if they learn to value accepting themselves and others now, hopefully they will be prepared to be tolerant of new situations they will face later on.

(3) Don Barnes:
"Willingness to change is directly related to love of self. We sometimes call this "self-acceptance," but is is really more than this---it is more closely related to self-assurance, self-pride, and self-satisfaction."

This paper has already stated a value to be stressed (tolerance) in speech class and why it is important. We come now to how this can be done.

Keeping Records and Involving the Parents

I have a file on each of my students, which is begun when they enter speech class and put in the inactive drawer when they are dismissed from therapy. This file already contains: a brief medical history filled out by parents, an articulation and sometimes Peabody Language Development test administered by myself or a former speech teacher, a brief social history, and a record of parent conferences. To my files on each student I will add a values goal sheet.

From time to time I will check skills learned and keep anecdotal record of values demonstrated or seemingly lacking.

There is a hand-out given to parents of elementary children entering speech for the first time. To this for all students, I will add a goal sheet. These are distributed during parent conferences in the fall. While the parent is in for conference I will explain my goals and tell them I will ask for their observation later in the year.

Parents that do not come during conference days will be called, since I have Friday afternoon for conferences and records.

Value Oriented Activities for Speech Class

The activities in a speech class vary. They are usually games and conversation. Listed below are some value oriented activities:

(1) At the beginning of class play a tape of the Glenn Campbell recording. "A Little Less of Me." This may or may not be followed by discussion, depending upon the students.
(2) Ask each student to list his best qualities.
(3) Ask each student to list his worst qualities. On another day they may explain why they consider these their bad qualities.
(4) Have each student tell what he has done lately that he is proud of.
(5) Present, questions that ask, "What would you have done in this situation?"

Examples:
a) You are going to the store and your little brother wants to go along. He is dirty from playing and can't walk as fast as you. Besides that you are hoping to meet your friends there.
b) There's a new student in school. He is not very attractive or well dressed. He tries to start a conversation with you and you see some of your friends coming.
c) Someone starts to tease you about your speech.
d) Someone asks you what you do in speech class.
e) You are playing a game and someone is being left out or hasn't had a turn.
f) Someone you don't want to go out with has asked you out.

This list may be added to or changed around. The questions may even be framed around something that has recently happened at school.

If the student has trouble answering some of the questions several alternatives may be offered to choose from.

(6) Present value stories in which the student supplies the ending. (A book of these stories has recently been ordered by another therapist in our system. From Webster Div. of McGraw-Hill Book Co.)

(7) Present "I Wonder Pictures," from the Peabody Language Development Kit. These depict an incident or scene taking place. Ask the students to tell what happened and what will happen, or what should happen.

(8) Discuss each child's interests and activities.

(9) Talk about how and why we select our friends.

(10) The teacher will occasionally bring in a current news story that depicts tolerance or lack of.

Once a child has learned his sound and can produce it, much of therapy is aimed at Carry-Over into all speaking situations. This is when much more time can be devoted to conversation.

Since there is little or no outside written work for speech class, discussion seems the best way to bring about a values change.

The following suggestions are given as a guide to parents and teachers in their efforts to help the child improve his indistinct, infantile, or distorted speech:

WHAT NOT TO DO:

1. Do not allow anyone to tease, mimick or make fun of the child's speech.
2. Do not let the child become self-conscious about his speech. If he should be embarrassed about his speech, try to help him realize that as individuals we must learn to live and cope with many kinds of problems, and, at least for the present, speech may be his problem. There are very few individuals who do not have some slight handicap, and his is no greater (nor less) than that of others.
3. Do not correct or criticize his speech unduly. He will become either indifferent or resistent. Constant nagging about speech will keep the child from responding positively to more constructive measures when you use them.
4. Do not work to correct all of the child's sound or word errors at once. He will only become confused. If you work with him at all, select one sound at a time or a very short list of 5 to 10 words at a time. Then do not call attention to any other words until these have been corrected.
5. PLEASE DO NOT TAKE THE ATTITUDE THAT THE CHILD CAN CORRECT HIS SPEECH MERELY BY TRYING TO, OR AS A RESULT OF BEING REMINDED. Remember that he has already formed certain strong, but incorrect speech habits and he cannot change them without much patient help.

6. Never let the child become hopeless or discouraged about the possibility of improving his speech. HE SHOULD NEVER BE MADE TO FEEL THAT HE IS TO BLAME FOR HIS SPEECH DIFFICULTY.

WHAT TO DO:

1. Build up the child's speaking vocabulary by such means as the following:

    a. Tell him stories or read aloud to him. Gradually introduce many new words and explain any he does not know.
    b. Encourage the child to talk a great deal. Have him tell you about his experiences at school or play during the day. Have him tell you stories he has heard, read, seen in the movies or heard on radio and television. Show interest in these efforts.
    c. Have the child describe and interpret pictures for you. When he has given all he can, point out and name additional objects and actions.
    d. Take the child with you on your usual trips to the grocery store, meat-market, post-office, etc. Explain in simple terms the processes involved in transacting business there. Make special trips occasionally to the fire station, railroad station, zoo, department store, airport, and other places of interest.

2. Train the child to learn to listen by playing records for him, reading to him and discussing what he has heard. Help him to become aware of the sounds around him---does the sound of mother's eggbeater as she is making a cake sound the same as the dog who is barking in the yard? Help him to hear the difference (and to be aware of them) between quiet and noisy sounds, high and low sounds, etc.

3. Encourage the child to learn nursery rhymes, short poems and songs, especially those in which a certain sound is repeated many times.

4. Train the child in understanding and remembering spoken directions by making simple requests first, and, as he matures, increasing the complexity of the requests to two, three, or more stops.

5. Develop his ability to hear differences between conversational speech sounds, in such ways as the following:

    a. Place many objects or pictures of objects on a table. Select one, such as a cup, and have the child pick out all those pictures of objects whose name begins with the same sound. Try other sounds and other objects or pictures as the child progresses.
    b. Have the child think of as many words as he can that begin with his sound. (If with "s," sun, sandwich, snow, skate, etc.) Be certain always to use the sound, not the alphabet letter. (Ice, lace, end with the "s" sound!)
    c. Have him find rhyming words for words you give him: sing--wing--ring, etc.
    d. Have the child listen while you give pairs of words, some of which are the same and some of which are slightly different such as "chair--bear," "tree--three," "sell-fell," "safe--face." After each pair have him indicate whether the words are alike or different.

e. Have the child listen as you read a poem or paragraph very slowly and clap every time he hears a certain sound. Then take another sound and repeat.

6. Increase the child's desire and ability to talk plainly by creating situations where clear speech is particularly necessary:

   a. Carry on conversations with him over an imaginary or toy telephone.
   b. Play talking and singing games.
   c. Carry on imaginary conversations with the grocer, show salesman, etc. in which the child takes one part and you take the other.
   d. Have simple dramatizations. These can be based on recent experiences or stories just read. Older brothers and sisters can be encouraged to take part if they are patient and sympathetic. With older children, dramatic material can be read from books.
   e. Dramatic reading gives the parent or teacher an excellent opportunity improve the child's voice as well as his speech by calling attention to the proper loudness, pitch or quality of voice required to interpret best the role he is playing.
   f. To learn correct speech the child must have a correct pattern to follow. He must hear you say the word correctly over and over again so that his ears will become trained to tell the difference between the correct or incorrect sound. Only then will he learn to give it correctly himself. Always say the word to him preferably 2 or 3 times, before you ask him to say it.

7. Encourage the child to develop more mature behavior and attitudes. This, in turn, will help in the task of bringing his speech to a more mature level.

   a. Train the child to dress, wash, put toys away, etc., by himself.
   b. Have him go on errands to the store alone.
   c. Have him take responsibility for simple tasks around the house such as picking up and arranging magazines, keeping his own room tidy, clearing off the table after meals.
   d. Develop the child's ability to concentrate on one play activity for some time. Encourage him to finish what he starts.
   e. Help the child to become independent of you so that he can be happy by himself or with strangers.
   f. Encourage the child to work out difficulties by reasoning about them, instead of getting emotionally upset or simply giving up.
   g. Help the child to become self-confident and self-reliant in every way possible.

OBJECTIVE SHEET FOR PARENTS

This year I would like to stress tolerance to my students. That is, accepting personal and social shortcomings of themselves and others. It is hoped this will help develop self-confidence in themselves and a kindness toward others.

Following is a listing of my objectives for the year. While not all students may reach all objectives these are goals to aim for along with helping to correct their speech problem.

If you have any questions please feel free to call me for a Friday appointment. Washington School 543-3820.

(Now the general objectives and specific objectives should be incorporated into this objective sheet for the parents as they appear in the beginning of this unit.)

STUDENT OBJECTIVES CHECK SHEET

Goals	Behaviors	Date
1. Can describe his speech problem.		
2. Can describe speech of others in the group.		
3. Can describe several theories of how problem developed.		
4. Can operate machines used in therapy.		
5. Can list prominent or famous people that have speech problems.		
6. Can simulate his errors.		
7. Wants to correct his speech problem.		
8. Takes an active part in helping other children.		
9. Has developed new friendships.		
10. Shares experiences		
11. Listens to others' experiences.		
12. Volunteers to help less fortunate.		
13. Exhibits tolerance---		

FOOTNOTES

1) Class notes
2) Intrinsic and Instrumental Values (a listing developed by Dr. Milton Rokeach)
3) Teaching Strategies for the Clarification of Values by Don Barnes, Guidelines Paper VI

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VALUE OF SELF CONCEPT

Greta Zagers

The elementary schools are concerned with the total living organism of the students. They must be aware of the development of the intellectual abilities; and also the development of their own self worthiness. No child will become a good citizen of school or society until he sees himself as one. When we think of self concept we mean the way an individual sees himself; what he thinks he can do; what he thinks he cannot do, and whether he likes himself. ---"he who values himself highly will strive for high goals while he who has a low opinion of himself will be content with mediocre attainments!"[1]

Baller and Charles said that an individual enacts different roles. They have referred to these ways as the "different me's."

1. The me that I see;
2. The me that others see;
3. The me that I think others see;
4. The me that I think others think I see;
5. The me that I'd like to be.[2]

A student is aware of these and in the classroom often is forced to be the me that he feels the teacher or his peers expect him to be and is too aware of his inadequacies many times.

We fail to develop and encourage a feeling of self worth and dignity in school many times and there is no concept in all education more important than this. Often it is impossible for students to develop a positive self concept because of the academic emphasis in our schools and then they may develop poor self concepts, which is more damaging to the student and to society than their inability to do the academic tasks. Teachers must be aware of the value of each student and must help each one to develop an awareness and sensitivity for rights and differences of each.

The young child entering school builds a self concept based on his past experiences and his relations with others. If his experience with his parents, teachers, and friends are positive he gains an inner security that enables him to "be himself" and to relate well to others. It is the responsibility of each teacher to retain these positive self concepts in her students.

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[1]Percival Symonds.

[2]Lessie Carlton, Robert H. Morse. Reading, Self-Directive Dramatization and Self-Concept, pp. 6-9.

Bottrell and Havighurst have listed ways in which classroom teachers may help a child to have a more satisfying concept of himself. Bottrell said:

"1. The teacher may help each child to feel wanted and liked. This aids in satisfying his need for status and symbol.

2. The teacher may provide group work for self-help opportunities. This gives the child a chance to practice and apply knowledge.

3. The teachers may help the child to evaluate himself. This gives the child a chance to talk objectively about his work and progress and gives practice in emotional security.

4. The teacher needs to be present to clarify and guide; but not to tell or dictate."

Havighurst said:

"1. The teacher may help by finding situations in which the child feels at ease.

2. The teacher may help the child control his ways of behavior so they are acceptable to others.

3. The teacher may help by finding situations in which the child can contribute his talent or skill in a way that would be valued by others."

The guidelines have been condensed to be helpful to teachers:

"1. Accept each child as is

2. Provide each child with learning situations which challenge his curiosity.

3. Guide the child rather than dictate.

4. Make it possible for each child frequently to achieve a measure of satisfaction.

5. Encourage difference rather than uniformity among children.

6. Make it possible for each child to improve himself.

7. Provide the means and develop the desire on the part of each child to improve himself.

8. Help each child explore ways of behaving which makes him acceptable to other children.

9. Help each child to evaluate himself and his progress.

10. Continue to respect and love each child even though his ways are sometimes unacceptable.

11. Help each child to develop a feeling of worth and dignity."[3]

In the classroom where the child competes and tries to attain a mastery of the tasks and is competing and comparing his performance with his classmates he is bound to fail. He can put up with failure when he realizes it will lead to success or at least he will find a measure of success to counter-balance the failure. Children need huge doses of guaranteed success to restore self-esteem and confidence and increase the child's ability for tolerating his frustrations.

No single personality type can be given as an ideal for a teacher but the kinds of effects needed can be seen as children describe their favorite teachers:

"1. She makes you feel good at school.
2. She doesn't make a monkey out of you before everyone in the room.
3. She helps you until you get it.
4. She smiles so much I want to please her.
5. She likes everyone of us and treats us all alike.
6. We laugh a lot, but not at each other.
7. She made me know I could do the work."[4]

One of the great sources of distress and confusion in modern society is the fact that people act upon the basis of unconsciously held values. As a results, we often act upon impulses, fear, and outside persuasions. We need to look at our values so that we can criticize, evaluate, deny, or confirm our value system. How open or close-minded are we?

Children can be helped to face up to decisions they make, analyze them, and develop a set of values. In group discussions, in role-playing, in individual writing, creative expressions as in art or music, sentence completion or value sheets they can explore values and learn the process of criticizing and reconstructing them. In this process they can develop a responsibility for others as well as develop a core of personal values.

For group discussions self evaluations which could be worked out:

Have children list problems they are having at home, with friends, or in school. These should be tabulated to determine the most frequent. A panel discussion

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[3]Lessie Carlton, Robert H. Morse. Reading, Self-Directive Dramatization and Self Concept, pp. 6-9.

[4]Garry. Guidance Techniques, p. 430.

could follow the group discussion. Dr. Simon suggests a "public interview" to follow. Some group discussion topics about home are:

1. The good times we have at home.
2. Why it's hard to be a parent.
3. What I like most about my home.
4. What things parents see differently from children.
5. Things which I do that aggravate my parents.
6. Things my brothers and sisters do which aggravate me.
7. Privileges and responsibilities for a particular age group--how to stay up, what to do to help around the house, television rules or rules about spending money.

These discussions help the child understand and accept realities with which to live, lead them to appreciate that others of their classmates have similar problems with adults; and from knowing this, derive support by seeing that others can face and handle these problems as they occur.

Role-playing used in a planned sequence can do much to help change an individual's status in his group. An individual can be provided with the opportunity to practice roles he would like to acquire, such as being the leader of a group, or the expert who teaches others a skill. He can be given opportunities to play roles quite different from the ones assigned him by his peers; roles in which an under-valued child can demonstrate a wider range of skills and qualities than the group ever permitted him to show. In this process, not only is the individual's status among his classmates changed; but if he receives recognition from the group, his self concept also is altered for the better.

If the group of children has never participated in role-playing before, the first tries must be expected to be very crude. Much will depend on the type of curriculum the children are using. If their school program is informal, uses group work, and encourages much discussion the class will probably move into role-playing easily and enthusiastically. If the children are used to a more directed, very controlled situation it will take time to produce and encourage spontaneity. Teachers must avoid scolding and making negative comments especially on the first attempts. Children are apt to become silly because of their own inferior feelings and embarrassments. It is important to explain that they are not putting on a play; but are thinking things through in action. It is the reliving of an experience, each child trying to find his own acceptable place to build up his own esteem, and earn the respect of his peers and teachers.

Classrooms need to evaluate their role-playing experiences. This may be done in discussion: "How did you like today's session?" or "How do you like role-playing?" or have the pupil check:

"-I liked it very much
-I liked it fairly well
-I'm not sure whether I liked it or not
-I didn't like it at all"[5]

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[5]Mark Chesler, Robert Fox. Role-playing Methods in the Classroom, p. 46.

A sentence-completion form which would be helpful to show how a pupil feels about his teacher, school work, peers, parents, and himself would be an aid to better understand the individuals in the classroom.

"1. I am best when
2. My school work
3. Studying is
4. Mother should learn that
5. A nice thing about my family
6. If only teachers
7. Fathers should learn
8. To get along well in a group, you have to
9. When I grow up, I want to be
10. I get mad when
11. My teacher thinks I am
12. If I were a parent I
13. In class, working with others
14. When I look in the mirror, I
15. This school [6]

In this paper, as a substitute teacher, I have tried to be concerned with means which would be helpful for the many children with whom I come in contact. In the busy complex society in which we live we are influenced by many people and media--the family, the schools, the peers, the entertainment world, the news media, the grocer, the doctor---everyone makes some impression on us. Children too are observing of each of these and are influenced by them. How important the role of the teacher then becomes to help a child to choose freely from several alternatives, impression which will build his own self concept; so that he will be proud of himself. Any person who can prize and affirm at anytime and under any condition his own self worth will not be frustrated by the constant pushing and pulling in our modern complex society. To be aware of his own motives and to know the various possibilities for satisfying them in the given situations will lead to a constructive course of action. A child that is trained to think and act independently and is able to choose that which is good or bad, just or unjust will become a responsible citizen in a society which kills its own leaders and heroes.

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[6]Robert Fox, Margaret Barron Luszki, Richard Schmuck. Diagnosing Classroom Learning Environments, pp. 107-109.

EDUCATION IN A TRANSFORMING AMERICAN CULTURE*

George D. Spindler

The American public school system, and the professional educators who operate it, have been subjected to increasingly strident attacks from the public and from within its own ranks. My premise is that these attacks can best be understood as symptoms of an American culture that is undergoing transformation--a transformation that produces serious conflict. I shall discuss this transformation as a problem in culture change that directly affects all of education and everyone identified with it.

The notions of social and cultural change is used persuasively, if carelessly, by too many writers to explain too much. Generalized allusions to technological change, cultural lag, the atomic age, the mass society, are more suggestive than clarifying. We must strike to the core of the change. My argument is that this core can best be conceived as a radical shift in values.

The anthropologist, and I speak as one but not for all, sees culture as a goal-oriented system. These goals are expressed, patterned, lived out by people in their behaviors and aspirations in the form of values--objects or possessions, conditions of existence, features of personality or character, and states of mind, that are conceived as desirable, and act as motivating determinants of behaviors. It is the shifts in what I believe to be the core values in American culture, and the effect of these shifts on education today, that I which to discuss. These shifts in values will be seen as the conditions of life to which education and educators, whether progressives, experimentalists, conservatives, or in-betweens, must adapt--and to which they are adapting, albeit confusedly. My emphasis within the value frame-work will be upon shifts in the conception of the desirable character type, since education can never be freed from the obligation to support, if not produce, the features of personality and social character deemed desirable in society.

There is a body of literature on American culture. M. Mead (1942), C. and F. Kluckholn (1947), C. Kluckholn (1949), L. Warner (1953, 1959), G. Gorer (1948), D. Riesman (1950), M. Lantis (1955), S. Lipset and L. Lowenthal (1961). These writings range from the highly intuitive to the observation-based.

*Taken from Spindler, Education and Culture, New York: Holt, Rinehart and Winston, 1963, p. 132-147. (Reprinted, with revision, by Holt, Rinehart and Winston from the Harvard Educational Review, XXV, 1955, 145-156, with permission.)

Though there is consensus, and a surprising degree of it, on the part of these students of American culture, little they say can be or is intended by them to be taken as empirically demonstrated. These writings are useful as a starting point but most emphasize static patterning in values more than change in values. To extend the factual baseline I have been collecting relevant data from college students for the past eight years. The sample consists of several hundred students, ranging in age from 19 to 57 years, mainly participants in professional education courses, and representing socio-economic strata describable as lower-middle to upper-middle class. The sample is as representative of this professional group and these economic strata as any regionally biased sample can be. I have used two simple value-projective techniques. The aim has been to find out what features of social character (the term I will use to designate those personality elements that are most relevant to social action) the students in the sample hold as being valuable and that presumably influence their behavior in classrooms. The first of these techniques is a series of 24 open-ended statements; such as "The individual is_____", "Intellectuals should_____", "All men are born _____". The second of these techniques is to require each student to write one brief paragraph describing his (or her) conception of the "Ideal American Boy."

I have subjected the responses of the students in the sample to a straight-forward content analysis--counting numbers of responses that fall into certain categories appearing from the data themselves. Perhaps some examples will illustrate both the techniques and the kinds of materials from which I am going to draw in the rest of this article.

From the open-ended sentence value-projective technique results like these have been obtained: "All men are born_____", "equal" (70% of all responses), "wolves", "stupid", "dopes", "hot-blooded" (a miscellaneous negative category of 28%--provided mainly by females in the sample); "Artists are _____", "queer", "perverted", "nuts", "effeminate" (a negative-hostile category of 38% of all responses), "different", "people", "few", (a neutral category of 35%), "creative", "smart", "original", "interesting" (a positive category of 25%); "Intellectuals should_____", "be more sociable", "be more practical", "get down to earth" (a mildly derogative category of 36%), "keep it under cover", "drop dead", "shut up" (an openly hostile category of 20%), "apply their intellect", "study", "create", "think" (a neutral to positive category of 40%); "Nudity is_____", "vulgar", "obscene", "profane", "repulsive" (a negative-moralistic category of 43%), "pleasant", "self-expressive", "beautiful", "healthy" (an enthusiastic-positive category of 20%), "depends on how interpreted", "alright in some places", "depends on who is looking" (a relativistic category of 30%).[1]

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[1]Where percentages do not total 100 it is because various miscellanea are omitted.

The values are self-evident, and do not call for discussion, as such, for the moment. What is more important is that this fairly homogeneous sample of students provides a wide range of response to each of these statements, excepting for the purposefully stereotyped "All men are born_____." And not only is there a wide range of response evidenced, but many of the categories of response to a single statement can be considered as contradictions with respect to each other. This suggests that although there are clear modalities of values in this sample, there are also differences between people and groups of people in respect to what they believe is good.

The material gathered together as results from the "Ideal American Boy" technique are even more suggestive. A sentence-content analysis reveals that the desirable features of character are ranked in the following order, from highest number of mentions, to lowest number: He should be sociable, like people and get along well with them; he must be popular, be liked by others; he is to be well-rounded, he can do many things quite well, but is not an expert at anything in particular; he should be athletic (but not a star), and healthy (no qualifications); he should be ambitious to succeed, and have clear goals, but these must be acceptable within limited norms; he must be considerate of others, ever-sensitive to their feelings about him and about events; he should be a clean-cut Christian, moral and respectful of God and parents; he should be patriotic; and he should demonstrate average academic ability and average intellectual capacity.

These are the characteristics of the ideal American boy seen as most important by a modal number (about 40%) of the students in the sample. Leadership, independence, high intelligence, high academic ability, individuality, are mentioned relatively infrequently (in about 20% of the descriptive paragraphs). But individuals do vary in the pattern of characteristics that are combined in the paragraph. Some emphasize the high achievement and individualized characteristics just mentioned. Some include elements from the modal list and combine them with these latter items. There have also been some shifts in the modal features of the ideal type over the eight years of data collection. But the characteristics listed above are mentioned most frequently.

The implications seem clear. The keynote to the character type regarded as most desirable, and therefore constituting a complex of values, is balance, outward-orientedness, sociability, and conformity for the sake of adjustment. Individuality and creativity, or even mere originality are not stressed in this conception of values. Introspective behavior is devaluated (intellectuals are suspicioned by many). Deviancy, it seems, is to be tolerated only within the narrow limits of sociability, of general outwardness, of conformity ("Artists are perverts"). The All-American boy is altogether adjusted.

The materials just cited not only serve to illustrate the technique, but more important for present purposes, indicate rather clearly the fabric

of the value pattern that seems to be emerging as the dominant core of the social character values in American culture (providing one can assume, as I am here, that the middle-class culture is the core of our way of life--the pattern of norms against which lower and upper class cultures are seen as deviations). From this point on, I shall use the implications of these data without further explication of the factual baseline. The purpose is to sketch in bold strokes the major dimensions of culture change in our American society and relate them to the contretemps of modern public education and educators.

The statements to be made now about American values, their shift, and the effect on education, are based upon the varying responses of different age groups in the sample, upon person-to-person variation in responses, and upon variations in response and particularly contradictions of response within single individual protocols (the total set of responses for a single individual). On the basis of these kinds of data, in the context of wider observations on institutions and culture patterns in the United States, it appears that a major shift in American values is taking place.[2] I find it convenient to label this shift as being from traditional to emergent, though no basic cultural change of this kind is actually linear. The values thus dichotomized are listed under their respective headings below, with explanatory statements in parentheses.

TRADITIONAL VALUES	EMERGENT VALUES
Puritan morality (Respectability, thrift, self-denial, sexual constraint; a puritan is someone who can have anything he wants, as long as he doesn't enjoy it!)	Sociability (As described above. One should like people and get along well with them. Suspicion of solitary activities is characteristic.)
Work-Success ethic (Successful people worked hard to become so. Anyone can get to the top if he tries hard enough. So people who are not successful are lazy, or stupid, or both. People must work desperately and continuously to convince themselves of their worth.)	Relativistic moral attitude (Absolutes in right and wrong are questionable. Morality is what the group thinks is right. Shame, rather than guilt is appropriate.)

[2]In my formulation of value trends and the interpretation of my data I have been particularly influenced by the writings of David Riesman.

Individualism (The individual is sacred, and always more important than the group. In one extreme form, the value sanctions egocentricity, expediency and disregard for other people's rights. In its healthier form the value sanctions independence and originality.)

Achievement orientation (Success is a constant goal. There is no resting on past glories. If one makes $9,000 this year he must make $10,000 next year. Coupled with the work-success ethic, this value keeps people moving and tense.)

Future-time orientation (The future, not the past, or even the present, is most important. Time is valuable, and cannot be wasted. Present needs must be denied for satisfactions to be gained in the future.)

Consideration for Others (Everything one does should be done with regard for others and their feelings. The individual has a built-in radar that alerts him to others' feelings. Tolerance for the other person's point of view and behaviors is regarded as desirable, so long as the harmony of the group is not disrupted.)

Hedonistic, present-time orientation (No one can tell what the future will hold, therefore one should enjoy the present--but within the limits of the well-rounded, balanced personality and group.)

Conformity to the group (Implied in the other emergent values. Everything is relative to the group. Group harmony is the ultimate goal. Leadership consists of group-machinery lubrication.)

American culture seems to be undergoing a confused transformation, producing many disjunctions and conflicts, from the traditional to the emergent value systems outlined above. It is probable that both value systems have been present and operating in American culture for some time. But recently, and under the impetus of World Wars, the pressures exerted by the "radical right" and the "radical left," the external communist threat, atomic insecurities, and a past history of "boom and bust", the tendencies in the emergent direction have gathered strength and appear to be on the way towards becoming the dominant value system of American culture. At the same time, there is a minority resurgence of extreme versions of the traditional values as some people reaffirm allegiance to them as a reaction to the threat of rapid culture change.

Like all major shifts and schisms in culture, this one has consequences for people. Culturally transitional populations, as anthropologists know from their studies of acculturating Indian tribes, Hindu villages, and Samoan communities (among others), are characterized by conflict, and in most severe form--demoralization and disorganization. Institutions and people are in a state of flux. Contradictory views of life are held by different

groups and persons within the society. Hostilities are displaced, attacks are made on one group by another. And this applies as well to the condition of American culture--the context of American education.

The traditionalist may view the emergentist as "socialistic," "communistic," "spineless and soft-headed," or "downright immoral." The emergentist may regard the traditionalist as "hide-bound," "reactionary," "selfish," or "authoritarian."[3] Most of what representatives of either viewpoint do may be regarded as insidious and destructive from the point of view of the other. The conflict goes beyond groups or institutions, because individuals in our transitional society are likely to hold elements of both value systems concomitantly. This is characteristic, as a matter of fact, of most students included in the sample described previously. There are few "pure" types. The social character of most is split, calling for different responses in different situations, and with respect to different symbols. So an ingredient of personal confusion is added that intensifies social and institutional conflict.

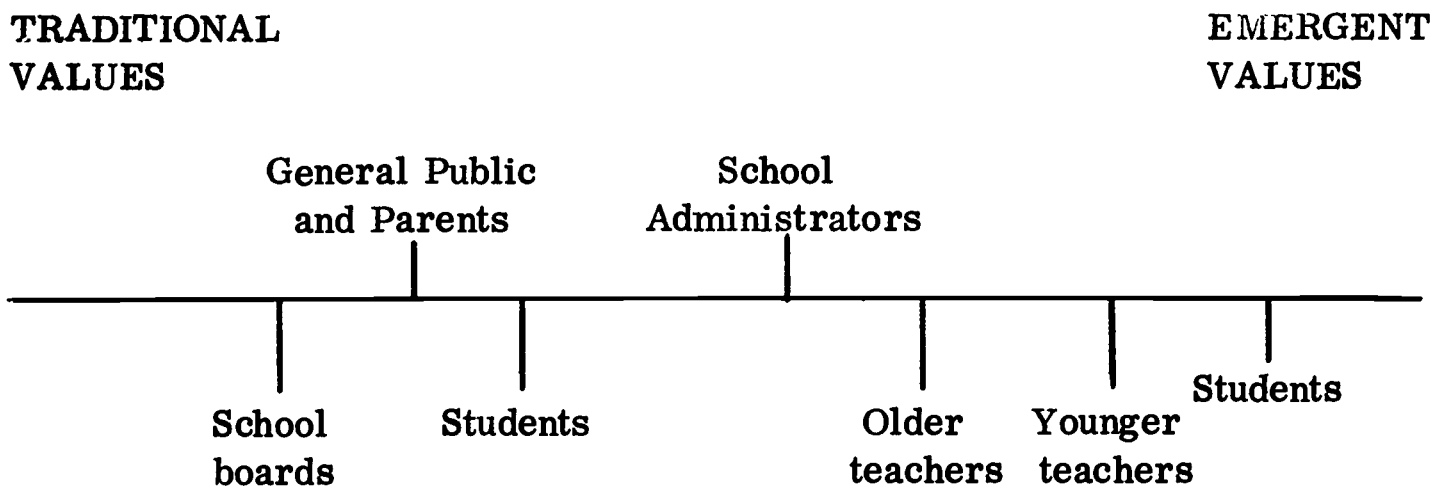
I hypothesize that the attacks upon education, which were our starting point, and the confusion and failure of nerve characterizing many educators today, can be seen in clear and helpful perspective in the light of the conflict of traditional and emergent values, and particularly in the extremes of both forms that have been described. It is the heart of the matter. The task then becomes one of placing groups, institutions, and persons on a continuum of transformation from the one value system to the other. A simple diagram will aid comprehension of what is meant.

The diagram conveys the information that different groups operating in the context of relations between school and community, educator and public, occupy different positions on the value continuum, with varying degrees and mixtures of traditional and emergent orientations. It should be understood that the placements indicate hypothecated tendencies, that no one group representing any particular institution ever consists of "pure" value types, but that there is probably a modal tendency for the groups indicated to place on the transformation, or continuum line, in the way expressed in the diagram.

School boards are placed nearest the traditional end of the continuum because such boards are usually composed of persons representing the power, status-quo, elements of the community, and of persons in the higher age ranges. They are therefore people who have a stake in keeping things as they are, who gained their successes within the framework of the traditional value system

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[3]Irrespective of this kind of name-calling, the dichotomy of values employed in this analysis is not the same as "conservative" and "liberal" or politically "left" and "right." It is certainly very probable, for example, that some political liberals are traditionalists in respect to core cultural values.



and consequently believe it to be good, and who, by virture of their age, grew up and acquired their value sets during a period of time when American culture was presumably more tradition-oriented than it is today. They may be driven to extreme forms of traditionalism as a response to the pressures mentioned previously.

The general public and parent group, of course, contains many elements elements of varying value predilection. It is therefore unrealistic to place this public at any particular point in the value continuum. But I hypothesize that the public tends to be more conservative in its social philosophy than professional educators are. The placement to the left of center of the continuum takes on further validity if it is seen as a placement of that part of the public that is most vocal in its criticism of educators and education--since many of the criticisms made appear to spring out of value conflicts between traditionalist and emergentist positions. Parents complain that their children are not being taught the "three R's" (even when they are), that educators want to "socialize" the competitive system by eliminating report cards, that children are not taught the meaning of hard work. These all sound, irrespective of the question of their justification or lack of it, like traditionalist responses to change in an "emergent" direction.

Students are placed at two points on the transformation line because it is clear that those coming form traditionalist family environments will tend to hold traditionalistic values, but hold them less securely than will their parents (if our hypothesis for over-all change is valid), while other students who come from emergent-oriented families will tend to place even further, as a function of their age and peer groups, towards the emergent end of the line than their parents would. This is only partially true, indeed, for such a rationale does not account for the fact that offspring in revolt (and many American children from 6 to 16 are in a state of revolt against parental dictums) may go to extremes in either direction.

School administrators, older, and younger teachers, place at varying points on the emergent half of the transformation line. I have placed them there because I believe that the professional education culture (every institution has its own way of life, in this sense) that they have acquired in the schools

and colleges of education has a clear bias towards and emergent-oriented ethos. Many of my educationist colleagues will reject this interpretation, and indeed, such interpretations are always guilty of over-generalization. Others will welcome such a characterization, but still question its validity. My case must rest on contemporary educational philosophy, theory, and practice. The emphasis is on the "social adjustment" of the individual, upon his role as a member of the group and community. Most of the values listed under the emergent heading are explicitly stated in educational literature as goals. Some of them, such as conformity to the group, are implicit. This value, in particular, grows out of the others, is more or less unintended, and constitutes a covert or latent value, by definition. This is, admittedly, a little like accusing a man of hating his mother, but not knowing it, and such accusations are usually rejected, or rationalized out of existence. But I believe that it is literally impossible to hold the other values in this system and avoid placing a strong emphasis on group harmony, and group control fo the individual. My data, at least, gathered largely from students in professional education courses, indicate that this is the case.

But educators and schools do not all come off the same shelf in the supermarket. Older teachers will tend, I hypothesize, to hold relatively traditionalist views by virtue of their age, and time of their childhood training. (when they acquired their basic values)--a period in American culture when the traditionalist values were relatively more certain and supported than they are at present. Younger teachers were not only children and acquired their personal culture during a relatively more emergent-oriented period of American history, but they have been (I hypothesize) exposed to a professional education culture that has become emergent-oriented in its value position. They are therefore placed near the extreme of the transformation line in the emergent direction.

School administrators came from a different shelf in the same section of the supermarket. They, to be sure, range in age from young to old, come from different family backgrounds, and have been exposed in varying degrees to the professional education culture. But sociological and anthropological studies of the influence of status and role on behavior and perception indicate that these factors tend to over-ride others, and produce certain uniformities of outlook. The school administrator's role is a precarious one--as any school principal or superintendent knows. He faces towards several different audiences, each with different sets of demands--school boards, parents, power groups, teachers, and students--as well as other administrators. He has to play his role appropriately in the light of all these demands. The fact that many cannot, accounts for the increasingly short tenure of personages like school superintendents. But to the extent that he plays across the board he will place somewhere towards the center of the line of transformation. Furthermore, his dependence upon the school board, and the power groups in the community, in many cases will tend to make his outlook relatively more conservative, and probably more traditionalistic, than that of his teachers--at least the younger ones. There are many exceptions, of course. I am only claiming tendencies.

My thesis, I hope, is clear by now. I am attempting to explain, or help explain, the increasingly bitter and strident attacks on schools and educators, and the conflict and confusion within the ranks. I have claimed that this situation can better be understood in the context of conflicts in core values. And I have tried to show the direction of the values shift in American culture and place the various actors in the drama upon a transformation line within this shift.

In this perspective, many conflicts between parents and teachers, school boards and educators, parents and children, and between the various personages and groups within the school system (teachers against teachers, administrators against teachers, and so on) can be understood as conflicts that grow out of sharp differences in values that mirror social and cultural transformation of tremendous scope--and for which none of the actors in the situation can be held personally accountable. This is the real, and perhaps only contribution of this analysis. If these conflicts can be seen as emerging out of great sociocultural shifts--out of a veritable transformation of a way of life--they will lose some of their sting. To understand, the psychiatrist says, is to forgive.

But now, though it seems indeed improper at this point, permit me to add another complication to an already complicated picture. I have tried to make it clear that not only are there variations in values held by groups and different parts of the social body and school institutions, but that there are also various values, some of them contradictory, held by single individuals as diverse streams of influence in their own systems. This is always true in rapid culture-change situations, as the anthropologist and philosopher know.

This means that the situation is not only confused by groups battling each other, but that individuals are fighting themselves. This has certain predictable results, if the anthropological studies of personal adaptation to culture change have any validity. And I believe that those results can be detected in the behaviors of most, if not all, of the actors in the scene. Let me try to clarify this.

I will deal only with teachers, as one of the most important sets of actors on this particular stage. I hypothesize that the child training of most of the people who become teachers has been more tradition than emergent value-oriented. They are drawn largely from middle to lower-middle social class groups in American society, and this segment of the class structure is the strong-hold of the work-success ethic and moral respectability values in our culture (even in a culture that is shifting away from these values). Furthermore, it seems probable that a selective process is operating to draw a relatively puritanistic element into the public school teaching as an occupation. Self-denial, altruism, a moralistic self-concept, seem to be functional prerequisites for the historically-derived role of school teacher in American society (I might have said "school-marm").

If this can be granted, then only one other ingredient needs to be added to explain several persistent types of personal adaptation to value conflicts observable among school teachers. That ingredient is one already spelled out--the relatively heavy emphasis, within the professional education culture, on the emergent-oriented value system. Teachers-to-be acquire their personal culture in a more tradition-oriented family environment, but they encounter a new kind of culture when in training to become school teachers--in the teacher-training institutions. This is a particular kind of culture-conflict situation that anthropologists have recently begun to study, but mostly in non-western societies undergoing acculturation under the impact of the western way of life.[4]

On the basis of observations of teachers in coastal communities and in the middle west, I hypothesize that three types of adaptation to this personal culture-conflict situation and experience are characteristic.

Ambivalent: This type is characterized by contradictory and vacillating behavior, particularly with respect to the exercise of discipline and authority. The type tends to be laissez-faire in some classroom situations, and authoritarian in others, depending upon which behavior is called into being as a defense against the threat of loss of control of self or of the classroom.

Compensatory: This type is characterized by one of two modes of behavior. The teacher overcompensates consistently either in the direction of the emergent or the tradition-centered values. In the first mode he (or she) tends to become a member of a group-thinkism cult--a perversion of progressive educational philosophy in action. The total stress is placed on social adjustment. Individuality is not sanctioned to any significant degree. Conformity to the group becomes the key to success. The type, in its extreme form, is a caricature of the emergent-centered value set. The second type compensates for internal culture conflict in the opposite direction, and becomes an extreme traditionalist. Tight dominance is maintained over children. Relationships with them are formalized and rigid. No deviation is allowed, so curiously enough, in this reactionary caricature of the tradition-centered values set there is convergence in the demand to conform--in one instance to the group, in the other to the teacher.

Adapted: This type can be either traditional or emergent value-priented. But the compensatory and ambivalent mechanisms operating in the first two types are much less intense, or absent. The teacher of this type has come to terms with the value conflict situation and experience, and has chosen (consciously or unconsciously) to act

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[4] Acculturation is used here to refer to the changes brought about in the culture of groups or individuals as adaptation to a culture different from their own takes place.

within the framework of one or the other value set, or has achieved a workable synthesis of both. There is consequently a consistency of behavior, and the mode of classroom management and teacher-student relationship is not a caracature of either value system.

No one is in a position to say which of these types is represented in greatest numbers among American public school teachers today, and there are few "pure" types. Certainly there are many traditional and emergent-oriented teachers who have adapted successfully to the personal culture-conflict situation and discontinuity of enculturative experience described. But equally certainly there are many school teachers who fall more clearly into one or the other typologies. It would be asking too much to suppose that a cultural values-conflict situation as intense as the one transforming American culture could be handled without strain by a key agent of the culture-transmission process--the school teacher. But again, to understand is to forgive.

In any event, it seems clear that if conditions are even partially of the nature described, the group culture-conflict situation resulting in attacks by representatives of those groups upon each other is intensified and at the same time confused by the personal culture-conflict problem. Both processes must be seen, and understood, as the results of a larger culture-transformation process.

In conclusion to this incomplete analysis, let me make it clear that I am not attacking either the emergentists, or the traditionalists. Value systems must always be funcional in terms of the demands of the social and economic structure of a people. The traditional mode has been functional in our society, and there is a staunchness, and a vitality in it that many of us view with considerable nostalgia. But rugged individualism (in its expedient, ego-centered form), and rigid moralism (with its capacity for displaced hate) become dysfunctional in a society where people are rubbing shoulders in polyglot masses, and playing with a technology that may destroy everything with a pushing of buttons. The emergentist position seems to be growing in strength. Social adaptability, relativistic outlooks, sensitivity to the needs and opinions of others, and of the group, seem functional in this new age. We need, as citizens, educators, anthropologists, and parents, to examine our premises more closely. The emergentist can become a group conformist--an avarage man proud of his well-rounded averageness--without really meaning to at all.

And lastly, I would like to reiterate the basic theme of this article. Conflicts between groups centering on issues of educational relevance, and confusions within the rank and file of educators, can be understood best, I believe, in the perspective of the transformation of American culture that proceeds without regard for personal fortune or institutional survival. This transformation, it is true, can be guided and shaped to a considerable degree

by the human actors on the scene. But they cannot guide and shape their destiny within this transformation if their energies are expended in knifing attacks on each other in such a central arena as education, or if their energies are dissipated in personal confusions. I am arguing, therefore, for the functional utility of understanding, and of insight into the all-encompassing transformation of American culture and its educational-social resultants.

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EXEMPLARS OF BEHAVIORAL OBJECTIVES FOR VALUE EDUCATION

I. Objectives by Academic Subject Listing
   - A. Music
   - B. Art
   - C. Literature
   - D. Science and Conservation
   - E. Mathematics

II. Objectives by Value Listing
   - A. Cooperation
   - B. Honesty
   - C. Help and Assistance
   - D. Human Rights
   - E. Sharing
   - F. Interest in Others
   - G. Achievement
   - H. Efficiency
   - I. Pride
     - a. Pride in "Self"
     - b. Pride in Family, Country, Work, etc.
   - J. Respect
   - K. Interest in Racial Issues, Topics, and Discussions
   - L. Democratic Group Behavior and Majority Decisions
   - M. Listening
   - N. Acceptance of Responsibility
   - O. Critical Thinking

III. Personal Value Commitments in General

MUSIC

1. To verbally express a desire to play an instrument
2. To listen to a program of music on television
3. To attend a concert
4. To bring a favorite record to school to share with the class
5. To initiate class participation by asking for the class to sing a particular song
6. To suggest songs for the class to sing (when related to an increasing awareness of citizenship and democracy, i.e., "America the Beautiful," "This Land is My Land," etc.
7. To ask for a record to be played during free time
8. To share records and instruments in the classroom with his peers
9. To courteously listen to music brought in by a classmate
10. To verbally express satisfaction in combining music and art, i.e., painting or drawing the way music "sounds"
11. To express pleasure in listening to new forms of music (receptiveness)
12. To express satisfaction in singing with others
13. To share special songs or poems on nature with the class

ART

1. To verbally express pleasure in painting a picture, in creating a collage
2. To help another student on an art project without expecting a reciprocal help arrangement
3. To utilize various art media for recreation or emotional release
4. To identify characteristics of an art object which he admires
5. To voluntarily express pleasure in painting a picture, making a tape recording
6. To clean up his desk area after each art period without prompting
7. To rank-order specified art pieces on the basis of such concepts as form, abstraction, periods, type, preference, etc.

LITERATURE

1. To share ideas and opinions relating to literature with the class in discussion groups
2. To voluntarily express pleasure in reading the literature assigned in class
3. To cooperate rather then compete with his peers during drama productions
4. To voluntarily read relevant material on drug abuse
5. To relate orally or in writing the dillemmas of the character in the Odyssey (or whatever is being studied) to his own experience and value choices
6. To read orally, especially poetry, for personal pleasure
7. To express pleasure in reading for recreation
8. To voluntarily read about the life and work of great artists and composers
9. To share special songs or poems with the class
10. To voluntarily look up unfamiliar words in the dictionary

SCIENCE AND CONSERVATION

1. To demonstrate scientific interest through reading, making collections, conducting experiments, going on excursions
2. To orally describe the beauty of nature in a picture he has painted
3. To voluntarily bring to class an example of beauty in nature, i.e., a picture of a leaf
4. To express pleasure in designing and conducting a nature experiment
5. To verbally express an interest in some aspect of biology; for example, to actively participate in class discussion, to do an extra experiment in lab, to finish a lab after class without prompting
6. If guilty of breaking lab materials, the student should admit his guilt and be willing to pay for the damage
7. To help another peer in lab, especially a child who is not perceived as popular by his classmates
8. To help clean the school grounds or home yard without prompting (preservation of nature)
9. To express personally formed judgements as to the responsibility to society for conserving human and material resources

MATHEMATICS

1. To express pleasure in studying the practical aspects of mathematics, such as checking accounts, budgeting, etc.
2. To aid other students who may have difficulty in mathematics (without collaboration)
3. To define the importance of math as it relates to the students own life situation and proposed future development
4. To relate the harmony of math to beauty in the immediate environment. For example, study a work of art in class, pointing out the importance of math and space in the creation of a masterpiece
5. To voluntarily express pleasure in the study of ancient mathematics and in its practical application
6. To aid peers who have difficulty in conceptualizing math and in specific problem solving
7. To differentiate between spending on the immediate and saving for the future (deferred gratification)

COOPERATION

1. To cooperate with the group in gathering evidence about how each individual's guidance system operates
2. To abide by the majority decision without compromising or altering his opinions and values
3. To accept the decision of the majority voluntarily, even though he may disagree
4. To cooperate in worthy enterprises undertaken by groups of which he is a member
5. To abide by the rules as set by the class, teacher, and school (majority, democracy rule)
6. To cooperate with the teacher when asked to perform a duty
7. To cooperate rather than compete with his peers when playing games on the playground and in the gym
8. To cooperate with the teacher in planning displays and performing tasks
9. To cooperate by cleaning up his desk after each art period without prompting

COOPERATION (continued)

10. To cooperate rather than compete with his peers during drama productions
11. To listen to the teacher and respond directly to a specific question
12. To perform a difficult task efficiently and graciously

HONESTY

1. To express spontaneously his thoughts in accordance with his present needs
2. To discuss that which he imagines to be true about himself and his environment, is true for him at this time
3. To list and explain his personal standards (philosophy of life) he holds as a guideline in his life
4. To admit his shortcomings and prejudices
5. To verbally defend his view even if his position in the peer group is threatened
6. To voice his own opinions even though others may disagree (not conform to the norm)
7. If guilty of breaking lab materials, the student should admit his guilt and be willing to pay for the damage

HELP AND ASSISTANCE

1. To help another peer in the lab, especially a child who is not perceived as popular by his classmates
2. To aid another student who may have difficulty with mathematics, without collaboration
3. To aid peers who have difficulty concpetualizing math and in specific-problem solving
4. To help a peer who has been absent with assignments (without collaboration)
5. To praise and encourage a shy and withdrawn peer, especially if the student is not popular
6. To help younger children
7. To help his peer understand material or perform a task without prompting
8. To help another student on an art project without expecting a reciprocal help arrangement
9. To volunteer to do a project with a peer who is unpopular or shy

HUMAN RIGHTS

1. To exercise the right to vote and to introduce ideas through the citizenship club, i.e., voting behavior
2. To accept individual differences in ability and background by respecting the rights of others
3. To openly advocate equal rights and opportunities for all
4. To openly acknowledge rights and responsibilities of individuals and groups
5. To defend persons whose rights have been offended
6. To defend persons whose feelings have been offended

SHARING

1. To share with enthusiasm the material which he has studied on black people with the rest of the class

SHARING (continued)

2. To bring a favorite record to school to share with the class
3. To share records and instruments in the classroom with his peers
4. To share special songs or poems on nature with the class
5. To share ideas and opinions relating to literature with the class in discussion groups
6. To share materials, books and records, with his classmates without complaining
7. To share his things with others even though it inconveniences him
8. To share materials and ideas with the class, i.e., making posters, selecting songs, writing parts of the constitution
9. To voluntarily bring to class an example of beauty in nature, i.e., a picture of a leaf
10. To share information and ideas with the class in discussion without embarrassment or hesitation

INTEREST IN OTHERS

1. To greet another peer who is perceived as unpopular by the class
2. To volunteer to do a project with a peer who is unpopular or shy
3. If in a MSES school, to volunteer to help on a project in the inner city, to tutor children, to aid in a prekindergarten classroom, to be a big brother to a disadvantaged child
4. To aid peers who have difficulty in conceptualizing math and in specific problem-solving
5. To aid a new or shy student by being friendly and courteous
6. To praise and encourage a shy and withdrawn student, especially if the student is unpopular
7. Not to exclude individuals from activities in which they have displayed an interest
8. To help a member of the class who has been absent
9. To offer to help a classmate even though he may be more capable in that area
10. To help another student in need of a friend, i.e., to say hello, to help with a school assignment
11. To aid a student who may not be accepted by the "in" group by including him in some activity
12. To choose a student who is not his best friend to work with him in a group or on a project
13. To aid others when there is a need perceived at school, i.e., to help another child with classwork, to voluntarily do a chore for the teacher or a peer who may be busy
14. To help other classmates with an assignment or to go out of his way to include others in activities
15. To verbally express an interest in some areas of human need or social concern in which he has not been previously interested, i.e., through a research project or outside reading

ACHIEVEMENT

1. To express willingness to search for goals that are not evident at the moment without becoming overly discouraged
2. To commit himself to forgetting past mistakes and moving ahead without fear
3. To commit himself deeply to acceptable new thoughts and ideas
4. To demonstrate willingness to expend his strength to the utmost to reach an accepted goal
5. To keep a record of achievement and personal health and evaluation
6. To express pleasure in the learning of new concepts
7. To verbally express a desire to play an instrument

EFFICIENCY

1. To clean up his desk after each art period without prompting
2. If given an unpleasant or difficult task, to perform it efficiently and graciously
3. To do a task assigned individually and efficiently, i.e., to have an assignment finished, to design and complete a poster on citizenship
4. To finish and hand in assignments on time with work satisfactorily completed
5. To plan efficient use of time in problem-solving and homework assignments
6. To attend classes regularly, to report on time without prompting
7. To complete a difficult task without prompting
8. To exhibit promptness by arriving at school on time and lining up quickly and quietly

PRIDE

PRIDE IN "SELF"

1. To actively participate in class discussions with confidence in himself and in his value system
2. To verbally express pleasure in making an individual and well thought out decision
3. To contribute ideas to the class with self-confidence and pride
4. To express pride in his work
5. To express self-satisfaction in a job well done
6. To express pride in perceived accomplishments involved in a sharing or responsibility activity
7. To share information and ideas with the class in discussion without embarrassment or hesitation

PRIDE IN FAMILY, COUNTRY, WORK, ETC.

1. To speak with admiration of events that happened in the past in our country
2. To show respect for the country by handling and caring for the American flag
3. To speak highly of the members of his family
4. To voluntarily express pride in keeping his school belongings in order and keeping his desk clean
5. To help keep the school grounds or home yard clean without prompting (pride in work)

RESPECT

1. To listen to his peers' viewpoints considerately and enthusiastically
2. To listen to his peers without interrupting even though their opinions may be dissonant to his own
3. To listen to his classmates respectfully when they are speaking
4. To listen to the teacher and respond directly to a specific lesson
5. To express consideration for another's feelings
6. To listen patiently when other people are speaking
7. To courteously listen to music brought in by a classmate
8. To listen and follow instructions given by the teacher
9. To preserve his own and other's property; for example, not defiling library books, keeping his desk clean
10. To abide by the rules set up by the class, teachers, and school
11. To cooperate with the teacher when asked to perform a duty
12. To abide by the majority decision without compromising or altering his opinions and values
13. To revise his own opinions when the opinions of others are more soldily ground in, and supported by factual evidence than his own (does not blindly insist on his own point of view)
14. To make statements in support of others no matter what their social status (does not put others in embarrassing, humiliating, or subservient positions)

RESPECT (continued)

15. To respect another's property as evidenced by not sitting in another's seat and not borrowing materials without asking
16. To respect his peers when playing games on the playground or in the gym
17. To ask politely when he needs something
18. To cooperate with the teacher in planning displays and performing tasks
19. To show respect for the country by handling and caring for the American flag
20. To speak highly of the members of his family
21. To obey school regulations

INTEREST IN RACIAL ISSUES, TOPICS, AND DISCUSSIONS

1. To express a desire to pursue the study of racial issues outside the classroom or to ask the teacher for extra information on a topic
2. After verbally expressing a committment on an issue, not to let peer pressure alter his decision
3. To realize that persons should be judged and friends valued for inner qualities, not material reasons (to be observed through the student's interactions with less popular peers; for example, saying hello to such a peer, helping him on an assignment, including him in lunch hour activities
4. To share with enthusiasm the material which they have studied on black people with the rest of the class
5. To evidence a greater interest in race topics; for example, greater attention to news items related to the topic, more participation in designing bulletin board displays
6. To personally contact black people for discussion and information on a project, about their life style
7. To actively participate in class discussions on the race issue
8. To place himself in the role of another person, specifically a Negro, to be measured by responses on the tape and comments in an autobiography entitled, "My Life As a Negro"
9. To verbally express pleasure in studying (and perhaps acceptance of) the Civil Rights Movement
10. To listen to the ideas of a minority group child and to examine his own beliefs in the lights of such evidence
11. To avoid accepting his parents' or the community's views on the racial issue; instead to examine the issue through reading and discussing and formulating his own opinion independent of popular opinion
12. To question the teacher when he uses the Devil's Advocate approach to an issue by asking for the teacher's reasoning and challenging such reasoning
13. If in a MSES school, to volunteer to help on a project in the inner city, to tutor children, to aid in a prekindergarten classroom, to be a big brother to a disadvantaged child
14. To take a newspaper article which is racist in tone and outline that reasoning which is faulty
15. To interview a black militant and a moderate and compare the two viewpoints
16. To verbally express pleasure and interest in studying current social problems, (this may be ascertained through increased discussion, increased questions relevant to the issue, a continuation of study outside class
17. To relate the current social problems to his own experiences, feelings, and values; for example relating the Negro as a minority group to minority groups encountered in the community
18. To relate the feelins expressed in protest literature to attitudes, values, and experiences relevant to his life style

DEMOCRATIC GROUP BEHAVIOR AND MAJORITY DECISIONS

1. To discuss the material presented in the assembly considerately and enthusiastically
2. To contribute to a group project by doing more than his share of the work outlined
3. To include individuals in activities they have displayed an interest in
4. To abide by the majority decision without compromising or altering his opinions and values
5. To choose friends on their individual, personal merit, not purely on the basis of what group "they belong to"
6. If a student has reached a sound conclusion concerning a social issue, not to allow peer pressure to alter his decision
7. To verbally defend his view even if his position in the peer group is threatened
8. To voice his own opinions even though others may disagree (not conform to the norm)
9. To exercise the right to vote and introduce ideas through the citizenship club, i.e., voting behavior
10. To accept the decision of the majority voluntarily, even though he may disagree
11. To settle differences among peers
12. To accept individual differences in ability and background by respecting the rights of others
13. To actively engage in class and group discussion by attempting to explain his viewpoint rationally and concisely
14. To abide by a majority decision without compromising or altering his value system orhis decision
15. To verbally express acceptance in individual differences in dress style in the classroom
16. To abide by the majority decision while not compromising his own value choice
17. To openly advocate equal rights and opportunities for all
18. Not to judge an individual according to a stereotype
19. To openly acknowledge rights and responsibilities of individuals and groups
20. To defend persons whose rights have been offended
21. To discuss and support the idea that people act differently in the same situations because of different values and experiences
22. To assume the responsibility for maintaining discussion in a group
23. To cooperate in worthy enterprises undertaken by groups of which he is a member
24. To initiate group action for the dealing with of some value or social problem
25. To judge people of various races, cultures, national origins, and occupations in terms of their behaviors as individuals (intrinsic worth)
26. To recognize and appreciate individual differences by courteously listening to the ideas of others
27. To voice his own feelings even though it is against class opinion
28. To volunteer to do his share of the work on a specific task
29. To contribute to the class with self-confidence and pride
30. To accept those of different ability, experience, opinions and backgrounds
31. To defend those whose rights and feelings have been offended
32. To identify differences present in members of the class

LISTENING

1. To listen to the ideas of others and does not reject them before turning them over mentally and really considering them
2. To listen to his peers' viewpoints considerately and enthusiastically
3. To remain silent when the situation or occasion calls for silence

LISTENING (continued)

4. To listen to his peers without interrupting even though their opinions may be dissonant to his own
5. To listen to his classmates respectfully when they are speaking
6. To listen to the teacher and respond directly to a specific lesson

ACCEPTANCE OF RESPONSIBILITY

1. To assume responsibility for maintaining discussion in a group
2. To volunteer to do his share of the work on a specific task
3. To openly acknowledge the rights and responsibilities of individuals and groups
4. To finish and hand in assignments on time
5. To complete assignments without prompting from the teacher
6. To attend class regularly, to report on time to class without prompting
7. To exhibit promptness by arriving at school on time and linign up quietly and quickly
8. To help clean the school grounds or home yard without prompting
9. If guilty of breaking lab materials, the student should admit his guilt and be willing to pay for the damage
10. To clean up his desk area after each art period without prompting
11. To take good care of other's belongings when using them
12. To take care of things that have been borrowed
13. To accept the responsibility for and consequences for one's own behavior, i.e., making decisions
14. To accept responsibility for his own mistakes

CRITICAL THINKING

1. To show awareness of his "self" by rank ordering his opinions, his facts, and his present alternatives for personal growth
2. To define happiness and discuss and evaluate ways to achieve happiness
3. To identify the success-type personality and formualte a personality profile
4. To express personally formed judgements as to the responsibility of society for conserving human and material resources
5. To question the teacher when he uses the Devil's Advocate approach to an issue by asking for the teacher's reasoning and challenging such reasoning
6. To rank order specified art pieces on the basis of such concepts as form, abstraction, periods, type, preference, etc.
7. To define the importance of mathematics as it relates to the student's own life situation and proposed future development
8. To differentiate between spending on the immediate or saving for the future (deferred gratification)
9. To identify differences present in members of the class
10. To discuss and support the idea that people act differently in the same situation because of different values and experiences
11. To rank order value alternatives on the basis of personal decisions
12. To choose the kind of person he is and wants to be
13. To recognize and write about personal worries and causes
14. To list the ways he uses to release his own tensions

CRITICAL THINKING (continued)

15. To identify problems in his life and then:
    a. face them
    b. list alternatives for his consideration
    c. make a choice
    d. put his choice into action
    e. does not evade or turn away from his problems
16. To list and explain his personal standards, (philosophy of life) he holds as a guideline in his life

PERSONAL VALUE COMMITMENTS

1. To describe what he believes to be an adequate, realistic, self-image of himself at this moment
2. To participate in simple experiments to understand the goal-striving mechanism that is his physical and mental self
3. To express recognition that answers exist for all problems and searches for available alternatives
4. To express willingness to search for goals that are not evident at the moment without becoming overly discouraged
5. To discuss that that which he imagines to be true about himself and his environment, is true for him at this time
6. To express formation of images of his best possible self, "doing what he would like to do, being what he would like to be"
7. To commit himself to forgetting past mistakes and moving ahead without fear
8. To commit himself deeply to new thoughts and ideas that are acceptable
9. To identify new possibilities and pictures end results
10. To differentiate between appropriate and inappropriate emotions and describes how to make acceptable emotions repetitive
11. To respond with enthusiasm to the present moment without anxious thoughts about the end result
12. To define happiness and discuss and evaluate ways to achieve happiness
13. To identify the success-type personality and formulate a personality profile
14. To recognize corrective action and demonstrate how practicing positive action can become a guiding influence
15. To participate in self-tranquilizing experiments to condition himself for relaxation
16. To practice using quiet time to clear his mental machinery
17. To identify problems in his life and then:
    a. face them
    b. list alternative choices for his consideration
    c. make a choice
    d. put his choice into action
    e. does not evade or turn away from his problems
18. To recognize and write about personal worries and causes.
19. To express willingness to talk over troublesome problems in an effort to find solutions to the problems
20. To list the ways he uses to release his own tensions
21. To discuss angry and unacceptable feelings with others
22. To list and explain his personal standards (philosophy of life) he holds as a guideline for his life
23. To verbally express pleasure and interest in studying current social problems

PERSONAL VALUE COMMITMENTS (continued)

24. To indicate through discussion and writing the need for perserverence; the extension of one's uniqueness while participating in society
25. If given an unpleasant or difficult task, to perform it efficiently and graciously
26. To verbally express pride in and loyalty to his family, to speak highly of the members of the family
27. To voice his own feelings, support them with reason, even though they may be dissonant to the majority viewpoint
28. To express a readiness to revise judgements and to change behavior with increased evidence
29. To voice his own ideas
30. To accept the responsibility for and consequences of one's own behavior, i.e., making decisions
31. To exhibit an increasing self-confidence in speaking and committment in formulating opinions
32. To openly state his views and ideas
33. To admit his shortcomings and prejudices
34. To verbally express an interest in some area of human need or social concern in which he was not previously interested, i.e., through the research project or outside reading
35. Willingness to listen and respond in a dialogue
36. To defend his own set of values instead of going along with the crowd by committing himself orally or in written assignments, i.e., on such issues as smoking, drinking, presidential election
37. To express satisfaction in discussion and questioning in the classroom, i.e., to take an active role in the structuring of class time
38. To voluntarily express appreciation for people who dedicate their lives in service to others
39. To voluntarily express pride in his work
40. To voluntarily express satisfaction in a job well-done
41. To express pleasure in the learning of new concepts
42. To accept responsibility for his own mistakes
43. To express pride in perceived accomplishments involved in sharing or a responsibility activity
44. To commit himself publicly to value alternatives he has selected or is incorporating
45. To write to the local newspaper in the open-letter column when feeling strongly about a community issue
46. To rank order value alternatives on the basis of personal decisions
47. To express personally formed judgements as to the responsibility of society for conserving human and material resources

FUNDAMENTAL CONCEPTS ON THE THEORY OF VALUE*

by

Dr. John Taylor

There are some problems which men encounter for a day or for a season and which being dealt with disappear. There are others that remain with us always. It was our problem at one time, heroically, to strengthen the relative power of China when Japan was at her throat. It is our problem nowadays, defensively, to diminish the relative power of China when she is at our throat. Such problems are temporary, emergent. They are sometimes profoundly perilous and fateful, invariably they are noisy and newsworthy. Therefore, invariably, they are apt to usurp our whole attention, to thrust from sight and memory those other problems, the perennial ones, which belong to men at all times.

The perennial problems, the problems which belong to men at all times, are the problems which we distinctly call philosophical. They belong to human beings not because men are denizens of nature, not because they belong to this or that age or this or that nation, not because they participate in this or that ideology, but simply because they are human. I am very well aware that we in America are very impatient of such problems, that we are impatient of any problem which is so refractory that it cannot be satisfactorily and once and for all resolved. I share with you that impatience and in this one respect I have the honor of being even more American than you for I am so little patient of these problems that I devote to them all of my energies and even propose now, having got captive an audience for a little time, to dedicate to them all of your energies as well.

What are these perennial problems, these philosophical problems that are, like the poor, with us always. I propose to state one of them to you. I propose to state to you such a problem to make you aware of a problem where it may be you now experience none and to be perfectly fair with you I should say also that in stating this problem, I do not propose to offer to you a solution of it. It is enough to have maladjusted you with respect to it. If that be treason or disservice, I shall be guilty of it, but for my part I think that it is neither disservice nor treason to make men aware of the fundamental question which belongs to them and must inevitably belong to them in the human condition. For it profits all men to know

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how precarious that condition is by how tenuous a thread it is suspended that our humanity is one of the rarities of the world which we preserve, so far as we preserve it at all, by making of it a problem. Socrates once said "The life unexamined is not worth living." What is it to examine a life that the worth of a life should be thought to depend on that examination? Why should it be thought necessary in the life and education of a human being to reflect upon the question what is is to be human. For am I not after all passively, like yourselves, born human, born into the species Homosapiens,promiscuously spawned there without act of my own and without thought of my own so that as it is said, I cannot by taking thought add a cubit to my stature.

Why then unto these circumstances should one commit the impertinence of examining a life or of asking what it is to be human. The answer is simple, the asking of that question is what makes us human and that is what we have to show. There is, I suppose, an element of risk, even in the circumstance of our being in the world, what a man gets, what good he falls heir to, is always, in part, owing to matters which fall beyond his control, which owe nothing to his will or to his acts. Of those matters which fall beyond our capacity to change as that to live we must eat or that to have a society at all we must be subject to some restraints. Of these matters I propose to take no account, not because they are not important, on the contrary, they are most fatefully important, but because they are matters which nothing we do or say can in any way affect. They are dispensations of nature, not dispensations of man. They afford the bare stage within which all human decisions are taken and just as the actor on the stage is not free to suspend the conditions of the stage on which his part is cast, so neither are we free to suspend the conditions of our stage, which is nature. All that we can do, all that we can ever hope to do is to make use of those conditions which the neutral stage affords. For it is possible, as the ancient stoics saw, even given these conditions which are unalterable, either to play our part well or to play it ill. That alone is within our power, to envisage the role clearly, to envisage the role within the limits by which nature hedges our act to determine what constitutes the proper enactment of it. That is what at last all leadership is. It is at last what all education is among men, a cultivation in men of a capacity to understand under given circumstances of nature and society.

What are the real possibilities, the authentic alternatives that are available for choice; to embrace among those alternatives that one of them in which the human welfare is found most abundantly to lie and having embraced it, to draw forth out of resources which the circumstances afford the most efficient instruments for the having of it. That at last is what you do, who would institute or amend the value, education, in our society. You would institute forms in which the human community can be sheltered and in which if you do your part well it's better genius can be realized. That is why your work is so profoundly important in the comings and goings of the human community. For by the same freedom by which, out of decisions which you take, that community may be exalted, so equally, out of decisions which you take, that community can be abased. Make no mistake about it, your capacity for doing evil is at least as large as your

capacity for doing good. It is probably larger, for as men will follow when they are energetically led, it must be the appalling reflection of all energetic leaders that there are more ways of going foul than of going pure.

Consider, in the planting of a garden all that a man does, all that he can ever do, is to bring together things which he finds already in nature. He does but bring together soil and seed and set each to a work which each was already fitted to perform before his act took place. The seed does not receive from him its capacity for growth. The soil does not receive from him its capacity to sustain growth. His act of gardening is simply an act of combination, drawing together capacities in things which are by nature fitted to complement each other. The combination alone is his, the elements combined are inevitably borrowed. They belonged to nature before his act and belong still to nature after his act. The result of their combination would equally have ensued had they been combined by an accidental gust of wind. They would have retained equally their fitness for combination had their combination not, in fact, occurred, had seed remained still stored in part and soil unturned and fallow. All human art is like the art of gardening, an art of combination. It is form producing, never thing producing. It's elements are given. It simply assembles, organizes these elements, tantalizes their effects by introducing among them a pattern of its own. So that what actually art produces is not things but only the forms of things. That is the absolute precinct of human art and the absolute challenge of all technology whatever. In the prohibitions of nature art is silent. You shall not by planting stones reap the wheat ear, but within nature's impassive dispensation, on condition that her dispensation be obeyed, technology may liberate and husband those effects which conserve the uses of the technician and shelter by design the little egotism whose place in nature, whose life or death is nothing essential to her plan, since it is not nature but only he who has a plan. What then is the responsible act of statesman or scientist or executive or of educator in a free society? Old Socrates had an answer for that question and I still regard it as the only profitable and honest one in human terms. "The work of teaching," Socrates thought, "whether it be the teaching of the young or the teaching of the old is after all a piece of midwifery." The teacher is an intellectual midwife. What does the midwife do? The midwife produces no child, she simply delivers one. Unless the mother produces the child there shall be no child, for that is the midwife's virtue and the limit of her virtue, not to produce capacity in others but to deliver others of capacities which they already have.

It is so with any form of leadership among men. You cannot make men better than they are capable of becoming. You are not competent to give them anything, you teachers. You are not competent to give them anything, but what you can do is to deliver them, by the services you perform, of the best that they are capable of. The organizational management which you study is simply a special form of midwifery. The plans of teaching which you make are simply special forms of midwifery. I hope you will not think that I have minimized your function anymore than I have minimized my own in describing us teachers all alike as midwifes to the human community.

Such, at all events, is the sense of that strange imperative pronounced by the existentialist philosophers in your own day. They say, "Become what you are." Why should that be commanded of a man? Why should a man be commanded to become what already he is? You do not bid a child to gravitate or grow for a child gravitates and grows independently of your command and will gravitate and grow still, even in the absence of your command. So much you may leave to nature as the child in effect leaves it to nature and adds nothing to its stature or to its weight by solemnizing it in thought. Yet, still, it makes sense, doesn't it, to say to a child, "Become what you are." For one then speaks not to the child but to the man in the child. That is the strange paradox of the human condition which is shared by no other condition in nature in any state, that a man is capable of being less than he is and discovers himself, always, in any stage of his development, less than he is capable, rightly nurtured, of becoming. He is nature's singular essay in tragedy whose destiny nature has left undetermined except as he shall determine it. As he shapes his society, as he fashions its institutions and frames its laws, so at last, he shall become. That is why, of all animals, man alone requires to be educated. Mere training will suffice for an ordinary animal since of an ordinary animal no choice concerning its own development is ever demanded. But of a human animal that choice is precisely demanded, the taking of sides, the granting of allegiance is what makes him human. So, therefore, to that task, we educate him to the freedom of the human past and regard mere training as suited not to the art of making men but to the art of lesser fishermen. That is man's fate as the old philosophers saw it, that he must choose his fate. That is man's fate as your modern existentialist sees it, that unless he chooses and responsibly allies himself he shall suffer the despair of utter meaninglessness and desolation.

The question is: What for a human being are the proper objects of allegiance? You must be content to think simply on this matter, for we shall be considering, in any attempt to reflect upon it, the most elemental structure of all distinctively human activity, the distinction between the ends which men pursue and the means which they adopt in pursuing those ends. We are going to be meditating this distinction between means and ends and will be marking a distinction between what I shall call instrumental and intrinsic goods. This is simply to equip you with the fundamental instruments to hone the tools which you will require in order to discuss values at all. These are categorical notions in short. Consider, of any action which a man performs, it may be asked why he performs it. The action in particular which we consider matters not at all. It may be your act in business or government or study, it may be mine in teaching. It may be the act of laborer or stock broker, a farmer or artist, a man of science or judge on bench. It may be your simplest act of every day. In any case, the answer to the question why a man performs an act is always given by reference to some end for the sake of which the man acts.

Why does Adam labor in the sweat of his brow? Not, certainly, for the sake of the labor but for the sake of something distinct from the labor which is the sustenance he would eat from the soil. The labor has its value not in itself but in its product. Such a value as labor has depends on the value of that product

which is garnered from it, and unless Adam assigns value to that product which is an end sought after, he would assign no value to that labor which is a means of procuring it. Adam attaches so little value to labor in itself that if he had no hungers which labor enabled him to satisfy, he would labor not at all. That is why the labor of the prisoner in the concentration camp is so cruel and afflicting a condemnation. He labors for nothing to which he assigns any positive value. He labors under the duress of the lash or of the butt of a rifle in his face. He labors for the sake of no good to be gained but only for the sake of an evil to be avoided. Yet that still is the reason for his act and the only justification which he will admit for performing his act in the bondage he endures. He labors in the rut of life for the sake of that avoidance and for nothing else. That is why he performs even the act which he despises and is driven to.

Now, let anything which is valued, as a tool is valued, which is valued for its utility or for its usefulness, be said to have instrumental value. Instrumental value is always valued for the sake of something distinct from itself, as a hammer is valued for the sake of what it enables us to construct. Its value is invariably derivative. It depends on our assigning value to something else. The mallet and the chisel of the sculptor have instrumental value. So, also, has his marble block instrumental value. So, also, is the labor of mind and arm which he expends upon it. All, alike, have instrumental value. All, alike, are valued for the sake of the sculpture which they enable him to produce. All, alike, are dependent values in the sense that if he assigned no value to sculpture as an independent good he would assign no value to these, at least no value to them in connection with his artistic purposes. If chisel and mallet, marble block and labor of mind and arm had no use except for producing sculpture and he attached no value to sculpture, all, alike, would be without use and without value. They would be good for nothing, no good, no damn good.

The vast majority of things which you value in your lives are values of this kind. They are instrumental values. The laws of society are instrumentalities which enable us to produce and having produced to conserve a pattern of behavior among the members of society. That is their value and if men found no value in that pattern of behavior, in that order, there would be no value in those laws. The same thing will be found to be true in every other department of human activity. The prescriptions of the physician, the design of the architect, the specifications of the engineer, the logistics of the military technician, the decisions of policy in executive sessions, the studies of method in schools of education. All of these, without exception, if they have any value, have instrumental value, which at last depends upon men's aims, upon our assigning an independent value to something else beyond them.

I now ask you to make a reflection which is as old as Aristotle, which is to be very old, indeed. Stated abstractly, it is this: Not all values can be instrumental values, good, rounded in their usefulness. If instrumental values depend for such value as they have upon their usefulness in conducing to a value beyond themselves, then, logically, there must be some value or some set of values that

men esteem for their own sake which are not valued instrumentally but are valued, as I shall say, intrinsically, intrinsic values as distinct from instrumental values. These intrinsic values are those which have the profoundest critical interest for us all. Logically, they are indispensible. In the structure of human values they are the ones which we describe as independent. They refer not to the means but to the ends of human pursuit. We regard them as good in themselves. They are the values for whose sake we value all the other things. I am not sentimentalizing about absolutes. Truth is such an intrinsic value for the scientist, health for the physician, beauty for the artist, justice for the statesman. Each assigns an intrinsic worth and desirableness to the value which presides over his calling. Each justifies his individual acts. The scientist justifies his experiment, the physician his prescription, the artist his work of art, the statesman his laws by reference to that value for whose sake his acts are done. But it is evident, isn't it, even among these several practitioners that the intrinsic value varies with the calling, that one treats as an intrinsic good what the other treats as merely instrumental.

The medical physician, for example, sets value on the principles of biology because in the practice of the healing art those principles have their uses. He values the science of biology for its application. He values it, that is to say, instrumentally. But, how does the biologist, who discovers those principles, value his science? He values it as the physician values health, as an intrinsic good, as good in itself, as good for its own sake. That is what makes the scientist in all seasons of the human story so strange a phenomenon to all that is contemporary. It is what makes the university in all seasons of the human story the most revolutionary of all of society's institutions. It is well simply to know not because truth is useful, not because it has its applications and can, skillfully employed, command a value in exchange or shoot a rocket at the moon. The scientist values truth for its own sake and would value it still and would expend the same exorbitant energies in pursuit of it even if it had no applications and commanded no value in exchange and launched no rocket in the silly air.

Not all of us have the heroism to work thus, as the scientist or the artist works, out of invincible surmise, yet for each of us in personal integrity, in friendship, in love of fellow man, in the loyalties and simple dedications of our lives, intrinsic goods are valued not because they pay a dollar but because they are good in their own right. It must be so, for now hear it, if nothing were good apart from use, then nothing could ever be considered useful.

Let me ask you to envisage a chain which is hung by a hook on the wall. Then, every link in the chain must depend for its suspension directly or indirectly upon that uppermost link which encircles the hook. If you remove the hook from that uppermost link, so that that uppermost link no longer suspends itself, the whole chain must collapse. For as every link in the chain depends for its suspension either directly or indirectly upon the capacity of that link to suspend itself, the failure of that link must loose the entire series of links coupled to it in one universal and catastrophic fall which cancels the suspension of all. The values in your world all link to each other dependently after that fashion. They depend upon the capacity of some

value to justify itself intrinsically, for its own sake and in its own right to be regarded as good in itself. If all values were instrumental values, dependent for their value on what was beyond themselves, and nothing were valuable independently in its own right and for its own sake, then nothing could be valuable. The whole chain of values must collapse and we be left like fallen arch angels thrust from Heaven in a pained surprise and universal desolation, appalled to discover that there is no value in all our world which is not delusive, that the world is empty of all value, brute, insensate and indifferent, a veil of tears in which not even tears should be thought to matter since nothing matters at last. That was Macbeth's cry of cruel despair, whose world was in collapse. You all know the passage in which the death of Lady Macbeth is brought to Macbeth by a messenger and Macbeth actually soliloquizes though the messenger stands by and it goes like this, "Tomorrow and tomorrow and tomorrow reaps in this petty pace from day to day to the last syllable of recorded time and all our yesterdays have lighted fools the way to ...sty dim. Out, out brief candle. Life is but a walking shadow, a poor player that struts and frets his hour across the stage and then is heard no more. Tis but a tale told by an idiot, full of sound and fury, signifying nothing." That is Macbeth's cry of despair. It is sometimes yours. It belongs to all men on one occasion or another when they are riven at some great misfortune by fundamental doubts which makes them afflictedly aware that the fullness of their lives hangs by the slender thread of the allegiances that they have given to themselves. For if those allegiances they have given to themselves be found vain and empty, then all is vain and empty, all is but a tale told by an idiot, full of sound and fury, signifying nothing. That is why it is necessary, as you would be rational in the human adventure, to examine life. That is why it is necessary to undertake the arduous and painful task of criticizing the allegiances we have given to ourselves even the allegiances we hold most dear, most indubitable and most holy.

For that is what it is to examine life, to lay bare the purposes which we have set for ourselves out of the darkness that covers us, to lay bare those purposes lest we sail blind without compass, without direction, without assurance, without certitude and find the promised shore an empty beach of the world where our essential poverty is at last no longer disguised or even disguisable from ourselves.

Ask a laborer why he carries heart or fused wood. He will answer that he works because he desires his wages. Ask him why he wants his wages. He will answer because he needs his daily bread. Ask him why he wants his daily bread. He will answer so that he may keep his body quick to work again. That is not the pathos of a carrier of heart, that is the pathos of the human condition. Wherever the ends of man and of human society are permitted to pass unexamined, the great mass of mankind have in every age been committed to living in the utter redundancy of that circle. In its poor brute silence it labors to eat and eats to labor again. In the meaninglessness of that image in the moral desperateness which it excites, one may ask without impertinence whether the prisoner in the concentration camp is less well off. It is the valor, it is the essential heroism of a free society, that it will risk educating men and risk educating men and risk educating itself to see that image. For an educated society will demand that its laws and institutions be so fashioned as not to stifle but to shelter the human community. To shelter and

to set free within its avenues upon which each of its members shall find open the perfect and unhindered development of his essential capacities. That is the American promise. I remind you flatly that it is not the American actuality. Yet, I am willing to risk my stakes, as you also are, upon that promise which is one of the loftiest in the whole history of the world.

A good society will provide for the perfect and unhindered development of the human type. Let us for once be serious about it. What is the perfect and unhindered development of the human type? It is well that we should know the answer to that question, for until we know it, we cannot even begin to assess the virtue or the fault of those laws and institutions which are to provide for it. Such value as those laws and institutions have is an instrumental value and we can say not one word concerning their efficiency or their inefficiency unless we know, and know critically, by an examination of life what the human well being consists in. We reflected a moment since that the things men treat as intrinsically good vary as men's functions vary.

The end sought after by the physician is health. The end sought after by the scientist is truth. The end sought after by the statesman is justice and so on. In every case the kind of good sought after is a good proper to the function in question. So, we may, in general, say that the good in anything is determined by the function of that thing. It is the function of a knife to cut. Therefore, a good knife is a knife that cuts cleanly and sharply, which performs its function well.

What then, is the human good? The question is, in fact, a new one, more fundamental than any we have asked here to fore. For it does not ask what is the good for man in his special capacity as doctor or lawyer or scientist or statesman or business executive; it asks what is the good common to all of these. What is the good for man simply as man, simply in his capacity as a human being? Is there some good for the sake of which all of these other incidental and special goods are permitted to agitate our lives? If I value "a" for the sake of "b" and "b" for the sake of "c", is it not evident that I have valued "a" for the sake of "c". If I value a hammer for the sake of the building and value the building for the sake of privacy and shelter, is it not clear that I have valued the hammer for the sake of privacy and shelter. I am able to state to you with a degree of precision what I mean by a final end, a final end by an intrinsic good which is not merely incidental to this or that occasion or to this or that special function but incidental to all occasions and to all functions. I formulate the question as follows, perfectly abstractly, if "a" is valued for the sake of "b" and "b" for the sake of "c", is there some "c" which I value always for its own sake and never value for the sake of anything beyond it. Science, art, health, justice, do not satisfy this condition. For while I do, in fact, value each of these as an intrinsic good, I am able to value them also for their uses and for the beneficial results which they lead to. But what we are in search of is a good which has the peculiar characteristic of being final, a good valued always for its own sake and never for the sake of anything beyond it. There is a very general agreement among mankind concerning what such a final good should be called. Men call it, variously, the

highest good or happiness or contentment or if they be religious they call it salvation. You must be aware that in thus naming it we have said not one word concerning what it consists in, that in thus defining it as final we have not yet marked out its content. On the contrary, we have said only how it stands related, this final end, to all those other goods which we find ourselves to seek. Happiness is that for the sake of which at last we value all those other things. We have defined the problem, we have not resolved it. It is the problem with which we began, the problem implicit in Socrates' dictum that the life unexamined is not worth living. You see, now, I hope, why we ask that question. We ask it because we have purposes which we have given to ourselves and as the quality of those purposes vary so the quality of the lives dedicated to them must vary, too. You are the clay upon the potter's wheel, but you are, alas, also the potter who must give to the clay its shape. Apart from your act the clay has no proper shape. You may make out of it a thing of beauty and goodness. You may make out of it an abortion and a clot, a thing misshapen and grotesque. You may make out of it either of these things, for it will not, except by your act, declare any shape as proper to itself. What shape is proper? Alas, poor thing of clay, that is the potter's tragic task and no study of the properties of mere clay shall ever absolve him of it.

FORMAT FOR PREPARATION OF VALUE EDUCATION CURRICULUM UNIT REPORT

Project on Student Values

To: Cooperating teachers developing value education units

Re: Format for preparation of unit

General

There are three major parts to the report: (1) an abstract, which is a one-page summary of the unit of study; (2) the text, which is the complete statement of the unit using each of the major points provided in this format; and (3) a grid, which is a graphic layout of specific objectives and content as discussed in the seminar and generally prepared in the proposals. In addition to the above-mentioned three major parts, the report should also include appendices as necessary. Each report should have at least one appendix which will provide in complete form the evaluation instrument(s) used in the unit, answer sheets and keys. Any other materials which would be additional to the requested materials in the report but which you think is vital to understanding the unit should be attached and designated as appendix.

Each report should begin with a title page providing title of unit, date of report preparation, your name, grade level, and subject(s) in which the unit occurred. Please keep in mind the fact that other teachers must be able to duplicate your unit from just what you have written in this report.

Abstract

The abstract is viewed as a complete report in miniture. The abstract should have a brief description of each of the main concerns in part two, the text. The abstract should begin with Philosophy and end with recommendations for future improvement of the unit. A small paragraph or listing of sub-points should be provided for each of the nine concerns in the abstract.

Text

I. Philosophical Statement. How values fit into the given educational situation under consideration.

II. Statement of General Objectives for the curriculum unit in which the value education studies are to take place. This statement of objectives should agree with the philosophical statement given in the section above. It should include the objectives in the non-value education domain, i.e., facts, concepts, and skills as well as the objectives related to values.

III. Statement of Specific Objectives for Value Education (statement of performance targets). These should be stated in terms of observable behavior. These should answer the question: In what ways will the student behave differently after he has experienced the value education unit of study than he would before? If values predispose behavior, then identify those behaviors which the student will provide to inform you that certain values have been internalized.

IV. Statement of Context. Describe the various conditions in which the proposed unit of study will take place, i.e., grade, general ability level of class(es), types of communities from which the students come, social class of students, the subject areas in which you will implement the values unit, classroom conditions number of students, etc.

V. Outline of Content. An overview of the entire unit in terms of the "what." You should include references to the desired outcomes that will exist concurrently with the value education experiences. The kinds of ideas, materials, alternatives, etc. that will comprise the "meat" of the unit.

VI. The Methods that will be used to engage the student in interaction with the content. Where V (above) deals with the "what," VI deals with the "how." Include every planned method or strategy you intend to use. Obviously, many incidental techniques will not be given, but include the primary strategies which you are submitting as the way you will bring about the stated behavioral outcomes you have set as performance targets.

VII. Time Schedule. This should include an overall time estimate (not less than five or six weeks). The estimated time schedule should also regulate the amount of time emphasis for each major point in the content outline. It should include appointed times for evaluation and planning. If in doubt, allow for more time! In effect, this will become a time-budget for purposes of controlling your efforts.

*VIII. Evaluation Data. This section should comprise a complete report of all soft data and hard data on which you are basing your evaluation and interpretation. A copy of the instrument(s) which you used should be included either here or in the appendix and reference made to it. The test scores of all your children should be included without names attached. If you gave pre- and post-test administrations, then the data should be presented to show comparisons. Hard data has reference to test scores and "objective" information. Soft data refers to opinions, ratings, observations, etc. Such soft data should be adequately summarized. Avoid evaluations and interpretations in section VIII, merely reporting facts and data as collected.

*IX. Evaluation and Interpretation. Freely and completely report your conclusions derived from the hard and soft data. This is a vital section of the report and pervasiveness is necessary. Your evaluation may be categorical on such factors as objectives, methods, content, instruments, and ultimately of student values and behavior. PLEASE KEEP IN MIND THAT THE PROCESS OF VALUE ANALYSIS AND VALUE CLARIFICATION IS MORE IMPORTANT TO THE PROJECT THAN IT IS TO HAVE THE STUDENT CHARACTERIZED ON CERTAIN VALUE ENDS. Both are important, but the former is more important than the latter.

*X. Recommendations. This is to include the kinds of things you think must be done to improve the program you have conducted.

*To be added after completing unit in classroom.

Grid

The grid is to be a quick sketch of the content/methods and specific objectives and how you places emphasis on each item in your actual instructional program. This grid is to reflect what you actually did do and not what you proposed to do last August. The grid is a complex of columns and rows (columns-vertical and rows-horizontal) with each of the specific unit objectives listed (or numbered) across the top of the grid (columns) and an objective item, a decision of percentage of emphasis you have provided that combination either columns or rows are added to the bottom right of the grid, the total should be 100 per cent. There will be some combinations on which you will place no emphasis and therefore should be left blank or given a zero emphasis. See example below. You will want to use a complete page for your grid with the content and objectives either written in abbreviated form or list them on a second page and number respectively.

Objectives / Content (& methods)	I	II	III	IV	V	VI	VII	VIII	IX	X	Totals
A.	5		10	8		5			5		33
B.	5	7		1	4		5				22
C.	2			1	5	4					12
D.	1	2	2				5			5	15
E. (etc.)		1	2		5			5		5	18
Totals	13	10	14	10	14	9	10	5	5	10	100%

GROUP VALUES--"TRADITIONAL TO EMERGENT"[1]

Scholars repeatedly assert that American society is in a period of transition and that this change is causing a notable shift of the values acceptable to the society. In practice, the shifts in thought and behavior produce anxieties and clashes of personality, with the result that all kinds of people tend to lash out at fancied or actual social inadequacies. Education in general educators in particular are blamed for a good deal of the trouble, and they are criticized for failing to prepare people to face the issues and problems of the new society.

George D. Spindler, an anthropologist, believes that major changes are taking place in contemporary American society. These changes are making it obligatory for educators to understand the nature and direction of the changes and the manner in which the schools might respond to them. To substantiate his point of view, Spindler utilizes literature from anthropology and sociology, and data obtained from college students. These students ranged in age from nineteen to fifty-seven years, were mainly graduate students in professional education courses, and were drawn from the lower middle to upper middle class.

Spindler assumes that "the middle-class culture is the core of our way of life--the pattern of the norms against which lower-and upper-class cultures are seen as deviations." His primary purpose is to present the major dimensions of cultural change in American society, which he describes as a shift from the "traditional" to the "emergent" values, and to relate this change to the problems and the issues confronting contemporary public education. In elaborating his ideas, he emphasizes the changing conception of the desirable personality, because the formation of personality is identified as a primary responsibility of education. The "traditional" and "emergent" values are defined, and the personnel involved in the educational process are described in relation to the position each occupies in reference to the changes that are taking place. Spindler hypothesizes that educators will fall into one of three possible categories as they adjust to the conditions imposed by social change. His primary concern is not to impose value judgments, but to plead that we use what we know about our society in order to resolve its educational problems.

EDUCATION IN A TRANSFORMING AMERICAN CULTURE

George D. Spindler

I believe it is clear that a most major shift in American values has (taken) and is taking place.[2] I find it convenient to label this shift as being from traditional to emergent. The values thus dichotomized are listed under their respective headings below, with explanatory statements in parentheses.

I believe American Culture is undergoing a transformation, and a rapid one producing many disjunctions and conflicts, from the traditional to the emergent value systems outlined above. It is probable that both value systems have been present and operating in American Culture for some time, perhaps since the birth of the nation. But recently, and under the impetus of World Wars, atomic insecurities, and a past history of "boom and bust," the heretofore latent tendencies in the emergent direction have gathered strength and appear to be on the way towards becoming the dominant value system of American culture.

Like all major shifts in culture, this one has consequences for people. Culturally transitional populations, as anthropologists know from their studies of acculturating Indian tribes, Hindu villages, and Samoan communities (among others), are characterized by conflict, and in most severe form---demoralization and disorganization. Institutions and people are in a state of flux. Contradictory views of life are held by different groups and persons within the society. Hostilities are displaced, attacks are made on one group by another. And this applies as well to the condition of American Culture--the center context of American education.

The traditionalist views the emergentist as "socialistic," "communistic," "spineless and weak-headed," or downright "immoral." The energentist regards the traditionalist as "hidebound," "reactionary," "selfish," or "neurotically compulsive." Most of what representatives of either viewpoint do may be regarded as insidious and destructive from the point of view of the other. The conflict goes beyond groups or institutions, because individuals in our transitional society are likely to hold elements of both value systems concomitantly. This is characteristic, as a matter of fact, of most students included in the sample described previously. There are few "pure" types. The social character of most is split, calling for different symbols. So an ingredient of personal confusion is added that intensifies social and institutional conflict.

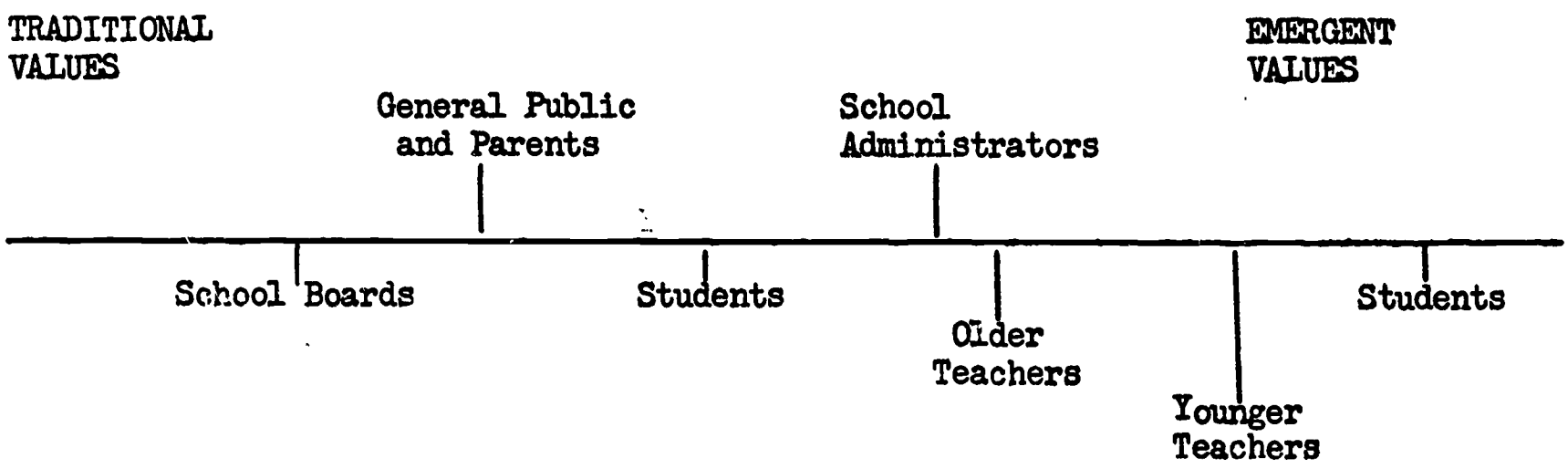
I hypothesize that the attacks upon education, which were our starting point, and the confusion and failure of nerve characterizing educators today, can be seen in clear and helpful perspective in the light of the conflict of traditional and emergent values that has been described. It is the heart of the matter. The task then becomes one of placing groups, institutions and persons on a continuum of transformation from the one value system to the other. Without prior explanation, I should like to provide a simple diagram that will aid at least the visual-minded to comprehension of what is meant. With this accomplished I will provide the rationale for such placement and discuss the implications of it in greater detail.

The diagram is meant to convey the information that different groups operating in the context of relations between school and community, educator and public, occupy different positions on the value continuum, with varying degrees and mixtures of traditional and emergent orientations. It should be understood that the placements indicate hypothecated tendencies, that no one group representing any particular institution ever consists of "pure" value types, but that there is probably a modal tendency for the groups indicated to place on the transformation, or continuum line, in the way expressed in the diagram.

The rationale for the placement of the various groups on the value continuum is fairly complex, but let me try to explain some salient points. School boards are placed nearest the <u>traditional</u> end of the continuum because such boards are usually composed of persons representing the power, <u>status-quo</u>, elements of the community, and of persons in the higher age ranges. They are therefore people who have a stake in keeping things as they are, who gained their successes within the framework of the traditional value system and consequently believe it to be good, and who, by virtue of their age, grew up and acquired their value sets during a period of time when American Culture was presumably more tradition-oriented than it is today.

The general public and parent group, of course, contains many elements of varying value predilection. It is therefore unrealistic to place this public at any particular point in the value continuum. But I hypothesize that the public <u>tends</u>

TRADITIONAL VALUES	EMERGENT VALUES
Puritan morality (Respectability, thrift, self-denial, sexual constraint; a puritan is someone who can have anything he wants, as long as he doesn't enjoy it!)	Socialibility (One should like people and get along well with them. Suspicion of solitary activities is characteristic.)
Work-Success ethic (Successful people worked hard to become so. Anyone can get to the top if he tries hard enough. So people who are not successful are lazy, or stupid, or both. People must work desperately and continuously to convince themselves of their worth.)	Relativistic moral attitude (Absolutes in right and wrong are questionable. Morality is what the group thinks is right. Shame, rather than guilt-oriented personality is appropriate.)
Individualism (The individual is sacred, and always more important than the group. In one extreme form, the value sanctions egocentricity, expediency, and disregard for other people's rights. In its healthier form the value sanctions independence and originality.)	Consideration for others (Everything one does should be done with regard for others and their feelings. The individual has a built-in radar that alerts him to other's feelings. Tolerance for the other person's point of view and behavior is regarded as desirable, so long as the harmony of the group is not disrupted.)
Achievement orientation (Success is a constant goal. There is no resting on past glories. If one makes $9,000 this year he must make $10,000 next year. Coupled with the work-success ethic, this value keeps people moving, and tense.)	
Future-time orientation (the future, not the past, or even the present, is most important. There is a "pot of gold at the end of the rainbow." Time is valuable, and cannot be wasted. Present needs must be denied for satisfactions to be gained in the future.)	Hedonistic, present-time orientation (No one can tell what the future will hold, therefore one should enjoy the present--but within the limits of the well-rounded, balanced personality and group.)
	Conformity to the group (Implied in the other emergent values. Everything is relative to the group. Group harmony is the ultimate goal. Leadership consists of group-machinery lubrication.



to be more conservative in its social philosophy than the professional education set. The placement to the left of center of the continuum ("left" being "right" in the usual sense) takes on further validity if it is seen as a placement of that part of the public that is most vocal in its criticism of educators and education--since most of the criticisms made appear to spring out of value conflicts between traditionalist and emergentist positions. Parents complain that their children are not taught the meaning of hard work. These all sound, irrespective of the question of their justification or lack of it, like traditionalist responses to change in an "emergent" direction.

Students are placed at two points on the transformation line because it is clear that those coming from traditionalist family environments will tend to hold traditionalistic values, but hold them less securely than will their parents (if our hypothesis for over-all change is valid), while other students who come from emergent-oriented families will tend to place even further, as a function of their age and peer groups, towards the emergent end of the line than their parents would. This is only partially true, indeed, for such a rationale does not account for the fact that offspring in revolt (and many American children from 6 to 16 are in a state of revolt against parental dictums) may go to extremes in either direction.

School administrators, older, and younger teachers, place at varying points on the emergent half of the transformation line. I have placed them there because I believe that the professional education culture (every institution has its own way of life, in this sense) that they have acquired in the schools and colleges of education has a clear bias towards an emergent-oriented ethos. Many of my educationist colleagues will reject this interpretation, and indeed, such interpretations are always guilty of over-generalization. Others of my colleagues will welcome such a characterization, but will question its validity. My case must rest on the basis of contemporary educational philosophy, theory, and practice. The emphasis is on the "social adjustment" of the individual, upon his role as a member of the group and community. Most of the values listed under the emergent heading are explicitly stated in educational literature as goals. Some of them, such as conformity to the group, are implicit. This value, in particular, grows out of the others, is more or less unintended, and constitutes a covert or latent value, by definition. This is, admittedly, a little like accusing a man of hating his mother, but not knowing it, and such accusations are usually rejected, or rationalized out of existence. But I believe that it is literally impossible to hold the other values in this system and avoid placing a strong emphasis on group harmony, and group control of the individual. My data, at least, gathered largely from graduate students in professional education courses, indicate that this is the case.

But educators and schools do not all come off the same shelf in the supermarket. Older teachers will tend, I hypothesize, to hold relatively traditionalist views by virtue of their age, and time of their childhood training (when they acquired their basic values)--a period in American culture when the traditionalist values were relatively more certain and supported than they are at present. Younger teachers were not only children and acquired their personal culture during a relatively more emergent-oriented period of American history, but they have been (I hypothesize) exposed to a professional education culture that has become rapidly more emergent-oriented in its value position. They are therefore placed near the extreme of the transformation line in the emergent direction.

School administrators come from a different shelf in the same section of the supermarket. They, to be sure, range in age from young to old, come from different family backgrounds, and have been exposed in varying degrees to the professional

education culture. But sociological and anthropological studies of the influence of status and role on behavior and perception indicate that these factors tend to over-ride others, and produce certain uniformities of outlook. The school administrator's role is a precarious one--as any school principal or superintendent knows. He faces towards several different audiences, each with different sets of demands--school boards, parents, power groups, teachers, and students--as well as other administrators. He has to play his role appropriately in the light of all these demands. The fact that many cannot, accounts for the increasingly short terms of personages like school superintendents. But to the extent that he plays across the board he will place somewhere towards the center of the line of transformation. Furthermore, his dependence upon the school board, and the power groups in the community, in many cases will tend to make his outlook relatively more conservative, and probably more traditionalistic, than that of his teachers--at least the younger ones. There are many exceptions, of course. I am only claiming tendencies.

My thesis, I hope, is clear by now. I am attempting to explain, or help explain, the increasingly bitter and strident attacks on schools and educators, and the conflict and confusion within the ranks. I have claimed that this situation can better be understood as a series of complex but very real conflicts in core values. And I have tried to show the direction of the values shift in American culture and place the various actors in the drama upon a transformation line within this shift.

In this perspective, many conflicts between parents and teachers, school boards and educators, parents and children, and between the various personages and groups within the school system (teachers against teachers, administrators against teachers, and so on) can be understood as conflicts that grow out of sharp differences in values that mirror social and cultural transformation of tremendous scope--and for which none of the actors in the situation can be held personally accountable. This is the real, and perhaps only contribution of this analysis. If these conflicts can be seen as emerging out of great sociocultural shifts--out of a veritable transformation of a way of life--they will lose some of their string. To understand, the psychiatrist says, is to forgive.

But now, though it seems indeed improper at this point, permit me to add another complication to an already complicated picture. I have tried to make it clear that not only are there variations in values held by groups and different parts of the social body and school institutions, but that there are also various values, some of them contradictory, held by single individuals as diverse streams of influence in their own systems. This is always true in rapid culture-change situations, as the anthropologist and philosopher know.

This means that the situation is not only confused by groups battling each other, but that individuals are fighting themselves. This has certain predictable results, if the anthropological studies of personal adaptation to culture change have any validity. And I believe that those results can be detected in the behaviors of most, if not all, of the actors in the scene. Let me try to clarify this.

I will deal only with teachers, as one of the most important sets of actors on this particular stage. I hypothesize that the child training of most of the people who become teachers has been more tradition than emergent value-oriented. They are drawn largely from middle to lower-middle social class groups in American society, and this segment of the class structure is the stronghold of the work-success ethic and moral respectability values in our culture (even in a culture that is shifting away from these values). Furthermore, it seems probable that a selective process is operating to draw a relatively puritanistic element into the

public school teaching as an occupation. Self-denial, altruism, a moralistic self-concept, seem to be functional prerequisites for the historically-derived role of school teacher in American society (I might have said "school-marm").

If this can be granted, then only one other ingredient needs to be added to explain several persistent types of personal adaptation to value conflicts observable among school teachers. That ingredient is one already spelled out--the relatively heavy emphasis, within the professional education culture, on the emergent-oriented value system. Teachers-to-be acquire their personal culture in a more tradition-oriented familiar environment, but they encounter a new kind of culture when in training to become school teachers--in the teacher-training institutions. There is, in this experience, what the anthropologist would call a discontinuity in the enculturation of the individual.[3] This is a particular kind of culture-conflict situation that anthropologists have recently begun to study, but mostly in non-western societies undergoing rapid change towards a western way of life.

On the basis of observation of a fair sample of teachers in coastal communities and in the middle west, I hypothesize that three types of adaptation to this personal culture-conflict situation and experience are characteristic.

Ambivalent: This type is characterized by contradictory and vacillating behavior, particularly with respect to the exercise of discipline and authority. The type tends to be laissez-faire in some classroom situations, and authoritarian in others, depending upon which behavior is called into being as a defense against threat of loss of control.

Compensatory: This type is characterized by one of two modes of behavior. The teacher overcompensates consistently either in the direction of the emergent or the tradition-centered values. In the first mode he (or she) tends to become a member of a group-thinkism cult--a perversion of progressive educational philosophy in action. The total stress is placed on social adjustment. Individuality is not sanctioned to any significant degree. Conformity to the group becomes the key to success. The type, in its extreme form, is a caricature of the better features of the emergent-centered value set. The second type compensates for internal culture-conflict in the opposite direction, and becomes an outright authoritarian. Tight dominance is maintained over children. All relationships with them are formalized and rigid. No deviation is allowed, so curiously enough, there is a convergence in the end-results of both types. This type is a caricature of the better features of the tradition-centered values set.

Adapted: This type can be either traditional or emergent value-oriented. But the compensatory and ambivalent mechanisms operating in the first two types are much less intense, or absent. The teacher of this type has come to terms with the value conflict situation and experience, and has chosen (consciously or unconsciously) to act within the framework of one or the other value set. There is consequently a consistency of behavior, and the mode of classroom management and teacher-student relationship is not a caricature of either value system.

No one is in a position to say which of these types is represented in greatest numbers among American public school teachers today, and there are few "pure" types. Certainly there are many traditional and emergent-oriented teachers who have adapted successfully to the personal culture-conflict situation and dis-

continuity of enculturative experience described. But equally certainly there are many school teachers who fall more clearly into one or the other typologies. It would be ssking too much to suppose that a cultural values-conflict situation as intense as the one transforming American culture could be handled without train by the key agent of the culture-transmission process--the school teacher. Bu- again, to understand is to forgive.

In any event, it seems clear that if conditions are even partially of the nature described, the group culture-conflict situation resulting in attacks by representatives of those groups upon each other is intensified and at the same time confused by the personal culture-conflict problem. Both processes must be seen, and understood, as resultants of a larger culture-transformation process.

In conclusion to this by-far unfinished analysis (the next 20 years may tell the more complete story), let me make it clear that I am not castigating either the emergentists, or the traditionalists. Value systems must always be functional in terms of the demands of the social and economic structure of a people. The traditional mode has much that is good about it. There is a staunchness, and a virility in it that many of us may view with considerable nostalgia in some future time. But rugged individualism (in its expedient, ego-centered form), and rigid moralism (with its capacity for displaced hate) become non-functional in a society where people are rubbing shoulders in polyglot masses, and playing with a technology that may destroy, or save, with a pushing of buttons. The emergentist position seems to be growing in strength. Social adaptability, relativistic outlooks, sensitivity to the needs and opinions of others, and of the group, seem functional in this new age. But perhaps we need, as people, educators, anthropologists, and parents, to examine our premises more closely. The emergentist can become a group conformist--an average man proud of his well-rounded averageness--without really meaning to at all.

And lastly I would like to reiterate the basic theme of this article. Conflicts between groups centering on issues of educational relevance, and confusions within the rank and file of educators, can be understood best, I believe, in the perspective of the transformation of American culture that proceeds without regard for personal fortune or institutional survival. This transformation, it is true, can be guided and shaped to a considerable degree by the human actors on the scene. But they cannot guide and shape their destiny within this transformation if their energies are expended in knifing attacks on each other in such a central arena as education, or if their energies are dissipated in personal confusions. I am arguing, therefore, for the functional utility of understanding, and of insight into the all-encompassing transformation of American culture and its educational-social resultants.

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[1] Harold J. Carter, Intellectual Foundations o American Education. New York: Pitman Publishing Company, 1965. Copyright, 1965, Pitman Publishing Company.

[2] I have been particularly influenced by the writings of David Riesman and particularly his The Lonely Crowd.

[3] Enculturation is a new, but useful term being used by social scientists. It stands for the process through which the individual acquires the culture of his group or society.

Phi Delta Kappa's Commission on Education and Human Rights and Responsibilities has prepared the following creed for adoption by all educators as a constant reminder of the essential commitment of education to the promotion of human rights in all its aspects.

THE HUMAN RIGHTS CREED IN EDUCATION

As an educator in a democratic society, concerned with the human rights of people everywhere, I will exemplify in my behavior a commitment to these rights. Knowing that educators and the educative process must make a significant contribution toward ensuring these rights for all people, I will translate my belief in basic human rights into daily practice. I believe in the right of every person and in his concomitant responsibility:

1. To equal opportunity in education, housing, employment, the exercise of the franchise, and representation in government.

2. Of due process and equal protection under the law.

3. Of freedom of speech and of the press.

4. To dissent.

5. To freedom of or from religion.

6. To privacy.

7. To be different.

8. Of freedom from self-incrimination.

9. To trial by a jury of actual peers.

10. To security of person and property.

11. To petition and redress of grievances.

12. To freedom of assembly.

INTRINSIC AND INSTRUMENTAL VALUES

(A Listing Developed by Dr. Milton Rokeach)

INTRINSIC (UNTIMATE) VALUES	INSTRUMENTAL VALUES
A COMFORTABLE LIFE (a prosperous life)	AMBITIOUS (hard-working, aspiring)
AN EXCITING LIFE (stimulating, active life)	BROADMINDED (open-minded)
A SENSE OF ACCOMPLISHMENT (lasting contribution)	CAPABLE (competent, effective)
A WORLD AT PEACE (fee of war and conflict)	CHEERFUL (lighthearted, joyful)
A WORLD OF BEAUTY (beauty of nature and the arts)	CLEAN (neat, tidy)
EQUALITY (brotherhood, equal opportunity for all)	COURAGEOUS (standing up for your beliefs)
FAMILY SECURITY (taking care of loved ones)	FORGIVING (willing to pardon others)
FREEDOM (independence, free choice)	HELPFUL(working for the welfare of others)
HAPPINESS (contentedness)	HONEST (sincere, truthful)
INNER HARMONY (freedom from inner conflict)	IMAGINATIVE (daring, creative)
MATURE LOVE (sexual and spiritual intimacy)	INDEPENDENT (self-reliant, self-sufficient)
NATIONAL SECURITY (protection from attack)	INTELLECTUAL (intelligent, reflective)
PLEASURE (an enjoyable, leisurely life)	LOGICAL (consistent, rational)
SALVATION (saved, eternal life)	LOVING (affectionate, tender)
SOCIAL RECOGNITION (respect, admiration)	OBEDIENT (dutiful, respectful)
SELF-RESPECT (self-esteem)	POLITE (couteous, well-mannered)
TRUE FRIENDSHIP (close companionship)	RESPONSIBLE (dependable, reliable)
WISDOM (a mature understanding of life)	SELF-CONTROLLED (restrained, self-disciplined)

ERIC

Editorial *

Law is the wisdom of the old
The impotent grandfathers shrilly scold;
The grandchildren put out a treble tongue,
Law is the senses of the young.

Law, says the priest with a priestly look,
Expounding to an unpriestly people,
Law is the words in my priestly book,
Law is my pulpit and my steeple.

Law, says the judge as he looks down his nose,
Speaking clearly and most severely,
Law is as I've told you before,
Law is as you know I suppose,
Law is but let me explain it once more,
Law is The Law.

Yet law-abiding scholars write;
Law is neither wrong nor right,
Law is only crimes
Punishment by places and by time,

Law is the clothes men wear
Anytime, anywhere,
Law is Good morning and Good night.

Others say, Law is our Fate;
Others say, Law is our State;
Others say, others say
Law is no more
Law has gone away.

And always the loud angry crowd
Very angry and very loud
Law is We,
And always the soft idiot softly Me.

W. H. Auden

*Reprinted from "Law Like Love" by W. H. Auden, Copyright 1940.

(Editorial) Psychology Today, Vol. 2, No. 9 (February 1969) p. 4.

A MODEL FOR CONCEPTUALIZING PERSONAL VALUES

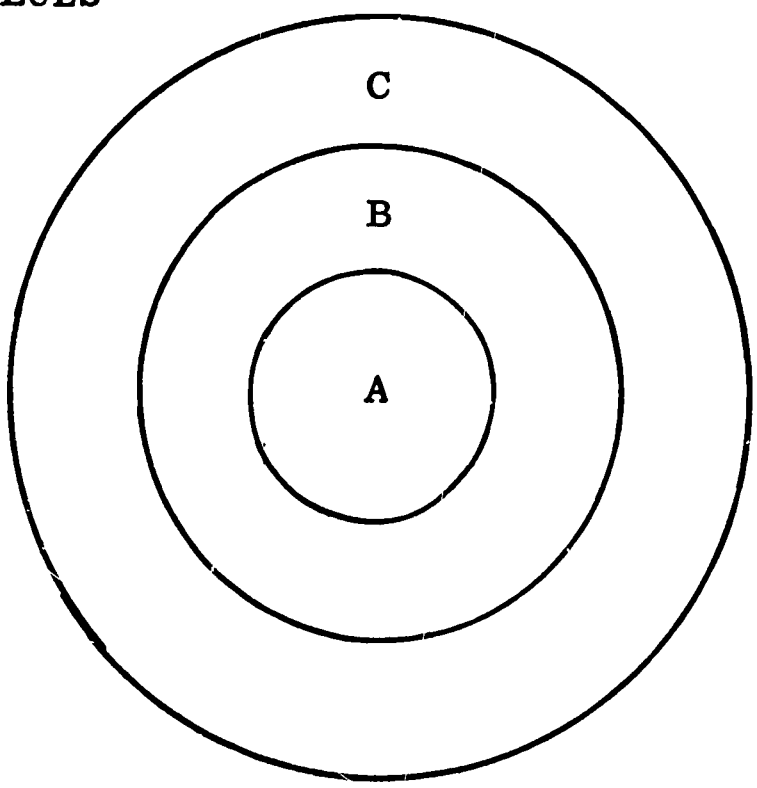
Walter L. Thomas

A. Cardinal Value(s)

B. Intermediate Values

C. Peripheral Values

A + B + C = Personal Value System



Definitions:

A. Cardinal Value(s) -- That value that is most prominent and intense in one's personality. The cardinal value effects more behaviors than any other single value in the system; probably more than any other combination of values will effect. The "big" decisions will be based on the cardinal value. There is seldom more than one cardinal value; occasionally, there is none, or two, or three, but never more than three.

B. Intermediate Values -- These are those values (around 5 - 7 in number) which are quite integrated (integrative) with the cardinal value and with each other. At the same time, there is often conflict between the cardinal value and one or two central values. In some personal systems, there is no cardinal value and consequently, the term central values might be more desirable than intermediate values.

C. Peripheral Values -- All those values in the system except the 5 - 10 Cardinal/Central/Intermediate values are classified as peripheral. Although they are not infinite in number, in a given person they are probably countless. They may only effect one behavior in a life time, or they may compete frequently with an intermediate values. They frequently "jostle" for position in the system, but after 12 - 15 years of age remain but perpheral. A given social condition could feasible cause peripheral values to win out in behavior over intermediate values or even the cardinal values.

General: The system as exemplified in the above model is necessarily by intensity, i.e., the closer to the middle the more intense the value effecting behavior(s).

Value Change: Value change takes place when:

1. a value disappears from the system (seldom if ever)
2. a value appears in the system for the first time

or

3. a value changes position on the intensity (central-peripheral) dimension

OCCUPATIONS AND VALUES

by Morris Rosenberg

Throughout our lives we are constantly making decisions -- whether to listen to one radio program or another, whether to vote for one candidate or another, whether to take a long, short, or no vacation, whether to buy a Ford, Plymouth, Chevrolet, Buick, etc. Wheter it is a matter of deciding what to have for breakfast or deciding what colleg to enroll in, the common characteristic is that we must make a choice from among a certain range of alternatives.

When you get right down in it, however, there aren't many really "big" decisions that we have to make in our lifetimes -- decisions which involve very long-term commitments, which influence our chances for living full, rich, satisfying lives, which influence our thoughts, feelings, and actions for years to come. One of these "big" decisions is marriage -- whether to marry and, if so, to whom. Another is choosing one's life work -- whether to work at this job or that. Neither of the choices is completely irrevocable -- we can change mates or change professions -- but there is a widespread tendency in American middle-class society to view them as final decisions, and they are as important a pair of long-term commitments as we are ever likely to make. Although we may stew and fret over things, most other decisions are either relatively trivial (should we drive to work or take the bus) or subsidiary to these major decisions (having selected law as a profession, which law school should we choose).

It is plain that the selection of a particular kind of work has important implications both for the individual and for the total society to keep going and prosper. It must so distribute its human resources, both in quantity and quality, that societal needs will be satisfied.

Two recent sources of concern highlight this point. The first is a report that Russia is currently producing a larger quantity of adequately trained engineers and scientists than the United States;[1] the second is the existence of teacher shortages in various parts of the country.[2] Thus, if young John Smith decides to become a lawyer rather than an engineer "because I can make more money that way," this decision has implications for the global economic and power positions of the United States five or ten years hence. Or if a girl decides to become and actress rather than a teacher, the quality of education given to school children in the future will be affected. There is no assurance that the sometimes arbitrary and whimsical occupational decisions of contemporary American youth will gear into the concrete needs of the society of the future. In many cases it is certain that they will not; in these cases, society is faced with a maldistribution of its human resources, and must necessarily function below the level of maximun efficiency.

From the viewpoint of the individual, work will importantly influence diverse aspects of his life. The individual's status in the community, based on the esteem in which his fellows hold him, will largely depend on the work he does and how well he does it. These evaluations by others will be reflected in the modern mirror of his mind to influence the individual's evaluation of himself; thus his self-esteem or self-confidence will to some extent hinge upon his occupational choice and performance. Furthermore, every individual has certain creative potentialities which find greater or lesser expression in work. Part of the richness of human experience lies in our ability to spend ourselves in an activity which challenges and draws out our highest potentialities. Consequently, the chances of living a life characterized by productiveness, self-actualization, and self-fulfillment will depend to an important extent on the degree to which our work allows us to exercise our creative potentialities.

Then there is the question of rewards--especially money and power. The enjoyment of material goods and services, and the opportunity to follow a characteristic style of life hinges largely on the remuneration one receives from work. The individual choosing an occupation, therefore, must do so with reference to a whole host of subsidiary wants which the extrinsic rewards of work can potentially satisfy.

Another way in which an individual's work will tend to affect his life is in the requirement to play a certain occupational role. To some extent the doctor or teacher must behave in a way which the society has defined as appropriate for one occupying such a status. Thus the individual who makes an occupational choice also commits himself to a certain pattern of thought and behavior for years to come. In many cases, if the role is sufficiently internalized, it may influence his entire personality structure. In addition, the individual's interaction with other human beings, which tends to be the source of most gratifications, is influenced by the nature of his occupation.

It is obvious, then, that the individual's occupational decision has important implications both for society and for his future life activity and satisfactions. And yet he must usually make this decision on the basis of a very vague and tenuous knowledge of the relevant facts. In the first place, the individual tends to be unclear about his own talents, since many of these can only find expression in actual occupational practice. Secondly, he can only make a more or less well-founded unified guess concerning the sorts of skills and talents which will be needed in the society of the future. Finally, his picture of the requirements and rewards of an occupation is seldom based on the foundation of actual experience; more often it represents a series of haphazard impressions gained from diverse sources. Thus, faced with a vast variety of occupations from which to choose, and possessing an inadequate knowledge of himself, future social needs, and occupational requirements and rewards, the individual is compelled to make his own single decision which, he realizes, is life-long in its implications. He is like a hungry child with a coin looking at a long counter of sweets which he has never tasted who must decide on one purchase--and who doesn't know the value of his money. The

pattern of free occupational choice characteristic of American society is calculated to enable people to realize their highest potentialities, but it may also spin a complex web of psychological conflict.

The present study is an investigation of this process of occupational choice among college students. There are several reasons why it is important to study the way these people make up their minds.

The college youth of today are the occupational elite of tomorrow. On their present decisions hinge the fate of industry, commerce, politics, the professions, the arts and sciences, the educational system of the future, and others. This, then, is a particularly crucial group to study--the people who will occupy the key social positions in time to come.

Not only are college students an important group to study, but the time at which we study them--during their college years--is a period of central significance, in the occupational decision process. For these are the years in which the individual tends to make up his mind, to reach the point of final decision. At college, the student's ideas about work are still relatively undistorted by the special conditions of the job situation in which he will eventually find himself; it is therefore easier to observe the influence of certain abstract factors, such as values, attitudes, personality structure, and images, as they bear on the decision process. To observe the student while he is in college also makes it possible to study change and development of occupational choice, the flow in and out of various occupations, the mutual interaction of occupational choices and values, and the resolution of occupational conflicts.

Furthermore, the decision reached at college is likely to have a longer lasting effect. Take the case of a student who chooses a profession, Such fields tend to require so much specialized training that the student making this choice makes a more serious and long-term commitment then, than let us say, a manual worker. Whereas the semiskilled worker may shift around from job to job or industry to industry, the man who studies medicine is likely to practice this occupation for the remained of his life. Thus, the economic, social, and psychological implications of the college student's choice are of particular seriousness and importance.

In American society, the student making an occupational decision has about 40,000 occupations from which to choose.[3] Were he to give serious consideration to all 40,000 of them, he would probably have little hope of keeping his sanity. How then, does he finally settle on a specific choice?

It is possible to visualize the occupational decision process as a series of progressive delimitations of alternatives. A number of factors in the individual and in society operate to cut down the broad range of occupational possibilities available. The bases for the elimination vary; some occupations are not socially appropriate for an individual occupying a certain social status; some occupations are not possible for an individual with certain characteristics,

knowledge, and resources; and some occupations are not desirable for an individual with certain values, attitudes, and personality characteristics.

The range of occupational alternatives is delimited, first of all, by the student's range of status and roles. Most college students stem from middle and upper-class families. In terms of the values, orientations, and life-styles of these people, thousands of manual and lower-level white-collar occupations are immediately and automatically eliminated from serious consideration. The effective alternatives, then, are restricted to higher-level business activities and to the professions. It is within this very limited range that a choice is made.

A further broad delimitation is imposed by the individual's sex status. Some fields (e.g., engineering, medicine) tend to be considered appropriate only for men; others, such as primary school teaching, are considered "women's fields." Thus, men and women immediately eliminate hundreds of fields which are socially accepted as the province of the other sex.

Racial, religious, and nationality factors also enter into the progressive delimitation of occupational alternatives. The fact of occupational and educational discrimination often makes it so difficult, if not impossible for the minority group member to gain admittance to certain occupations and to pursue them successfully that he may eliminate them from consideration entirely.

The range of occupational alternatives is further narrowed by what one might call the "social publicity" of the occupation. A recent study, for example, showed that 97% of the population could not give a satisfactorily exact definition or explanation of what a "nuclear physicist" was.[4] There are probable hundreds or even thousands, of occupations with which most people either have slight or no acquaintance: plant pathologist, biostatistician, paleontologist, ichthyologist, entomologist, and so on. Occupations which are outside the individual's purview obviously are eliminated as candidates for consideration.

In addition, there is the intrusion into the decision process of a broad system of "reality factors" centering, on the one hand, about the individual's physical endowments, mental capacities, and material resources and, on the other, about the availability of jobs. A man with a weak, puny body can hardly become a professional wrestler; a man with a weak, puny intellect can hardly become a professional chess player or mathematician; and a man with a weak puny bank balance can hardly become a great financier. There are exceptions, of course, but there are many people who will eliminate from consideration those occupations which require extraordinary talents or resources. With regard to the factor of availability of jobs, finally, a boy may be an excellent softball player, but may abandon hope of making a career out of it when he learns of the limitations of professional opportunities in the field.

There are, of course, many people who resist the influence of the general channeling factors we have mentioned--middle-class children becoming

auto mechanics, women becoming doctors and lawyers, poor boys becoming captains of industry. Furthermore, many people may not perform these automatic eliminations, accepting certain occupations as real alternatives, despite their awareness of the special problems involved; in this case, these alternatives do enter into the occupational decision process. For most people, however, the overwhelming bulk of occupational alternatives are immediately eliminated from, or never enter into, serious consideration. By the time the student reaches college, there are only a relatively small number of occupations which remain candidates for selection. Generally speaking, the individual's decision is limited to those occupations about which he knows something, which are appropriate to his class position and sex status, which are not barred by ethnic discrimination or by limitations of physical and mental endowments and material resources, and in which realistic opportunities for occupational practice exist.

Yet all of this still does not enable the individual to settle on a single occupation. How does he choose from among the many fields which continue to remain open to him? In order to answer this question, it is necessary to consider some of the basic characteristics of the individual--his values, attitudes, and personality needs--in order to see how they bear on the occupational decision process.

Values--Whenever an individual makes a selection from a given number of alternatives, it is likely that some value is behind the decision. An occupational choice is not a value, but it is made on the basis of values. For a value is "a conception...of the desirable..."[5] "values are...'things' in which people are interested--things they want, desire to become, feel as obligatory, worship, enjoy."[6] When an individual chooses an occupation, he thinks there is something "good" about it, and this conception of the "good" is part of an internalized mental structure which establishes priorities regarding what he wants out of life. To ask what an individual wants out of his work is to a large extent to ask what he wants out of his life. It is therefore indispensable to an adequate understanding of the occupational decision process to consider what people want or consider good or desirable, for these are the essential criteria by which choices are made.

Attitudes--Occupational choices are also influenced by certain overarching attitudes which condition the individual's perception of diverse aspects of the world. One such attitude would be faith in people--whether one feels that human beings are basically selfish and untrustworthy or generous and kind. The importance of studying the individual's degree of faith in people lies in the fact that occupational activity is to a large extent a system of interpersonal relationships; consequently, the way one feels about people will influence one's feelings about various kinds of work. Basic attitudes of this sort, which importantly influence one's orientation toward many aspects of social life, are obviously relevant to occupational choice.

Personality needs--Another factor which enters into the progressive delimination of occupational alternatives is the degree of harmony between the behavioral requirements of the occupation and the personality structure of the

individual. A shy, timid, retiring individual is unlikely to aspire to become an army top sergeant in charge of an infantry platoon. An insecure person with a compulsive need for predictability might be expected to eschew the occupation of free-lance photographer. The purpose of citing such examples is to make clear that personality factors cannot be ignored in considering occupation choice.

Our viewpoint, then, is that the occupational decision process may be visualized as a series of progressive delimitations of alternatives. In the following three chapters we will consider the influences of the internal factors on occupational choice--values, attitudes, and personality characteristics. In Chapter V we turn to a consideration of the influence of status and role factors on occupational choices and values.

The complexity of the decision process is highlighted by the observation that not only may values influence occupational choices, but choices may influence values as well. This is likely to occur when an individual who has made an occupational choice begins to internalize the values, attitudes, and behavioral patterns characteristic of actual occupational incumbents--a process which Robert K. Merton has termed "anticipatory socialization." Throughout this study, then, we will be concerned with the interrelationships among the factors which enter into the occupational decision process.

Change of occupational choice--At several points we have referred to occupational choice as a process. To conceive of choice in these terms is to accentuate the notion that movement, development, change are involved in reaching a decision. People who make up their minds can also change their minds; and the problem is to understand if, how, and why college students shift their occupational preferences during the course of their college careers. How stable is an occupational decision? Does the passage of time and the increment of new experience lead to a flow out of certain occupations and into certain others? What happens to the people in conflict--people whose occupational choices and values are "inconsistent," who violate the occupational norms characteristic of their sexes, who choose occupations beyond their capacities, whose ideology is opposed to the requirements of their occupations? Does greater change occur in some occupations than in others? Are there some people who are disposed to change irrespective of the area of decision involved? Questions of this sort, which are examined in Chapters VI and VII, are designed to move us in the direction of the dynamic analysis of social research data, and some recent technical developments in the analysis of panel data have facilitated this approach.

Conflict--In any decision process, the possibility of conflict exists; the individual must make a choice from a given range of alternatives. Other things equal, the fewer the alternatives, the less evenly weighted their advantages, and the less important the decision, the less is emotional stress likely to be generated. In the occupational decision process, there are many alternatives which may be considered at various times. Since every occupation has certain advantages and disadvantages, inducements and shortcomings, it is rare that

the balance should be overwhelmingly weighted in favor of a single occupation vis-a-vis all other alternatives.

The likelihood of conflict is enhanced by the multiplicity of elements which enter into the decision process. In principle, the individual may weigh occupation against occupation, value against value, personality against value, value against reality, ends against means, and so on. Such problems need not necessarily erupt into conflicts, of course, but in many cases they do. Throughout this study, then, we will be constantly concerned with the theme of conflict and the problem of conflict resolution.

There are two special types of conflict, however, to which we have devoted special attention. The first is the conflict between ends and means. Both the ends of occupational action and the means of achieving them are usually based on a system of internalized societal values. Problems arise, however, when certain means, which are acceptable to the individual's system of values, prove ineffective in enabling him to attain his ends, or when other means, which are effective in attianing the desired ends, conflict which his values. Assume, for example, that a young man has chosen a particular occupation because he wants to make a good deal of money, but realized that, in order to do so, he must use means which affront society's moral sensibilities. What does he do? Does he abandon the goal, maintain the goal but abandon his scruples about the means, or keep them both and try to live with his conflict? These problems will be considered in Chapter VIII.

The other conflict is that between occupational aspirations and occupational expectations. Many students would like to enter one occupation but actually expect to enter another. Here we have a potentially serious source of frustration--the occupations to which students aspire are for various reasons beyond their reach. How such conflicts came about, who faces them, and how they are finally resolved, are the questions considered in Chapter IX.

These, then, represent our central themes--decision making, decision change, decision conflict. It is hoped that the empirical data to be presented will shed light on the social psychology of the decision process at the same time that it provides material of relevance to the sociology of occupations.

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Footnotes

[1]"Soviet Science: Unfathomed Threat," Carnegie Corporation of New York, Quarterly Report, Vol. III, No. 1, January, 1955, p. 4. These data are based on the work of Alex Korol of the Center for International Studies of Massachusetts Institute of Technology. It is reported that "the Soviet Union may soon be turning out more than twice as many scientists and engineers as the United States...According to members of the project's staff, the best available evidence suggests that the quality of Russian technical education is anything but poor...high-quality scientific education seems to be taking place."

[2]The New York Times, December 20, 1954, p. 19, quotes the biennial report of the Fund for the Advancement of Education, a unit of the Ford Foundation, as describing the national deficiencies in facilities and teachers as "appalling." The biennial report states: "While elementary and high school enrollments are going up, the number of people preparing to teach is going down. The annual output of elementary and high school teachers has dropped 26 percent since 1950 while enrollments in elementary and high schools have risen 24 percent and 10 percent respectively "

[3]Federal Security Agency, Dictionary of Occupational Titles, (Washington D. C.: U.S. Government Printing Office, 1949). Cited in Eli Ginzberg, Sol W. Ginsburg, Sidney Axelrad, and John L. Herma, Occupational Choice (New York: Columbia University Press, 1951), p. 3.

[4]National Opinion Research Center, "Jobs and Occupations: A Popular Evaluation," in R. Bendix and S. M. Lipset, Class, Status, and Power. (Glencoe, Ill.: The Free Press, 1953), p. 417.

[5]Clyde Kluckhohn, "Values and Value-Orientations in the Theory of Action," in Toward a General Theory of Action, T. Parsons and E. A. Shils, eds. (Cambridge: Harvard University Press, 1952), p. 375.

[6]Robin M. Williams, Jr., American Society (New York: A. A. Knopf, 1951), p. 375.

PERTINENT PSYCHOLOGICAL CONSTRUCTS ON THE VALUE CONCEPT

Walter L. Thomas

Value defined:

A normative, conceptual standard of the desirable that predispostionally influences an individual in choosing among personally perceived alternatives of behavior. -- Thomas

Normative

Values are normative because they are assimulated through social experience. The norms of the group are the most likely material out of which personal values are developed.

Conceptual

The conceptual nature of values is indicated to contrast the cognitive form the physical/visceral. To indicate that values operate at a cognitive conceptual level does not limit the fact that values are also felt, and therefore are emotional. The conceptual and cognitive qualities of value are necessary when one views man as a decision-maker who is aware of alternatives and can provide "reasons" for his choices among the alternatives. Values are not related to such concepts as instincts, autonomic, or maturational.

"Desirability"

A values is easily defined as a standard of the desirable. The criterion by which one judges a thing to be good or bad is that personal standard of the desirable. If one values something, it is desirable.

Predispositional qualities

When a person is cognitively faced with alternatives or options of behavior, he cannot help but judge them according to his system of personal values. When he is confronted with alternatives, his personal values provide him with fully-operational "programming" for making decisions. A person does not "go against his values" but an already conflicting value gains the immediate priority over other values in the system. A person cannot personally behave without value predisposition. Whether or not, one wishes to use the prefix pre in the concept of predispositional is quite immaterial. For, if a person is psychologically set to evaluate alternatives prior to the actual encounter with them, who is to quibble about whether he was pre-disposed or merely disposed to behave in certain directions. There is no intended reference to inherent or pre-birth dispositions (although they are likely) in the current use of the word predispositional.

Alternatives

The options open to the individual are known as alternatives. Although many persons tend to think in an either-or perspective, in reality the alternatives are numerous. A possible action is not considered an alternative until it is "live" (live option). A live option is one which the individual can indeed pursue if he chooses, or values.

Value judgement

The selecting to an alternative is a value judgement. The individual evaluates the alternatives and ranks them in a hierarchy of worth with respect to his personal value system -- from good to bad.

Perception and value

Obviously, the only available alternatives for the individual are those which he perceives. Perception is phenomenal and personal; values are phenomenal and personal; therfore, the selection of alternatives and subsequent behavior is phenomenal and personal. One's values are not only dependent upon one's perception, but one's perception is dependent upon one's values, i.e. "We see what we want to see."

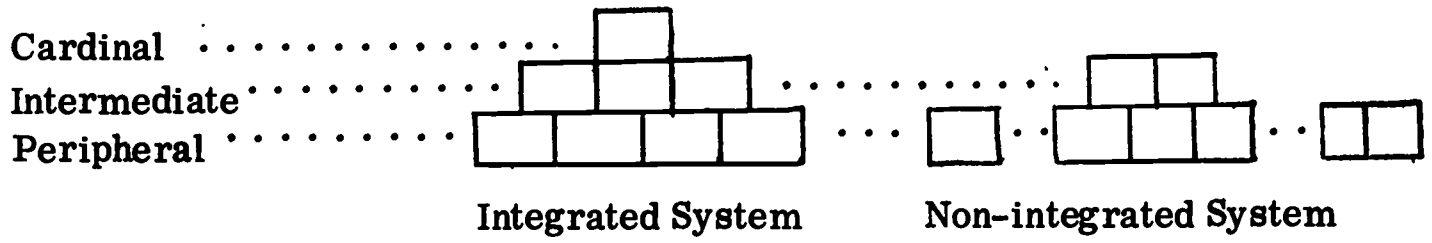
Values and conflict

Values are only deployed under conditions of conflict; values are only learned under conditions of conflict. There is no demand for a value, or a value judgement, unless there is more than one "alternative" to be evaluated for its relative worth to the individual. In fact, the word alternative necessitates the conditions of choice. The individual must be presented with alternative courses of action, be pressed into making a decision; and he must follow through with some form of commitment (cognitive and emotional) before one could say that a value (s) has affected behavior. To simply agree or disagree with such a statement, "The Red Cross helps people" calls for merely a belief or whether or not the Red Cross helps people; but to say the Red Cross is "good" or whether or not it "ought" to exist, or whether or not it is a "better" agency than the Daughters of the American Revolution demands a value judgement.

Intergrative values

To merely refer to personal values as comprising a system does not mean the system is integrated. The fact that an individual has "so many" values qualifies for the use of the concept of system; but to say the system is an integrated system depends upon the relationship and reduced conflict among the values in the system. If all the values "line-up" in a hiearchy in the person's system then a form of integration has occurred. But if there is

on-going conflict and stress among intense values in the system then the system is non-integrated. The following pyramid model serves to express the point:



The most descriptive characteristic of the person with an integrative value system is his ability to say "yes" and "no" -- to make decisions. He knows where he is going and is not easily distracted because his "system of desirables" is firmed-up.

The process through which an individual's value system becomes integrated into a meaningful one, is known as the cardinalizing process.

Although not pursued here, an interesting case for mental health and a theory of the disturbed personality is easily derived from the above model.

Values and beliefs

A belief is an existential proposition held by an individual regarding the structure and operation of the social, physical, and spiritual universe and one's place in it. They are personal conceptions of existence. A belief says something "is" or "is not"; whereas, a value says something about the quality of the existence, i.e. a good or bad existence. A personal belief does not affect behavior until conjoined with a personal value (a person may believe there is an existential relationship between smoking and cancer, but will not discontinue smoking until he values that belief.

Values and attitudes

An attitude is an expressed acceptance or rejection of something. The criterion (or criteria) or standard by which one made the decision to accept or reject is his system of personal values. An attitude is completely dependent upon values for its existence.

Values and preferences

An attitude and a preference are virtually the same phenomenon. Usually, an attitude is described as negative and a preference as positive, i.e. an attitude is rejection and a preference is acceptance. A preference is usually more overt and expressed than is an attitude.

Values and interests

An individual is interested in a thing because of his personal values. Like attitudes and preferences, interests are completely dependent upon values for their existence.

Values and opinions

As attitudes are dependent upon values, so opinions are dependent upon beliefs. An opinion is an expressed belief; an attitude is an expressed value.

Opinion: I believe Earl Warren is a liberal.

Attitude: I feel Earl Warren is to be admired for his convictions.

Values and motivation

(Most of what has been already indicated above has to do with values and motivation). All higher behavior is the direct result of personal values. Higher behavior is to be distinguished from lower behavior which refers to instincts (if any), on-going bodily processes, growth, reflexes, and other such bodily functions which do not take a decision to effect.

A basic premise is that persons move towards that which is desirable to them. A person ascribes valence, or object worth, to alternatives and objects in his life-space. Some valence is negative and some is positive. A person will behave in such a way as to minimize stress and tension and at the same time maximize satisfaction and pleasure. Personal values are critical in describing any given individual's reasons for behaving as he does.

The classic motivational model is:

Needs-Drives-Motives-Behavior

It is a cause-effect model from left to right. Values provide a first order and a second order impact on this model:

^{2}Needs-Drives-^{1}Motives-Behavior

First Order Effect: Values determine the quality, direction, and intensity of motives.

Second Order Effect: Values cause needs (as well as satisfying needs in the first order effect).

THE RELATIONSHIP OF INTELLIGENCE TO VALUE INDICES

Walter L. Thomas*

Hypothesis: There is no relationship between IQ scores and selected value scores.

Method: Thirty-three college students (sophomores-seniors) were given the Differential Value Profile and the Otis Quick Scoring Test for Mental Maturity (Gamma Form). The Otis test was given at the outset of the sophomore year and the Differential Value Profile was administered at different times for different students during the subsequent 36 months. Each of the six DVP value scores (aesthetic, humanitarian, intellectual, material, power, and religious) were compared with the intelligence index. Pearson product-moment correlation coefficients (r) were calculated for each of the six comparisons. A t-test for the significance of r was conducted.

Summary of IQ and Value Data
(N = 33)

Factor	Sums of Scores	Sums of Scores Squared
DVP Aesthetic	535	9883
DVP Humanitarian	966	31440
DVP Intellectual	836	23142
DVP Power	444	7466
DVP Material	647	14497
DVP Religious	1371	64089
Otis IQ	1964	119804

Pearson Product-Moment Correlation Coefficients Between the Otis I.Q. Score and the Six DVP Scores
(N = 33)

DVP	Aesthetic	Humanitarian	Intellectual	Power	Material	Religious
Otis IQ	.0134	.1860	-.2184	-.1255	-.2577[a]	.1529

[a]significant at the .05 level (alpha = .250)

Results: There is no significant relationship between value indices and IQ except for a slight negative relationship between the Material value factor and IQ. There is a tendency for IQ to be positively related to the Humanitarian and Religious value factors and to be negatively related to Intellectual and Power factors, although these relationships are not significant.

The only conclusions which might be made from these data are: (1) Values and intelligence scores are essentially unrelated in the college students studied, and (2) the more a college student prizes and values material means and ends the less he is apt to score high on the Otis Quick Scoring intelligence test.

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SOCIETAL CHANGE AND VALUES

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Basic Thesis: Technology causes societal change; societal change causes value change.

Societal Change

Using 1850 as an historical point of reference, one can observe many societal changes that have drastically altered the American life style. These are social, political, industrial, scientific, economic, educational, and technical. Among the many changes that have occurred, the following are highly significant: rural to urban, manual labor to technology (systems), limited education to liberal education, labor to leisure, provincialism to internationalism, religious to secular, shifts in the value posture the prominent institutions in our culture have traditionally demonstrated, the emergence of a totally new institution sometimes known as the "entertainment industry," and existence with scarcity has been replaced by existence with abundance.

Value Change

Receding Values		Emerging Values
1. Puritan ethic	to	Social conformity
2. Work as self respect	to	Money as self-respect
3. Individualism	to	Corporatism
4. Single-world view	to	Multi-world view
5. Order-over-law	to	Law-over-order
6. Rigidity	to	Tolerance
7. Value of certainty	to	Value of ambiguity
8. Future-time orientation	to	Present-time orientation
9. Homogeneity of values	to	Heterogeneity of values
10. Experience as means (instrumental)	to	Experience as ends (expressive)
11. Productivity appreciation	to	Aesthetic appreciation
12. Competition	to	Cooperation

Value Stability

Some values are remaining stable in our society: loyality, altruism, achievement, religious experience, aesthetics, individualism (among youth), equality, justice.

Uniqueness of Today's Youth

1. First-time second-generation affluent
2. Redefinition of youth
3. Youth don't make a complete circle back to "being like dad"!
4. Society changed its value of youth
5. First-time a liberally education generation
6. First-time a generation liberated from limitations imposed by flesh and bone.

Varieties of People

Left		Right
1. New radical anarchists	4. Common man complacent	8. Concerned conservatives
2. New activists	5. Uncommitted	9. Reactionary activists
3. Concerned liberals	6. Happener/swingers	10. Old radical supremists
	7. Alienated hostiles	

SOCIETAL GOALS OF AMERICAN DEMOCRACY[1]

There are a large number of value-goals on which most Americans probably agree. They have as their base of reference the Constitution of the United States, scientific ecology and Judeo-Christian tradition. Being values/value goals, they are not reflections of reality but standards by which one relates to the world around him. The following list of 14 value themes have been prepared to give guidance to educators in helping to decide what values to clarify in the learning experience:

1. The intelligent use of the forces of nature.
2. Recognition and understanding of world interdependence.
3. Recognition of the dignity and worth of the individual.
4. Use of intelligence to improve human living.
5. Vitalization of democracy through the intelligent use of our public educational facilities.
6. Intelligent acceptance, by individuals and groups, of responsibility for achieving democratic social action.
7. Increasing effectiveness of the family as a basic social institution.
8. Effective development of moral and spiritual values.
9. Intelligent and responsible sharing of power in order to attain justice.
10. Intelligent utilization of scarce resources to attain the widest general well-being.
11. Achievement of adequate horizons of loyalty.
12. Cooperation in the interest of peace and welfare.
13. Achieving balance between social stability and social change.
14. Widening and deepening the ability to live more richly.

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[1] Committee on Concepts and Values, A Guide to Content in the Social Studies, Washington, D.C.: National Council for the Social Studies, 1957, p. 73.

SUBJECT MATTER WITH A FOCUS ON VALUES*

by

SIDNEY B. SIMON
MERRILL HARMIN

How increasingly irrelevant the schools seem! Social conflicts range all around us and the schools (the universities, too) go trotting down their "bland" alleys and continue to devote teaching time to grammar drills, the founding of Jamestown, and the urgent problem of how tall the flag pole is if its shadow is fifty feet at high noon.

If only we could see that the confrontation of high noon is here now, and if any drills are in order, perhaps they ought to be riot drills. If we must measure shadows, let them be the shadows of de facto segregation which cloud our land.

Of course this is not easy. Almost all of us feel tremendous ambivalence as we wrestle with that question of just how much of the standard subject matter of the school is to be set aside to make room for dealing with the current concerns of our society. We can all too quickly cite the fact that these problems are not the school's fault, and that they are too big, too all-encompassing to be tackled in school anyhow. Or we say we have other obligations, like teaching our students the inheritance of man's intellectual past.

What a school budgets time and money for, however, tell what it prizes. What and who it rewards tell what it cherishes. What the school asks on its true and false questions says more than almost anything else what it cares about, and just now, with the heavy emphasis upon college entrance, the schools care most deeply about putting in more subject matter.

We are not going into that weary either/or argument about subject matter or play-play-play. We have an urgent need, however, to make subject matter more relevant, and to us, relevancy means that the subject matter must illumine a

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*Taken from Educational Leadership, Vol. 26, No. 1 (October, 1968), 34-9.

student's values. Louis Raths puts it this way: "The function of information is to inform. To inform what? To inform our values."

Three Levels

Information which stays merely at the level of filling in the holes of a crossword puzzle, or name-dropping at a suburban cocktail party is information which we really do not need. So much of schooling is at this facts-for-facts level. There is a second level, a higher level, engagingly presented by Bruner, and this is called the concept level. We believe that there is still a higher level, a level which makes use of facts and concepts, but which goes well beyond them in the direction of penetrating a student's life. This we call the values level.

Let us look at an example to make this point. Take the favorite social studies topic, "The United States Constitution." We can teach this at the fact level, the concept level, or the values level.

Fact Level (U.S. Constitution)

1. Information about where and when the Constitution was drawn up.

2. Who was involved and which colonies wanted what in it.

3. Information about how it differed from the Articles of Confederation.

4. Data on what was in the preamble and perhaps asking the class to memorize it.

5. A list of the first 10 amendments and why they were called the Bill of Rights.

6. The order in which the colonies ratified the document.

The above items should be fairly familiar facts to most of us, although we have probably forgotten the specifics. At one time this topic was presented to us in an organized manner, each fact building upon fact. Unfortunately, it was difficult to remember then and it still is hard to

retain. It was of interest to only a few students and of little use even to them in any relevant search for values which might enlighten living in today's world.

Thus, many teachers tried to teach the Constitution at the concept level, encouraged by Bruner and his followers.

Concept Level (U.S. Constitution)

1. Our Constitution as a landmark in the evolving concept of democratic forms of government.

2. The concept of "compromise" and how it operated in reconciling the economic forces of the period.

3. The motives of the signers and the constituencies all representatives are obligated to serve.

4. The social injustices which the Bill of Rights attempted to correct.

5. The concept of amendment and how it has operated in state legislatures and in Congress.

6. The Constitution today as seen in the actions of the Supreme Court and the American Civil Liberties Union, etc.

The above "subject matter" will be seen as the basis for good teaching. It attempts to build relationships between random facts and to pull together generalizations supported by data. Many educators would be proud to have this kind of teaching going on in their schools, but we would argue that this approach is simply not good enough for these comples times. Let us look now at the values level, that third level to which subject matter needs to be lifted.

Values Level (U.S. Constitution)

1. What rights and guarantees do you have in your family? Who serves as the Supreme Court in disputes?

2. Have you ever written a letter to the editor of a newspaper or magazine?

3. Many student governments are really token governments controlled by the "mother country," i.e., the administration. Is this true in your school? What can you do about it? If not you, who should do it?

4. Should the editorial board of your school newspaper have the final say about what is printed in it? How do you reconcile the fact that the community will judge the school, a tax supported institution, by what is printed in the school paper?

5. When was the last time you signed a petition? Have you ever been the person to draw one up? What did the last sign you carried on a picket line say?

6. Where do you stand on wire tapping, financial aid to parochial schools, censorship of pornographic magazines, or the right of a barber to decide if he wants to cut a Negro's hair?

This kind of teaching is not for the faint-hearted. It often hits at the guts, but if we are to see the school as more than a place from which we issue the press release each spring which tells which colleges our students made, then we must do more teaching at this third level, this values level.

Let us be clear that teachers are not to throw out facts and concepts. Obviously, these are essential if we are to have anything to base our values upon. On the other hand, let us say forcefully that Levels I and II, no matter how brilliantly taught, do not clarify students' values. That third level has to be consciously and consistently pushed.

To Inform Our Values

Her is another example to argue for our third level point of view. Take Shakespeare's Hamlet. It is a good example for three reasons. It is taught universally, it is universally taught badly, and it is a play particularly ripe with values-teaching possibilities.

Fact Level (Hamlet)

1. Information on the year the play was written, and the sequence it occupies in Shakespeare's works.

2. What country did Rosencranz and Guildenstern come from.

3. How did Hamlet's father die? How do we know that?

4. What is the relationship between Hamlet and Queen Gertrude? Between Hamlet and Polonius? And Ophelia?

5. Identify these quotations and explain why Shakespeare put them in the play.

6. What is Hamlet's tragic flaw?

7. Who are all the people dead at the end of the play?

The above list is not meant to be all-inclusive by any means. Many other facts and details would be stressed by different teachers. Most teachers, however, feel at ease with such material. Students have been trained to feel comfortable with it, too. They know how to give the teacher what he wants on the kinds of questions which will be asked on tests. (True or False: Ophelia died from an overdose of rosemary?)

Concept Level (Hamlet)

1. The concept of tragedy as opposed to comedy and how Shakespeare departed from the Aristotelian concepts of drama.

2. To understand the various thematic threads of: incest, indecision, revenge, etc.

3. To know the dramaturgy behind the "play within a play" concept.

4. The concept of "ghost" as it was understood by an Elizabethan audience.

5. Psychological concepts which motivate Hamlet, Gertrude, Laertes, etc.

6. The various ways Hamlet has been played by the great Shakespearean actors.

Again, our lists are merely suggestive. It should, however, be quite apparent that this kind of teaching is much more lively and meaningful as compared with the survey of routine facts or going over the play line for line. Nevertheless, it is a serious error not to take your teaching to that third level, the values level. Hamlet is so very well-suited to help students develop the skills of clarifying

their values and evaluating their lives. We believe that questions like the ones below should help students to do this.

Values Level (Hamlet)

1. King Claudius supposedly killed to get ahead. How far will you go to get what you want?

2. Laertes hears his father's advice, and it comes out a string of clichés. What kind of advice do you get which falls on your deaf ears?

3. Part of Hamlet is about the obligation of a son to seek revenge for his father. Where do you stand on that kind of act?

4. Hamlet is cruel to Ophelia. In what ways have you ever been cruel to members of the opposite sex? When have you been the recipient? Is cruelty an essential part of love to you?

5. What are some things about which you are having trouble making up your mind? Where will you go for help? Whom do you trust? How will you know that you have a wise decision?

6. What kind of son or daughter do you want to be?

7. Death is a regular happening in Hamlet. How close have you ever come to death? What part of you responds to a news story of death on the highway, death in Vietnam?

It might be well to take a look at the third level, the values level, questions posed here. For one thing, the questions have a heavy component of "you" in them. Among these "you" questions there are some which invite a student to examine alternatives and to follow out the consequences. Some search for elements of pride in his choices. All of them, hopefully, cause him to look more closely at his present life, to see it as related to the subject matter he is studying. Some of the alternatives show that the subject matter could be pertinent to his personal existence. This is essential, this linking of the facts and concepts to the choices and decisions in the student's real life, at least if we are serious about teaching for the clarification of values.

Among these "you" questions there are several which get the student to look at what he is actually doing in his life. The questions about the United States Constitution at the third level illustrate this clearly. This action emphasis is very important in the search for values. Many of the social conflicts of our time rage on because so many of us have a giant gap between what we "say" and what we "do." For many of us this gap is a chasm.

These are troubled and confused times in which to grow up. To live life with integrity becomes more and more difficult for more and more people. The threads of alienation which are increasingly woven into our youth must give us all deep concern.

We must demand of the subject matter we teach that it make us more than politely erudite. We must insist that it relate to students' lives. It must pertain to the realities of life in this complex and confusing time. Subject matter which is lifted to that third level, that values level, will give us a fighting chance. We must not be guilty of ignoring Dag Hammarskjold's warning: "In modern times we are in danger of taking facts for knowledge, and knowledge for wisdom."

TAXONOMY

1.0 Receiving (student listens to teacher)
1.1 Awareness (student is conscious of it)
1.2 Willingness to Receive (student gives it his attention)
(he does not reject it)
(he is still neutral)
1.3 Controlled or Selected Attention
(listens for rhythm in music)
(preference for newspaper readings)

2.0 Responding (he does something with it or about it)
(he complies with good health or safety rules)
2.1 Acquiescence in Responding (level of obedience)
(active responding)
(student makes response, but has not accepted the necessity for doing so)
2.2 Willingness to Respond (proceeding from one's own choice)
(he does it on his own)
2.3 Satisfaction in Response (after the voluntary response is given, he has a feeling of satisfaction or pleasure)

3.0 Valuing (he finds that a thing or behavior has worth)
(belief or attitude)
3.1 Acceptance of a Value (a readiness to re-evaluate one's position)
(a consistency of response to the objects with which the belief or attitude is identified)
3.2 Preference for a Value (behavior at this level implies not just the acceptance of a value to the point of being willing to be identified with it, but the individual is sufficiently committed to the value to pursue it, to seek it out, to want it)
3.3 Commitment (belief at this level involves a high degree of certainty)
(loyalty to a group or cause)
(tries to convince others to his cause)

4.0 Organization (describes the beginnings of the building of a value system)
4.1 Conceptualization of a Value
(permits the individual to see how the value relates to those that he already holds or to new ones that he is coming to hold)
4.2 Organization of a Value System
(bring values into an orderly relationship with one another)

5.0 Characterization By a Value or Value Complex (person's philosophy of life)
(his personal principles and ideals)
5.1 Generalized Set (gives an internal consistency to the system of attitudes and values at any particular moment)
5.2 Characterization (the objectives are so encompassing that they tend to characterize the individual almost completely)

1.0 Receiving			2.0 Responding			3.0 Valuing			4.0 Organization		5.0 Characterization by a Value Complex	
1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3	4.1	4.2	5.1	5.2
Awareness	Willingness to Receive	Controlled or Selected Attention	Acquiescence in Responding	Willingness to Respond	Satisfaction in Response	Acceptance of a Value	Preference for a Value	Commitment	Conceptualization of a Value	Organization of a Value System	Generalized Set	Characterization

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VALUE CHANGE AND AMERICAN YOUTH

Walter L. Thomas

A recent issue of a prominent educational magazine had a single caption on its front cover: "We have produced a superior generation and don't know how to cope with it!" There are many panic-stricken pessimists today that are convinced that our youth are going to the dogs. Aside from the fact that such has probably been said by each generation, there is some reason to suggest that today's youth are indeed better than previous generations, if not superior. If they are a super generation, it is probably no particular credit to themselves since they are the result of very skillful and creative efforts.

Parents, teachers, and others who make it their concern to educate children and youth to take their rightful places in society should stand back in complete and total satisfaction for what they have been able to do. School, church, boyscouts, and families have been saying to children and youth,

> You must get involved, you must aim high. You must oppose evil of all kinds. You must fight injustice. You must realize that every man is equal inspite of his color and religion. You must be concerned about the welfare of others. You must not forsake your country. You must love your enemies. You must not look to money for everything. You must be honest and expose hypocrisy. You must never let freedom of speech and assembly be taken from you. It's your life, you must live it for what you think is right regardless of what anyone or everyone will say. You must oppose tyranny. You must help the less fortunate. Power is not the essense of the good life.

Now, why do not all the adults just step back and take a long, hard look; take a deep breath. They must be proud they were such outstanding teachers. They should take credit for a splendid job well done. Their children, their students, their parishioners have put feet to their words.

Today's youth have not lost their values, they have found them. They have discovered the ones everyone has been talking about, and decided to live-up to them. There is no lack of values among today's youth. There is apparently no end to their values or their subsequent commitments. They are idealistic and they are committed. When have we seen so many youth so thoroughly involved in politics, civil rights, urban problems, and the like?

If one will listen to the protest and folk song, observe the poetry and drama, read the posters and listen to the cries, one will not find anything that says, "Down with honesty, down with love, down with helping your fellow-man, down with loyalty, down with America, down with achievement, down with feelings, down with freedom, down with liberty, down with relevance, down with truth, down with people, down with God, down with learning, and down with the future." But one will find a very loud and clear protest against what is being passed off as evidence for those values. One will find requests to tell it like it is. One will see protests against hypocrisy, against saying one thing and doing another.

Youth are being educated to live in a world they basically reject. They reject it not because they are rebels or anarchists, but because they have begun to discover the meaning of living and being human. They see an insensitive world, more concerned with profits and power than with people and

peace. There is not a revolution but a result. They are being asked to accept a world with dubious prospects for any future. It would be safe to say that today's youth are in search of a future.

There are those who would contend that we have always had a generation gap. If this is so, then today is not a gap, it is a generation CHASM. Today's young-old distance is defined by different parameters than could be used to define previous generation differences. The generation gap is not really a distinction in terms of age but one of mentality. There are some young persons who are very old, and there are some old persons who are very young. The two mentalities are viewing the world with different perspectives, they are marching to different drums, and they affirm different values.

There are a number of factors that indicate the present generation of youth are quite unique from any previous generation of youth. These factors make the concept of a generation gap particular to the present generation and to contemporary times. The factors that distinguish this generation from all previous generations are:

1. First-time second-generation affluence.
2. First-time a liberally educated generation.
3. First-time a pervasive evidence of some self-imposed poverty.
4. First-time a complete generation has been liberated from the limitations imposed by flesh and bone.
5. First-time one does not see youth turn a complete circle and settle back down to be like the folks.
6. Society has redefined the concept of youth.
7. Society has altered its values regarding youth.

Most youth in contemporary America are the children of parents who lived in poverty when they were children. The parents made the big leap from scarcity to abundance, from poverty to relative affluence. The children they brought into the world only knew a world of abundance; they are second generation affluents. This makes them unique from all of the thousands of previous generations who lived and died in relative scarcity. The kinds of values that mother and father affirm were instrumentally good because they facilitated their "big leap". The children do not affirm those same values because they are no longer instrumentally functional and therefore no longer are assumed good. Father and son become persons on different sides of the generation gap, not because of age since that is only secondary, but because of what they value. All of the values that literally "worked" for Dad have little relevance to son who has "arrived" affluently without those values. Son cannot appreciate sacrifice, thrift, frugality, long-range planning, savings, hard-work, and the like because they have little instrumental value for him. He sees new instrumental values that facilitate new and different leaps.

This is also the first generation that has had the comprehensive experiences of a liberal education. The number of years a person attended formal school has steadily increased from generation to generation. The fact is that today's youth have an education that generally surpasses any previous generation, in terms of both quantity and content. Their education is concerned with much more than merely how to earn a living or basically wage life-long war against the oppression of nature, i. e., hunger, disease, death, and protection from the elements. The liberal education includes experience in the art forms, new

knowledges, technology, and the like. Consequently, the good life is not simply making a living and keeping alive.

The present generation is indicating selective forms of self-imposed poverty. Previous generations have experienced poverty, but the kind from which one could not willfully escape--at least in any immediate sense of the word. The present generation of youth have only known adundance. They are assuming various means of showing their peers and parents that they, as the new generation, are not worshipping materialism. They don't walk-out on the shelter, food, insurance, etc. which the affluent home provides them, but they adopt very important symbols which indicate they can "take it or leave it". They will assume clothing styles that are symbolic of poverty. They will not wear all the clothes their respective affluence would permit. They will not leave the umbilical cord to dad's affluence completely, but will "bum around" for a summer or a spring vacation to support their claims to be independent and non-materialistic. It's not 100% self-imposed poverty, but would you believe 30%?

Contemporary youth are exploding the myth that youth will sow their wild oats, have their respective flings, and then return back to some similar style of life as mother and father live. The fact is, that today's youth are not making the complete circle to eventually "settle down". What does one do with a 35 year-old hippie who has children and lives in a New Mexico commune? An increasing number of youth are selecting social service vocations and rejecting business and industrial careers--particularly if their fathers are in business or management. Previous generations had their rebellious times but generally settled down to a life-style more-or-less similar to that of the community in which they were raised. Today's youth are not.

The new generation of youth have been brought into a society that is all but completely liberated from the limits imposed by flesh and bone. Their grandparents had a technology that was limited to mere levers and simple wheels. Their great-grandparents had only their muscle and bone to use to carve out an existence against nature. When one now contemplates the capacities of man, one thinks of computers, nuclear energy, and an elaborate and sophisticated technology that makes the word impossible seem silly. With such exponentially increased capacity at one's disposal, one views himself and the universe in an entirely different manner.

Besides the changes mentioned above that have occurred in recent social history, our society has redefined the concept of youth. This factor alone makes today's generation of youth very unique. Only a short two or three decades ago, one heard the term adolescent used to describe what is now referred to as youth or student. Our society has given up the notion that youth is essentially a synonym for adolescent and is rapidly dropping the term adolescent from its vocabulary. Adolescence was a definite period of uncertainty that was initiated by puberty and terminated with a marriage and a mortgage. For most persons in the pre-1940's, this termination occurred at 16 or 17 years of age. Today, society has redefined the number of years one may remain a "youth," essentially by increasing the number of years by eight or ten. There are many 25 year old youth who are still going to school fulltime, never have held their first job contract, are unmarried, living off father and/or the government, and who are asked periodically by mother, "Son, what are you going to be when you grow up?"

While society was altering its definition of youth over the last few years, it was also altering its values about youth. Western society has apparently had the notion that childhood and adulthood were the two great and wonderful epochs of life. Our literature, music, and values glamorized the innocence and tenderness of childhood and similarly, romanticized the mature, tested and tried, stable, and sage-like adult. These two important epochs were cushioned by the "uncertain years" known as adolescence. These intermediate years, a metamorphosis, were years of turbulance, awkwardness, silliness and transition at which society would knowingly wink. Great to-do was made over commencement, marriage, debut, and coming-out. These were the culturally sanctioned symbols of transition and coming-of-age, points at which one emerges as a butterfly from cocoon. These were the rites of adult initiation after the tumultuous adolescent period. The child was rudely scuttled from childhood by puberty. The culture would say to the child of 12 or 13, "Now you have about five years to make a run for it. It will be tough but you will make it if you hang in there. Now hurry along." Most of that notion has changed. Now youth is the most valued period in life by the present society. If one were to use Sears catalogue as a cultural barometer, one would have to conclude that the most beautiful age to be is 22. The 12 year old and the 55 year old attempt to look like they are 22. The dress styles, the car styles, the leisure life styles, etc. have indicated a massive capitulation to the cult of being young. To be young is good and the person who can evidence youth the longest number of years is the person to be envied. Mustang sales are up! Swingers are all ages!

For these, and possibly other reasons, youth today have to be a particular and unique generation. A unique generation in their characteristics, and a unique generation in their problems, and a unique generation in their potential.

American society is in particular dilemma since it has one set of expectations for youth that is receding and one that is emerging. While society emplors youth to attend to the receding expectations, that same society is adopting many new youth life-styles. The society says a person is an adult by the time he is 18 or 21, and yet, the newly emerging system permits youth to be extended to some years beyond 21. The young person is eligible for all of the rights and privileges of an adult, but the society permits him to be excused from such responsibilities of an adult as making a living and supporting a mortgage. The person is biologically and personally capable of having a family but is still some months away from being economically self-reliant. Our society defines a mature person (with tongue-in-cheek) as one who has stopped going to formal school, is economically self-reliant, probably married, and has at least one sizeable mortgage. A 17 year old who meets these expectations is called mature. A 30 year old who doesn't is not called mature. Our society has problems in calling a student or youth an adult since it is only in the last two decades that such was a realistic possiblity for most of the youth. Prior to that time, one was either a child or an adult . . . or an adult that was childish. Because he is still a full-time student (12 clock hours a week in class), is still attached to father's financial support (or the government's), and is not yet positive what his life's vocation will be, society still wants to use the word adolescent to describe him--even though he is 27 years of age. With such time and lack of any comprehensive social restraint he has his week-ends and vacations to do his own thing, to become involved in New Hampshire primary elections, Selma marches, and Fort Lauderdale escapades. With all of his emerging commitments about himself and society, he has the time and energies to demonstrate

his feelings in time and action. While society was still hoping for 4 or 5 years of transitional adolescence, an entire new culture has mushroomed. It is a youth culture that has its own art form, its own designation of community, its own set of emerging values, and its own institutions, i.e., the university, the rock festival, the disc-jocky, the mod dress style, the super-sport, etc. It has produced a new-life style uncommon to any other group in history. The emerging counter culture with its bazaar life-style generates hostility in some members of the establishment, imagination in others, and insecurity in all. It is new, and frustrating to a very neat and up-tight society. It has the parameters of a class struggle. It suggests the kinds of emotional responses engendered in trying to move a cemetery.

One of the interesting games produced by the conflict of the two cultures, the establishment vs the counter-culture, is guessing which one affects the other the most. The mini-skirted mother of two teen-age daughters is a conundrum. The 50 year old father driving a 455 cubic inch, 4 barrel is hardly holding his own against the swinging counter culture.

Those youth who are not particularly infatuated with the status quo are not necessarily revolutionaries. The new varities of youth are not best described as a revolt but as a result. They are the result of changing times, changing society, and changing values. They are not a cause they are an effect. The growing disenchantment with the establishment with its high society, materialism, and power does not signal some impending doomsday or grassroots revolution. As a matter of fact, few if any of the necessary requisites for classical revolution exist in American society. What we are seeing is not a youth revolution but a youth culture, if you please, a counter culture. It's Columbia vs Woodstock; it's

revolution vs affirmation; it's power vs doing your own thing; it's violence vs peace; it's confrontation vs love; it's system vs relevance; it's "might makes right" vs "tell it like it is".

A most unfortunate occurence is to generalize too broadly about the new youth culture. Some generalizations become so gross as to place all youth in two camps; the good guys and the bad guys. With the expanding heterogeneity of our society, the new youth culture has its own heterogeneity. While the variations of youth take shape, there are those in the adult community (otherwise known as the establishment!) who insist that all "those who are not for me are agin' me." Such an assumption forces everyone who is not madly in love with the status quo and its preservation, as revolutionaries, anarchists, impudent snobs, or would you believe . . . communists? This has always been called stereotyping, witch-hunting, or closed-mindedness. But what if it's Agnew, NBC, U.S. News and World Report, the Southern Baptist Convention, or the mayor of Chicago who thinks all youth are one of two colors?

Another unfortunate generalization made by the mainstream of American adults, is that those who protest the status quo have no alternatives to suggest. This is a comfortable myth that writes-off the protester and excuses the establishment from heeding the protest.

Another unfortunate generalization made by the mainstream is that the youthful protestor is dirty and evil and sinister. Such a response is a convenient puritan aid to dismiss the source and consequently the message. By concluding a protestor is indecent, irresponsible, unpatriotic, and even criminal, beautifully exonerates the object of protest and disqualifies the protestor.

Further stereotypes made about dissonant youth suggests they are pawns of outside subversive powers; they are unAmerican and immoral. It is convenient to hold guilty until proven innocent someone who opposes our values and life-style.

There are at least ten varieties of youth in American society today, not just two. Eight of these sub-groupings can be conveniently located on a left-to-right continuum in respect to general social/political philosophy. The other two defy placement on the continuum. Figure I suggests this continuum and the respective groupings.

Figure I

VARIETIES OF YOUTH ON A LEFT-TO-RIGHT MODEL

Left — Right

1 — 2 — 3 — 4 — 5 — 6 — 7 — 8

1. The New Anarchists
2. The New Activists
3. The Concerned Liberal
4. The Uncommitted
5. Common-Man Complacent
6. Concerned Conservative
7. Reactionary Activist
8. Reactionary Supremist
9. The Alienated Hostiles (not on continuum)
10. The Happener/Swinger (not on continuum)

The right wing proposes to preserve and the left wing proposes to change the way things are. The first four groups are dissatisfied with the society they see. The second four groups are generally in favor of the way things are in the society. In one respect, most youth could be placed into two gross camps: those for and those against the established manner of institutions. By stretching the first category, one could also say that groups 9 and 10 are also opposed to the establishment.

The New Anarchists and the Reactionary Supremists consider the ends to justify the means. Anything is instrumentally of value if it can assure the ends in mind. For the anarchist, revolutionary tactics, which might destroy the life and possessions of members within the establishment, are justified in the light of the intended change of that establishment. Unlike anyone else to the right of him, the anarchist will go beyond non-violence or civil disobedience and will intentionally break the law held by the system he opposes. His cause does not just take the form of confrontation, it is revolution. A very few years or months ago, a special designation for the New Anarchist was probably unjustified in the light of the few persons willing to go that far to overthrow the establishment. With recent breaks within the SDS, black militants, and other groups, the anarchists have broken with the activists. The anarchists are more radical and have realized deep breaks within the ranks of the left wing.

The New Activists are just as concerned about changing the mainstream of the establishment as are the anarchists. The difference is the New Activist will do everything within his power just short of open revolution. He will engage in civil disobedience and will probably break the law occasionally but not to the point of spilling blood or destroying property. The New Activist has had to spill blood and destroy property but never because of a plan to do so. He generally has been involved in situations when either the anarchists or right wing escalate the situation into rock-throwing, club-swinging, etc. The New Activist wants change and chooses to use his rights and institutional contacts for trying to bring change. He will go to the snows of New Hampshire to support a political candidate of his liking. He will be in the Peace Corps or urban centers. He will be in civil rights activities.

The Concerned Liberal is also committed to seeing the establishment change but he rejects most of the new activism and certainly is opposed to revolution as a workable vehicle for meaningful change. He may have personal, family, and professional commitments that do not permit much opportunity for prolonged activism. The Concerned Liberal is generally holding his own within the institutions operated by the establishment. He is generally very law abiding and from all superficial appearances is very contented with the institutions in which he works, plays, buys, sells, learns, and worships. But he is an infiltrator. He wants change and he goes through the designated channels to cause change. He is on the local high school faculty. He is in the pulpit. He is involved in local politics. He takes his stand in small groups and works hard for political causes that he feels necessary. He will be an activist on week-ends and whenever his conscience and capacities permit him to do so. As a student, he does well enough in his work to remain a student but is probably very upset with the system in which he has to jump through so many hoops. He will stay with it because his master plan is much greater than the present moment.

The Uncommitted is just that; he is not committed to the way the establishment is operating but he doesn't have any other commitments to speak of either. He is left-of-center because of his opposition to everything to the right of him. He may be involved in demonstrations and protests but he is suffering from myopia and cannot see the forest for the trees. He is involved in the activist's causes but they are not yet his own. He will generally do anything the activists tell him to do as long as it provides personal and emotional satisfaction. He is not committed to the kinds of political and institutional goals of his more left-winged contemporaries and so he will probably turn and run when the going gets rough.

He is the one the establishment points to and says, "See, he is all protest and has nothing constructive to offer in return." He is generally in front of a network TV camera. He's short on guts and very short on marbles. His cause, if any, is the act of protest and not change in the long run. He has learned the cliches' and wears the uniform but he hasn't the commitments to go with it.

The counterpart of the Uncommitted within the establishment is the Common-Man Complacent. He is also uncommitted to much of anything, but he is on the inside looking out. He is the dead fish within the mainstream. His direction of travel is with the current. He is basically unplugged. He is not even astute enough to know where his bread is buttered. But as accident would have it, he is umbilically tied to the establishment and nonchalantly does what a good boy is supposed to do. It is not that he is actually for anything the establishment purports, it is just that he doesn't know any better. As long as the establishment nourishes and pampers him with clothes, cars, food, and occasional sensuous delights, he will give them his feeble support. He will probably get some satisfaction from being called the silent majority. His presence is felt in the ballot box because all of the others are so splintered, he remains a silent residual. He never becomes a plurality but will often carry the vote because he outnumbers each of the factions.

The Concerned Conservative is the peaceful person who very much likes the system he is in. He is committed to the establishment and wishes it to be preserved. He is generally affluent, if only first generation. He is tolerant of most persons to the left of him but occasionally is flushed into the open enough to indicate his controlled hostility at the left-wing attacks against the institutions and life-style he loves. The Concerned Conservative is not completely opposed to change but he wants it to come at a calculated pace and to be administered by

the establishment. The Concerned Conservative obtains the highest grades in school and college, he gets the promotions in business and industry, and he flatters the system that provides these rewards. He is the student the Kiwanis takes out to lunch once a year. He makes a good church member, gives endlessly to charities, service clubs, and the united way. He does not accept the idea that things are changing and generally expresses himself by saying, "Now, let's not go too fast." He is the Jack Armstrong, all American type. He knows where his bread is buttered and he makes the best of it. He is generally unwilling to accept any responsibility for great problems the country is experiencing, i.e., Vietnam war, poverty, ghettoes, race problems, etc. He generally intellectualizes the problems and concludes the problems are external to him, i.e., big government in Washington, the Communists, racial inferiority, etc. He is very certain of what is right and wrong. If there is a silent majority, he and the Common-Man Complacent comprise it.

The Reactionary Activists only have causes when the Liberal Activists do something. Their cause is anti-cause. They purport to preserve the establishment, but in effect, they are opposing the left-wing. They seldom do anything that is pro-establishment activism; they are always on the defense. They will not break the law as will not most of the left-wing. The Reactionary Activists are hung-up on a win-lose syndrome. They have to keep score. The Reactionary Activists are very involved in politics and other institutional preservation activities. If the leftists publish a paper that uses some obscene words, the Reactionary Activists have a decency rally. If there is an anti-Vietnam War parade, the Reactionary Activists stage a pro-Vietnam War parade. They are anti-anti.

The Reactionary Supremist would argue that he must "fight fire with fire," and would take life and destroy property to ascertain his goals of preserving the society as he believes it to be; preserving that society in which he sees himself in some way superior and supreme. The Reactionary Supremist probably has little to do until the New Anarchist or some other left-of-center activist does something that irritates him. The reactionary cause is just that---reactionary. The supremist tends to see the society as it was in near history. His increasing insecurity because of social change inflames his desires to "preserve blameless" the beautiful world in which he was secure. He becomes the KKK, the white vigilante, the suburban gun fortification, the pro-Vietnam demonstrator, the bircher, the savior of society. He espouses God, family, and country, but is really a not-so-subtle bigot that is bent on seeing his values superimposed on all others. He resorts to name-calling and force if necessary. He has reached his zenith of categorization when he calls anyone left of him a Communist and proceeds to eradicate him while singing the national anthem and waving the stars and strips from a cross! He will say, "I will run over the first hippie that lays down in front of my car!"

Two groups of people cannot be meaningfully placed on a left-right social-political continuum. Neither are part of the establishment or part of the group attempting to change the establishment. One of the groups, the Alienated Hostiles, were kicked out by the society and the other group, the Happener/Swingers opted out of the society. Both are ostracized, one by choice and the other by default.

The hostiles are the Hells Angels types. They could not get back into the mainstream if they came back and asked. They are hoods whose only

commitments are personal gratification made possible by in-group and out-group exploitation. They are thugs in hippie attire. They have adopted many of the characteristics of the left-wing life-style but tempered it with felonies and misdemeanors. They do not particularly care to change society, but just want to get their kicks. They may appear in occasional demonstrations but never for the political commitments others may have. They live by the guts and will probably die by the guts.

The Happener/Swinger is the hippie of the 1964 era. He has opted out of the mainstream and has developed a sub-culture around the virtues of love, peace, and flowers. He has removed himself from the society which he believes is inhabited by machines and hypocrites. He lives a life defined by his senses. He finds great satisfaction in the sheer act of expression. He is very present-oriented and committed to expanding his powers of experience. Drugs, mysticism, and exotic group experience are instrumental in the expansion of experience. He really means love and peace. He would never willfully break the law or offend someone. He is committed to living peacefully with everyone and generally rejects anything that would make people less than human. He is Woodstock and not Columbia. If he is naive he will never be convinced of it. He is honest and sees people as ends and not as means to some other purpose. He has no power motives only people motives. He has commitments to be sure, but these commitments are outside the kind of commitment society is used to experiencing or fighting. How do you fight love, peace, honesty, and the like?

Every classification system has its problems. No person conveniently fits one category all the time. The above varieties of people are not absolute or binding but merely reference points on a continuum. A person could be at

various points politically, socially, religiously, economically, educationally, etc. True, a person is generally localized near some concerted point, but he will have his times of inconsistency and variation.

A person could be on the left-right social theory continuum and still adopt many of the characteristics of the Happener/Swinger. This coalition suggests the concept of the counter-culture. It is a total counter-culture, replete with political positions, social positions, art forms, language, and appearances. The Concerned Liberal, the Uncommitted, the Common-Man Complacent, and the New Activist could all assume many of the life-styles of the Happener/Swinger.

One can hardly go by outward physical appearances in classifying persons in various of these groups. The conservative is probably the shirt-and-tie, blazer, crew-cut type. The liberal is probably the hairy non-conformist in his appearance. The more subtle and clever persons will not be so obvious. The Concerned Liberal may appear as straight as any conservative, but don't misinterpret his reasons for doing so. Conversely, a person may walk into the room who has long-hair, beard, beads, bell-bottoms, and boots and most members of the establishment would not know if he were a member of group 1, 2, 3, 4, 9, or 10. Here is where the tragedy begins. Stereotypes lead to prejudice and prejudice leads to conflict and mistrust. From there on the story is usually told by the news networks.

It is Woodstock, Columbia, or the JC's; response, revolution, or reinforcement, respectively.

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VALUE IMPLICATIONS IN CHILDREN'S READING MATERIAL*

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This study is concerned with the values reflected in children's readers at the primary level and the relationship of these values to educational philosophy. Though it is recognized that all textbooks teach values, exhaustive investigation showed that very little study had been made of the nature of the values taught. It was evident that publishers print books and teachers and pupils use them with little knowledge about the kinds of values being presented. Often, because of the subtlety of such values, it is difficult for even the most perceptive of educators to define clearly the kinds of values involved. In this study an attempt was made to identify the values, and to categorize them in terms of a particular educational philosophy.

Five basal reading series at the primary level were selected for analysis. This selection represented some of the most influential series used in the United States; four of the series were the most widely purchased series, according to publishers' statements of sales. The publishers of these reading series are:

American Book Company
Ginn and Company
Houghton-Mifflin and Company
Scott-Foresman Company
Winston Publishing Company

Classification of the Values

The readers in the five series were analyzed for dominant value themes. The themes were gleaned from pictures as well as text. Fifty-six value themes, some positive and others negative, were recognized as recurring ones. These values are as follows:

Honesty
Sportsmanship
Reliability
Cooperation
Leadership
Peer Acceptance
Sharing
Friendliness
Courtesy
Love of Animals
Pride
Patriotism
Obedience
Civic Responsibility
Sex Roles
Concern with Self
Nature
Learning

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Tolerance	Aesthetic Appreciation
Independence	Religion
Curiosity	Sense of Humor
Creativeness	Dramatization
Initiative	Self-Confidence
Adaptability	Physical Development
Family Relationships	Problem-Solving
Frustration	Disappointment
Ridicule	Helpfulness
Anger	Carelessness
Fear	Concern with Things
Selfishness	Imagination
Jealousy	Consideration
Greed	Perseverance
Poor Sportsmanship	Anticipation
Sympathy	Concern for Fables
Empathy	Boasting
Courage	Kindness
Love of People	Vanity

Each value theme was assigned to one of five categories representing these educational philosophies: perennialism, essentialism, progressivism, reconstructionism, and existentialism. These particular educational philosophies are recognized by Kneller (1964), Morris (1961), and others, as the five most prevalent educational philosophies in the United States. The categorization was done by one group of professors and one group of students, all versed in educational philosophy. Professors and students were told to select the philosophy that most supported the value in question if it was a positive one or most opposed the value if it was a negative one.

Utilizing an analysis of variance technique, as proposed by Wert, Neidt, and Ahmann (1954, Pp. 77-111), it was revealed that the F scores of professors and students did not differ significantly in their assignment of values to the five philosophical categories.

Findings

The percentage classification of values assigned to the philosophical categories by the professors and students is shown in Table 1.

Table 1 Percentage of values assigned to each of five categories

Category	By Professors	By Students
Progressivism	41	34
Existentialism	30	22
Perennialism	11	19
Reconstructionism	09	15
Essentialism	09	10
Total	100	100

From Table 1 it would seem that progressivism has had its impact upon basal readers at the primary level in the United States. Of the fifty-six values utilized in this study, more than one-third were selected by both professors and students as progressive in nature. Values extolled were chiefly problem-solving, cooperation, and adaptability. This table also indicates that professors and students considered together voted over one-fourth of the values as existential in nature. These values reflected primarily a concern with individuality, freedom, and anxiety. Thus, over two-thirds of the values were identified as being progressive-existential in nature. The remaining values pertained to the educational philosophies of perennialism, reconstructionism, and essentialism. While no frequency tabulation was made as to the number of occurrences of each value in the study, it appears significant that less than one-third of the values identified were not pragmatic or existential.

A factor analysis was also undertaken in order to determine whether or not the identified values reflected significant types of behavioral modes. This factor analysis consisted of reducing these values to identifiable groups or clusters or related values. A mathematical grouping of these values reflected fourteen behavioral modes:

General G Factor
Selfish-Ammoral
Altruistic Acceptance
Inoffensive Narcissm
Innovative
Apathetic Leader
Conformity
Social Inflexibility
Stoicism
Hostility
Paradigmatic
Superficial Conformity
Defense Insecurity
Professional Innovative

Interpretation and Implications

A conclusion of this study was that the philosophy of progressivism is a dominant theme in children's basal readers, and that this philosophical outlook most likely influences a child's earliest reading experiences. It would seem that children's textbooks have been undergoing a steady change toward becoming consistent with progressivist aims and methods, and that this trend is still going on. Predominantly, this seems to indicate a liberal approach to the characters and stories found in children's readers, and a rejection of the authoritarian values found in educational philosophies of the extreme right or left. Existential values, when they were consistent with progressive values, were also found in abundance. This seems to indicate a highlighting of particular progressive values, such as individualism and freedom, which have been promulgated by progressivists, but perhaps not emphasized enough. Primarily, the values found in children's textbooks seem to represent an optimistic, open, and creative attitude toward the world and other people.

One of the aims of this study was that of providing guidance for teachers, publishers, and the writers of children's books. The findings seem to indicate that a more pluralistic value structure in children's basal readers is in order, and that teachers need to be more critical of values presented in textbooks as perhaps reflecting only one point of view. This study also serves to highlight the pervasiveness of values throughout

basal readers, and the need for educators to become more aware of the value structure and its philosophical implications. This study should encourage all of those concerned with the education of children to engage in an on-going process of evaluating, improving, and enlarging the kinds of values presented to children during the earliest school years.

The data presented in this study provide a number of implications and questions for reading theory, general education, philosophy, and practical application.

1. This study has indicated that values reflecting a progressive or existential philosophy appear to be the most prominent, and thus the most promoted kinds of values. This fact raises an important point concerning the efficacy or worth of these values in preference to others. In short, are these the values which should be promulgated?

2. Do the values identified in this study reflect the changes which have taken place in our society? That is, do the predominant values identified reflect the empirical-pragmatic orientation to life found in so much of American education?

3. Would the findings have been different if students and professors in departments other than education had been utilized? If so, would the listing of values in each category have been different? Would the values identified have been designated in other terms?

4. This investigation indicates a description of behavioral modes as reflected by identified values in basal reading series. The assumption that a number of signficant types of behavioral modes are reflected by values in basal readers appears warranted. The factor analysis portion of this study grouped the values according to certain intrinsic relationships. This gives rise to an important consideration, that is, although the factor analysis had validated to a certain extent the values identified and subsequently classified to a particular philosophical category, are these all of the significant behavioral modes reflected by values in basal readers, and secondly, would the same behavioral modes be reflected in readers at the intermediate and secondary grades?

5. Would the types of values identified in basal readers be more numerous in the intermediate and secondary grades than in the primary grades? If this is found to be the case, it would seem that as children grow older, they are likely to encounter a greater variety of values.

Thus it is recommended that further study be undertaken in order to clarify the kinds of values found in children's readers as well as to make a more systematic attempt to clarify these values in terms of their philosophical implications. It is urgent that studies of basal reading series be undertaken at all chronological ages and grade levels in order that educators utilizing such material may become aware of the kinds of values readers currently present to children.

A study utilizing research methods and techniques different from those used in this study would also help to reveal relationships among values that may have eluded this particular investigation. For example, a study involving the concepts and precepts of values as determined by a multiple-linear regression analysis might

result in a more highly developed perspective regarding the values. The results of this study seem to indicate that a value analysis of children's reading material should not be limited to basal readers, but should include all of the kinds of reading material utilized in the classroom at all levels. Certainly social studies and science texts as well as readers encourage the child to adopt certain value attitudes.

This study also points out the need for an investigation of values in children's books as they relate to socio-economic status, attitudes, and race. It is earnestly hoped that this investigation will inspire other researchers to further examine the nature of values found in children's books, and to utilize related results in a way to improve the quality of classroom teaching as well as to lead to the improved development and utilization of textbooks at all school levels.

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VALUES AND THE NATURAL SCIENCES*

by

Mr. Raymond Whiteman

As I walked along the winding woodland path, many of nature's creatures attracted my attention. A small bird was perched on a beer can while nearby a young raccoon looked for food in a pile of garbage. Near the edge of the woods, a dump had replaced the many beautiful wild flowers that had bloomed there the year before. The large river that was once a favorite fishing site was now filled with dead fish and the river's new odor was far from fresh. Across the river, the only things left of the forest were a few short charred stumps. Beyond the burned area and several eroded fields, stood the city, barely visible through the smoke and gases filling the air. My mind wandered back to my school and to the song we so often sang, "America the Beautiful."

The preceding paragraph is written as fiction, however, any observant plant, animal, or human being has come in contact with many, if not all, of the circumstances cited. There is no need to elaborate on the health, financial, economic, and aesthetic importance of the pollution, contamination, and conservation problems now facing our country. In the past, Americans have exploited the land and killed off the wildlife with no thought for the future. Today, Americans are pouring wastes into the air and water, causing costly forest fires, throwing trash all over the land, allowing soil to be eroded, destroying wilderness and wildlife for mere financial gain, and seemingly doing all of this with a "who cares" attitude.

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For many years the term conservation, the practices of conservation, and the teaching of conservation were limited to only a small number of individuals who had an especially strong interest in the subject. Most of the population was unaware of its true definition, its purposes, and its importance. The teaching and practice of conservation was limited mainly to the subjects of soil and water and was emphasized primarily in the agricultural areas of the nation. As the term conservation became more familiar to the public, most people understood it to mean to save our resources since it came from the root word to conserve. The American people generally were not concerned with the idea of conservation.

In eduation, the same problems have existed. After the launching of Sputnik in 1957 and the subsequent emphasis on math, physics, and chemistry, the study of conservation dwindled and all but disappeared in many texts and school systems. The subject has traditionally been taught in agricultural courses, in biology courses, and as a course in itself. In biology texts, however, it is often the last chapter in the book and thus in never reached. Some new biology books have left it out completely. Because of the large increases in school enrollment in the cities and suburbs there are less pupils taking agricultural courses. Conservation courses as such have largely been limited to agricultural students or to the flunkies who can't pass biology. On the elementary level, there has been very little organized emphasis on the subject. In all levels of education the lack of the teaching of conservation in the past has mainly been due to four factors:

1. a general lack of concern and interest on the part of the American public
2. the unwillingness of administrators to designate the money and personnel needed
3. the lack of interest and the lack of training on the part of the teachers
4. a lack of good classroom materials

During the last 3-4 years, however, a new trend in conservation has emerged. An alarm has been sounded throughout the nation and the world. This alarm has gone off to warn everyone, whether rural or city dweller, that man had better become concerned about his physical environment or face problems that can eventually destroy much of what he has accomplished. This alarm, viewed as extreme by some, has served to bring about a revolution in conservation. The classic concepts of conservation have changed and broadened to include problems related to human resources such as leisure time, recreation, population, and air resources, wastes, beauty, as well as wildlife and forest resources, soil, water, and minerals. New terms such as Resource Eduation and Environmental Living are being used synonomously with conservation.

On February 8, 1965, President Johnson had these words for the Congress:

> Our conservation must not be just the classic conservation of protection and development, but a creative conservation of restoration and innovation. Its concern is not with nature alone, but with the total relation between man and the world around him. Its object is not just man's welfare but the dignity of man's spirit.

As population, pollution, waste, and resource problems spread across the country, more people each day are becoming aware of the importance of doing something to solve them. Even with the increased concern and importance of conservation, however, there has <u>not</u> been the desired response from education. Teachers lack the training, administrators have a hard enough time keeping up their present programs, and good classroom material is not reaching the teachers. Those teachers who have placed an emphasis on conservation have done so largely on their own initiative. As has been noted previously, there is now a wealth of excellent material available to those who will actively seek for it.

It is felt by many people in conservation that the key to bringing the subject into the classroom lies in exposing the teacher to the field before he receives his degree. Unfortunately, many of those involved in teacher training don't feel the same way. They reply that the students can scarcely get through what is required of them now, let alone adding more.

There is presently, in this state, a large effort to get school systems to purchase and develop "outdoor classrooms." Gradually, some administrators are beginning to see the importance and usefullness of these school sites, especially for city children. Many school systems, however, do not feel that the teachers are really interested enough to undertake such a project. Thus, some pressure from teachers and parents is needed to convince administrators of the worthiness of these programs. Many conservation education programs are now being directed toward helping those who are now teaching.

New materials are being produced and old ones are being updated, and geared to classroom use. Many of these materials will be available to you to view this afternoon.

A teacher who wishes to incorporate conservation related studies into his classes will immediately face several problems:

1. Do I know enough about it myself?
2. Do I have sufficient materials and do I know where to get more?
3. Where do I begin? Have my pupils been formally exposed to this before? If so, how much have they had?
4. Will my efforts be continued by other teachers?
5. How extensive should I be according to the grade level which I am teaching?

6. Is it important for my pupils at their age level to learn a lot of facts or rather to become aware of their environment?

7. Do I have to teach facts to create awareness and concern?

8. How do I evaluate or determine whether or not I am creating a conservation awareness and concern among my students?

The problems related to the facts of conservation versus the concerns for conservation is also a problem to conservationists. On one hand there are those who feel strongly that the only way to create concern and awareness is by having the students learn the names of the trees, the names of the wildlife, the water cycle, the composition of soil, etc. On the other hand are those who would throw out all of these ideas and say that it is important only to teach the importance of each of these resources. While the controversy goes on, I along with many others, would assert that both views should be used together.

The two views on the subject of teaching conservation are typical of two of the three main educational catagories of learning, namely cognitive and affective. Cognitive referring to the learning and use of facts and affective referring to appreciations, attitudes, and values. Many sciences such as math, chemistry, physics and some areas of biology are concerned almost exclusively with the cognitive. Resource Education, Environmental Living, and other conservation related studies are concerned with both of these educational objectives. I believe, however, that because of the nature of the resource problems facing our nation today, the affective domain is the most important. As we look at our resource and nature problems and ask ourselves what we can do about them, it seems to me that the pressing answer is to create a concern, an awareness, an appreciation for, and an interest in our natural environment. In other words the American

public needs to acquire values concerning conservation. Conservation most certainly involves values. All the facts of resources, nature, and conservation put together and presented to John Doe will have little affect on his behavior unless he accepts the facts and problems as his own personal responsibility. If John Doe had been faced with forming conservation values before he built his factory, perhaps he wouldn't have poured his factory wastes into the air and into the river. Maybe he wouldn't have dumped his garbage by the side of the road. Perhaps he would have thrown his beer cans in a trash barrel instead of into the lake or along the woodland path. Perhaps he would have made sure his cigarette was out before he threw it into a pile of dried leaves. Most significant is the thought that if he would have had a conservation values, he probably would have taught his children the same values.

The problem of evaluating the effectiveness of your teaching is not as difficult to measure in the cognitive sense as it is to measure in the affective sense. This is true of most any subject and is especially true of subjects in which there are no standardized tests available. Testing for affective development is a difficult task but a most interesting and rewarding one when carried out carefully and properly. The idea of measuring affective development in the field of conservation has become especially interesting and challenging to me. While the project I am working on is fairly specific as far as the age level used, the general procedures are applicable to most any project of this type.

One of the most helpful pieces of information for affective teaching and testing is the book Taxonomy of Educational Objectives, Handbook II: Affective Domain. This book was the result of many years of work by several men representing various aspects of education, psychology, and testing.

The taxonomy attempts to set down the steps that a person logically goes through while forming a set of values (see taxonomy).

Testing for values is not done too often even though teachers often strive to instill certain values in their students. Because of the lack of testing instruments and lack of enough time for teachers to make them, almost all testing that is done is in the cognitive or objective sense. Consequently when the educational objectives for a course are spelled out, they are usually entirely cognitive in nature. The failure to have more affective educational objectives is due in part to two normal factors:

1. the type of objective grading systems used in most schools
2. the length of time that is involved while acquiring values and attitudes

The affective taxonomy as well as the taxonomy developed for cognitive learning can become extremely important and useful in setting up course objectives, in teaching, and in test making. The taxonomy lets the teacher or the test-maker find the step he wishes to make as his objective of a course of as his level for testing. Once a step has been chosen, the desirable behavior of the student at this step can be expressed. After the desirable behavior has been expressed, the course objectives can be set up with the goal of guiding each student to this behavioral level.

In making tests, an instrument can be developed that will attempt to evaluate the said behavior at the step chosen. The result is that course objectives can be defined precisely and affective testing instruments can become fairly specific in testing value development. The same is true in testing for cognitive learning.

Testing for values brings many questions to many people's minds. How can anyone possibly measure the real values a person holds? How can the results of such a test really be counted as valid? True, there are many problems involved with this type of testing; nevertheless, something is better than nothing and the more somethings we have the better we can understand the process of value formation; consequently the better tests we should be able to make. Already, several standard procedures and many suggested procedures have been set forth for the person who is interested in values testing. As I have approached the formulation of a Conservation Values Instrument, I have followed a pattern that can be used in many types of such a test. My main concern in my project has been directed toward eighth, ninth, and tenth graders.

In order to identify the level of testing we wish to use as our goal in the affective domain, we look at the taxonomy. I have chosen to construct the instrument to test major step number three of the taxonomy which is Valuing. To be more specific, I will be endeavoring to construct the questions toward step number 3.2 which is Preference for a Value. I feel that this step indicates the point at which we would like these grade levels to reach in their understanding of conservation values.

The step chosen in the taxonomy will of course vary according to the subject, its importance, and the grade or age level that is being considered. The ideal situation would be one in which all of the teachers in a system would work together to move the students one step higher each year. Unfortunately, I have seen very few school systems that organized.

The first task after the level is chosen would be to set down all of the possible behavioral situations that would call for a response stemming from a conservation value.

Behavioral Situations:

1. A man is enjoying a boat ride in a lake when he notices oil leaking out of the motor and into the lake. The oil leaves noticeable scum on the surface of the water.

2. A man is on a hike deep in a forest. He sits down by the path, eats his lunch, and ends up with an empty can and a sack of paper.

After a large number of behavioral situations, representing a good cross section of the subject, have been established, the second task would be to write down all of the possible behavioral responses that could be made in each situation. Using the first example above would lead us to write down:

Possible Behavioral Responses

1. a. pay no attention at all not even realize what is happening
   b. notice it but not care
   c. know he is poluting the water but don't stop
   d. determine to take care of it after he is through for the day
   e. head for shore to fix it
   f. stop the motor immediately and try to stop the leak
   g. stop the motor immediately, take the motor off, or lift it up, and row back to shore

2. a. leave them on the path without any thought of their being litter
   b. leave them on the path knowing that he is littering the forest
   c. throw them in a stream so that they will float away
   d. hide them behind a tree so no one will see them
   e. bury them in the ground
   f. carry them with him the rest of his hike and deposit them in a litter barrel or garbage can at home

After completing these two tasks, it would than be necessary to examine the responses and determine which one would represent a person that has reached step 3.2 on the affective taxonomy. The particular response representing step 3.2 will then

be used as a basis for forming the test question. Each test item then would be designed to test whether or not the examinee has reached or is fairly close to step 3.2 in that particular conservation value.

The test items will be worded as statements rather than as questions and the responses open to the examinee would be either of agreeing or disagreeing with the statement. Each statement should present somewhat of a conflict so that the examinee has to choose one way or the other. A "not certain" or "unsure" answer will not be used since it offers the examinee a way to escape making a commitment. Again these procedures would most likely vary somewhat according to the age level being used. [I imagine that you will receive a little more theory and reasoning behind some of these procedures in your sessions tomorrow, if you have not already had them presented.]

The test items or statements for the two examples given could be as follows:

Example 1

a. (Lower Level) A little oil leaking from a motor on a motor boat won't hurt the water.

b. (Higher Level) If my motor boat developed an oil leak and it ran into the water of a lake used for swimming, I would stop and fix it immediately rather than wait until I was through for the day.

Example 2

a. (Lower Level) The woods is a good place to throw your litter (trash).

b. (Higher Level) On a hike through a woods I would rather leave my litter in the woods than to carry it back to a trash can.

Example 3

> It is more important to cut down trees to use for building and making paper than to leave them for a park.

The vocabulary used in the statements must be able to be understood easily by the age level being tested if the test is to be valid.

The results of such testing, while often open to question and error, can be very informative and interesting. Such tests given at the beginning of the school year and again at the end of the year or at the beginning of a unit and again at the end of the unit, can serve to indicate whether or not the study has caused any significatn change in the student's values.

Hopefully, some of you will attempt to construct a values test in conservation and use it to evaluate a conse vation unit or units. Whether or not you work with testing, I sincerely hope that you will begin to see the magnitude of some of our environmental problems and that you will pass along your concerns to your students. Certainly, right in this city can be found examples of air pollution, water pollution, over-crowding, excessive noise, waste problems, and ugliness. Every citizen should accept the challenge and the responsibility of becoming aware of these problems, of becoming concerned about them, and of helping to eliminate them by exerting pressure upon those who are causing the problems and by showing themselves to be good examples.

VALUES AND THE SELF-CONCEPT IN EARLY CHILDHOOD[1]

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VALUES AND THE SELF-CONCEPT IN EARLY CHILDHOOD

A study of the history of man would reveal man's concern for understanding himself and others. In addition, it would reveal that one of man's major concerns has been to perpetuate himself and his society. This concern has led man down many avenues of search. Primitive man attempted to explain his behavior by inventing gods. Some gods were designated as instruments of good while others were assigned the role of evil. Having such an explanation was comfortable in that man had no control over himself and, therefore, could not be blamed for his evil acts or his inability to learn. Later in our history, however, we became more sophisticated. The ability to learn or behave appropriately was attributed to hereditary factors. That is to say, if our ancestors were intelligent and good, so were we. On the other hand, if our ancestry included criminals and idiots, our evil ways or our inability to learn could be attributed to them. Again, this was a comfortable position, because, after all, what could one do about heredity? Recently, however, sociologists, psychologists, anthropologists and educators have realized that neither of the former views adequately explained man's behavior, nor did they explain why some children learned and some did not. What was the solution to the dilemna? A search into the heavens above and into the ancestry of man failed. Consequently, it seemed that the only places left for consideration were inner-man and his environment. This investigation revealed many interesting results in addition to providing us as educators with renewed hope. After all, if one may alter the environment and thus affect change in human behavior and learning, there is hope for mankind. Although the possible solutions for changing behavior were found in the environment, the search reverted to an understanding of the individual's inner-self or his self-concept.

Man's concern for perpetuating himself and his culture led him to believe that the future generation should be indoctrinated into the culture. That is to say, if a particular culture was to perpetuate itself, the persons living within that culture must learn or must adopt the particular value system of the culture. As has been pointed out, I am sure, in many of your discussions, the value system of a culture is carefully taught, though at times it may be taught indirectly.

Perhaps the only social institution in our American society that attempts to teach values directly is the church. While school systems rely upon indirect techniques to teach values. To illustrate, most high school students are required to enroll in civics or American history classes. Through such courses, hopefully, pupils will learn not only historical facts, but will adopt the democratic values of the American society. The assumption is, that if pupils know historical facts and are given a choice between autocracy and democracy, they will chose the latter. The church, on the other hand, while being concerned with history, directs its primary attention to the value of believing and behaving in a particular way.

The purpose of this address is to discuss with you some of the basic components of self-concept and how it may influence behavior and learning. Further, it will attempt to relate the value process and self-concept.

Until recently, educators and psychologists have been concerned about the relationship of individual adjustment within a group situation. Standardizing of intelligence tests, achievement tests and other tests has, by necessity, emphasized comparing individuals to groups of persons. It is not uncommon to hear school officials say, "In reading achievement, the students at Snob Hill school are two grade levels above the national level." This is certainly praiseworthy, but what does this statement tell us about Johnny or Mary? Comparing an individual student's scores to a national score reveals little or nothing about the student. Whereas, if schools wish to assist a pupil, the concern must be directed toward an understanding of personal adjustment and achievement in relationship to the individual rather than in relationship to the group.

As Lawrence Frank stated, standardized tests do not reveal much about the individual as an individual, but rather how nearly he approximates to a normal performance of culturally prescribed tests. "Accepted methods for testing reliability and validity tests, inventories, etc., offer indices only for the group, not for any individual subject in that group."[9]

Although for standardization purposes reliability and validity procedures remain necessary, the direction of psychological and educational testing has recently been toward a better understanding of individual personal adjustment. Social scientists postulate, and have research to support their position, that human behavior is learned through interaction with other humans. Furthermore, maladjusted behavior may be altered by presenting desirable models of behavior for the individual to emulate.

Because of this emphasis, researchers have investigated the self-concept phenomena. But what is self-concept? How is it developed? Self-concept has been defined in many ways. It may mean different things to different researchers. Yet, they agree that self-concept has several components: self-concept, ideal self-concept, and self as others see me (other self). The perceptions, beliefs, feelings, attitudes and values which the person consciously or unconsciously attributes to himself may be thought of as his self-concept. The person's evaluation of the characteristics, attitudes and qualities of who and what he ought to be describes the individual's ideal self-concept. Congruence or incongruence between self and ideal self-concept reflects the degree of satisfaction or dissatisfaction the individual has with himself. Or, in other terms, the degree of adjustment he has attained. Self and ideal self are learned from others. That is, an individual learns who he is from others (the other self). For example, we say, "You won't do for a queen, you're not tall enough." The child may feel that her physique is not valued. Or, if we say, "You're better in arithmetic than in spelling," we, as teachers, are telling him something about himself. If we say, "Everyone can do that, I don't understand why you can't," the student may perceive himself as inadequate. Self-concept and ideal self-concept are perhaps reflections of the views and attitudes significant others have exhibited toward the individual. Investigations have indicated the importance of self-concept as a motivating factor of behavior and learning, have stressed the necessity of an individual valuing himself positively before he can become a fully-functioning individual, and have stated that the primary difficulty of emotionally disturbed patients is one of self-acceptance. Research conducted at all age levels indicated a positive relationship between self-concept and school achievement, adjustment and behavior.

A review of a few studies at different age levels will illustrate this point. Two studies using kindergarten children as subjects reveal that self-concept of preschoolers was more predictive of reading achievement in first and second grades than the intellectual level of the child. Further, both studies indicated that the reading level of a child may be improved while his self-concept may not be enhanced. Whereas, an improvement in self-concept significantly increased reading achievement.[6, 12]

The results of an extensive study with 200 fourth, fifth and sixth grade classrooms indicated that emotionally disturbed children differed significantly from other children in their self-perceptions. These children exhibited more dissatisfaction with themselves than emotionally healthy children. In addition, the emotionally disturbed children's intelligence quotients and arithmetic achievement scores were significantly lower than those of other children.[2] Using seventh grade students in an urban school system, another study revealed that there was a significant and positive correlation between self-concept and the performance of the academic role.[3] The school dropout and educationally deprived adolescent frequently had a low level of self-esteem and a low level of aspiration.[1] When Negro preschoolers were asked to describe themselves while looking in a mirror, a significant number said they were dirty.[10] Negro children, regardless of socio-economic class, tend to have poorer self-concepts than their white counterparts.[1]

From the above brief review of self-concept research and the components of self-concept, one may see that regardless of educational background or social status, this non-cognitive factor, self-concept, may impair or enhance learning.

Briefly, then, we may say that the development of self and ideal self-concept is an outgrowth of social interaction with significant others and, once they are developed, they shape future learning and behavior.

Significant others have been identified as any persons the individual may perceive as important. I would submit that these persons, from the individual's viewpoint, may approve of or may withhold love from the individual. Accordingly, parents, peers and teachers have been identified as significant others. That the views of significant others affect the self-concepts of children is evident in the literature related to students' perceptions of their teachers' feelings.

Children's perceptions of their teachers' feelings toward them correlate positively and significantly with self-perceptions. The child with the more favorable image of himself is the one who, more likely than not, perceived his teacher's feelings toward him more favorably. Whereas, if a child feels that his teacher dislikes him, he is likely to be dissatisfied with himself and school. The more positive the child's perceptions of his teachers' feelings, the better his academic achievement and the more desirable his classroom behavior as rated by teachers. This indicates, therefore, that the more alike the teacher and the pupil, the more acceptance the child received. Further, children in the upper and middle social class groups perceived their teachers' feelings toward them more favorably than did the children in the lower social class group. I would suggest, therefore, that some teachers are letting their biases show. Social class position was also found to be related to achievement in school, perhaps indicating that school curricula were not meeting the

educational needs of all children. Girls generally perceived their teachers' feelings more favorably than the boys. This finding may very well be related to the number of female teachers in school and/or, the teachers' lack of understanding of boys.[7]

Children's feelings of adequacy decreased from kindergarten to first grade. Their feelings of being liked by their teachers as well as their feelings that teachers are friendly, helpful and interested in them decreased when they entered the first grade.[6]

Before turning our attention to the value process, let me briefly summarize: Self-concept has been defined as attitudes, feelings and perceptions an individual has about himself, in short, who one is. The value one places on these traits may be thought of as the individual's ideal self-concept--or who one wants to be. The degree of satisfaction one has with oneself may be the degree of adjustment one has achieved. From the research literature, we may say that all areas of personality development are affected by one's self-concept. Thus, self-concept and ideal self-concept, once acquired, become a condition for future learning and behavior.

Let's now turn our attention to the value process. A value as defined for this workshop is a conceptualized desirable standard that influences a person in choosing among personal, perceived alternatives of behavior. In my terms, this is to say that a value we or society may hold or may teach children should affect children's choices of behavior. A value, then, may be as lofty as a belief in God or as insignificant as a belief that reading with expression at the first or second grade level is more important than comprehension of the printed matter, or as significant as valuing one's own self. But no matter how significant or insignificant the value may or may not be, it affects a person's future behavior.

According to Rogers, there is a valuing process inherent within the human individual and this valuing process is effective to the degree that an individual is open to his experiences.[11] Man has an innate capacity for receiving feedback information which enables him to continually adjust his behavior and reactions so as to achieve a maximum possible enhancement.

An infant prefers those experiences which enhance, maintain and actualize himself and tends to reject those experiences that do not serve this end. Thus, the infant knows clearly what he likes and what he dislikes. The center, then, of a young child's value choices or the value process is in himself. He has not, at this point, been influenced to any great degree by his parents, teachers or others. He has no opinions of what ought to be or what ought not to be. When the infant begins to explore the broader environment within the home or, as Erikson states it, when he begins to develop a sense of autonomy and initiative,[8] his values may conflict with those of his parents. Consequently, the center of the valuing process shifts from within the child to the external influences of significant others. Because he may no longer depend on his own feelings to evaluate his experiences, he begins to rely on the values of others in order to maintain love, the love he so desperately needs to feel secure within himself. For example, the two-year old may be curious about the objects on the table. He seeks to satisfy his curiosity by manipulating and exploring the objects. But his mother slaps his hand because she values the objects. He then learns that not only is curiosity wrong, but also that he is a "bad" boy and that love may be withheld from him.

Eventually, in order to maintain himself, to view himself as a worthy individual, he adopts the values of the significant others and he begins to distrust his innate value process. In short, he becomes closed to his own experiences, his own intuitions and adopts the values of others as his own.

A review of Rogers' concept of the valuing process would reveal that at birth, the infant has a clear-cut approach to values. He prefers those experiences which enhance, maintain and actualize him, while rejecting those experiences that do not serve his ends. However, as his values conflict with those of others in his environment, he adopts, for his own, those values of significant others. One might say then, that value, as well as self-concept, once adopted, is a condition for subsequent learning.

The self-concept and the adoption of values are inter-related, it seems to me. They have several common characteristics: Both are acquired through interaction with significant others; both imply a conceptualized desirable standard; both affect learning, behavior and adjustment; both attempt to maintain or actualize the individual; and both influence a child's perceptual field and subsequently, his choices of behavior.

That self-concept and value are related appeared evident in a recent study conducted at Memphis State University.[12] I shall not attempt to review the entire study, but shall discuss those portions that indicated a relationship between self-concept and values. Even though the primary purposes and the stated hypotheses were not pertaining to value, one could argue that the results revealed that these five-year olds adopted the values of significant others.

Using 67 middle-class five-year olds as subjects, the research investigated the relationship between kindergarten children's self-concepts and their preschool experiences. The subjects were divided into three major groups: one group attended an academically-oriented preschool, the second group attended an experience-oriented preschool and the third group consisted of non-attenders. There were no significant differences among the groups at the beginning of the study. Although the schools used in this study were similar in some respects (socio-economic class of the students, method of selecting students, and tuition fee), perhaps their major difference was their program emphasis. The focal point of the academically-oriented preschool program was preparing children for first grade, whereas the experience-oriented preschool curriculum focused on answering the needs of five-year olds.

Procedures included the administration of the Preschool Self-Concept Picture Test, a non-verbal pictorial test, which was especially designed for this investigation. Culturally and developmentally oriented, the pictures represent personal characheristics which preschool children may commonly attribute to themselves. That is, the rationale for selecting the characteristics which were depicted on the ten plates of paired pictures were related to the needs, concerns, characteristics and developmental tasks of middle-class kindergarten children and their parents.

The pictured characteristics represent ten positive characteristics and ten negative characteristics. The assumed positive characteristics for both sexes were clean, unafraid, accepts male figure, happy, group acceptance, sharing and independent. For boys, additional positive characteristics were active, aggressive and strong. The additional positive characteristics for girls were passive, nonaggressive and weak.

Although the rationale for selecting each characteristic is presented in the complete study, in the interest of time, I will discuss those characteristics and findings which tended to reflect discrepancies between the children's self-concepts and middle-class values and the value systems of the kindergarten teachers. Of the ten plates postulated to be congruent with middle-class standards or values, eight plates were in agreement with the middle-class culture, whereas two characteristics were rejected by the subjects. The eight accepted were clean, aggressive, or nonaggressive (depending on the sex of the subject), unafraid, acceptance of the male figure, happy, group acceptance, sharing and independence.

It is interesting to note that of the three traits considered different for boys and girls, the subjects rejected two--active-passive and strong-weak. In the American middle-class culture, it is generally expected that boys should be active and girls should be passive. Furthermore, five-year olds are generally noted for their active behavior. On the other hand, when children enter school they are usually expected to remain quiet for long periods of time. Another consideration is that boys are expected to develop muscular coordination in order to actively participate in sports. On the other hand, girls are expected to enjoy quiet activities such as sewing, reading and cooking. These cultural expectations suggest that boys need certain preschool experiences in activities which may be in conflict with school experiences. Because of these inconsistencies, children, especially boys, may have difficulty with the active-passive characteristic. The results of this study suggested that such conflict does exist. At the beginning of the year two groups of boys who were involved in this research saw themselves as passive and girls viewed themselves as active. In addition, the types of preschool experiences children had tended to alter their attitudes toward themselves. Although academically oriented girls and non-attending girls consistently perceived themselves as active in the pretesting and posttesting situation, the difference was greater on the posttest than on the pretest. That is, at the first of the school year fewer girls saw themselves active and six months later a greater number of girls viewed themselves active and wanted to be active. Non-attending girls, on the pretest and posttest, perceived themselves as active, but 80% wanted to be passive. Whereas, the boys in this group who viewed themselves and preferred being active at the beginning of the study changed their perceptions and desired to be passive six months later.

Different results were noted between the two groups who attended kindergarten. The children who attended the experience-oriented kindergarten tended to accept or acquire the role which was expected of them; that is, boys viewed themselves active and wanted to be active, girls perceived themselves as passive and preferred being passive. In the academically-oriented preschool, boys who viewed themselves as active at the beginning of the school year altered their conceptions of themselves to passive at the end of the year, yet, they wanted to be active. The girls in this same group perceived themselves as being active at the beginning and end of the study.

The other characteristic in which there was a discrepancy between children's self-concepts and cultural expectations was strong-weak. The rationale for choosing this particular characteristic were as follows: Males in the American society are considered the stronger sex and are encouraged to display their strength emotionally as well as physically. Being emotional is a privilege afforded the female in the American culture. Consequently, if the male exhibits this characteristic he is considered weak. Many times

parents will say to their four or five-year old sons, "Don't cry, son. Be a man. You don't want to be a sissy." The findings of this characteristic were consistent throughout; boys and girls in all groups tended to see themselves stronger in the posttesting and wanted to be stronger than in the pretest situation. The major alterations of self and ideal self-concepts, however, occurred in the girls. The majority of girls on the pretest viewed themselves as strong and valued this characteristic. Yet, most of the changes from pretest to posttest were changes in the girls' ideal self-concepts; that is, those girls who wanted to be weak at the beginning of the year reversed their desire and wanted to be strong at the end of the year. on the posttest, differences were noted among the groups. More girls who attended kindergarten altered their self-concepts from strong to weak than the non-attending group. In fact, at the close of the study, all of the non-attending girls viewed themselves strong and 80% of them preferred being strong rather than weak. While all academically-oriented girls perceived themselves as strong on the pretest, 22% of them saw themselves as weak on the posttest.

There was a different story among the experience-oriented group. Although on the posttest more girls perceived themselves as weak, a greater number valued this characteristic than they did on the pretest. The data gathered on this characteristic suggested that, perhaps, five-year old girls are more realistic than their older counterparts. Furthermore, many sociologists have suggested that our society's expectations of the male and female roles are in a transitional period. Since the research related to sex-identification and social class differences was conducted some ten years ago, one might postulate that the male and female roles have indeed changed and that the preschoolers involved in this study have felt and adopted their "new" roles.

To summarize these findings: The children who attended the experience-oriented kindergarten achieved a greater congruence between self and ideal self-concept than the other two groups. The indication is, therefore, that they had made a better adjustment to school, understood themselves better and were more accepting of themselves. Furthermore, this study supports Rogers' position that young children adopt the values of significant others. Subjects in all groups adopted the values of either their parents or their teachers. One may argue about the appropriateness of the adopted values, but the fact appears evident that they are acquired through the process of socialization; they do affect subsequent learning and behavior; and they affect children's self and ideal self-concepts.

If one accepts the position that values and self-concept are interrelated, that each affects the behavior and adjustment, then, those of us who serve as significant models for children must be positive that those values or standards of behavior we choose to teach, consciously or unconsciously, are of vital importance. Because they are significant others in the lives of their students, teachers are in a unique position of molding the personalities of their students. We, you and I, must be consciously aware of our responsibilities to the children we encounter. These responsibilities include being aware of our attitudes toward all children, not only those who behave the way we think they should but also those who are different from us--those children who have not adopted the particular patterns of behavior or values we deem necessary. If we are unaware of our attitudes, if we expect all children to acquire our particular way of life and, if we impose our values on them no matter how insignificant the value may be, we may, in fact, be damaging children's self-concepts. By damaging children's self-concepts,

we may actually prevent them from learning and acquiring the basic tools necessary for leading a productive, fully actualized life.

Combs has said, "Teachers who are uncomfortable with boys and girls or who are unable to create an atmosphere which makes it possible for children to develop positive selves should be helped to become interested in other occupations. Teachers who destroy the selves of children need to be helped to behave more positively or removed from the system."[5]

I submit that your classroom behavior may enhance or hinder any child's view of himself and consequently, may improve or inhibit his adjustment, behavior and learning. I submit that each of you may have excellent classroom materials and textbooks and excellent curricula, but if you fail to recognize your responsibility toward improving each child's self-concept, you have failed the child. The sense of self, the worth one places on self, becomes a stable value which influences all other values. Your challenge in any school is to send each pupil home in the afternoon liking himself--valuing himself substantially more than when he arrived in the morning.

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THE VALUES OF YOUTH*

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THE VALUES OF YOUTH

The values of people depend upon the society in which they live. Cave-man society and the society of an economy of abundance have values so different in relative importance and so different in the scope of human experience to which they refer that comparison is not useful.

As the social setting in which people live changes through time, the values of the people change. When social change is rapid, value change is correspondingly rapid.

The current century is one of rapid and pervasive social change for the United States. Therefore it is one of major change in values. The only values which have not changed are so broad in coverage or so abstract that they are at all times only vaguely defined. For instance, the values of honesty and of friendliness have not changed in their importance, though the actual theatres in which honesty and friendliness are of greatest social value have changed. Again, justice is an abstract word for a value, as is democracy. These values are as important now as they were a long time ago, but their operational meanings are different today than they were only ten years ago.

Areas of Major Value Change

There are three areas in which events of the period 1950-1970 have produced such far-reaching changes in the lives of Americans that they can probably be called crises or turning points in our social history. In working through these crises we are changing our values substantially.

Young people are especially sensitive to the value changes associated with these crises. Perhaps this is because they are forming their own values during this period of change, in contrast to their elders, whose values were substantially formed in an earlier social setting. When one already has a fairly well-organized set of values by which one steers one's life, it is not easy to change these values, even though the changing social setting may make them obsolescent.

Insofar as we have a barrier against communication between the generations today, it may be due to the fact that the younger are hammering out their values on the social anvil of the 1960s rather than of the 1920s or even the 1940s.

To examine these three areas of rapid and deep social change it is useful to compare and contrast the social setting of 1900-1920, out of which the values of the 1920s emerged, with the social setting of 1950-1970, out of which the values of the 1970s are emerging.

A. The Open Society. By this phrase we mean a society in which there is opportunity for the individual to make a satisfactory place for himself which fits his abilities and his motives. The notion of an open society carries with it

the notion of relatively free mobility from one social class to another, based on effort and ability. Justice is a term applied to the procedures for opening and keeping open the avenues of opportunity.

The term open society also has an international political meaning, as well as a domestic socioeconomic personal meaning. The truly open society seen in terms of social groups of substantial size which occupy territory is one in which these groups or nations are politically free and abide in a state of peace and orderly cooperation with one another.

During the 1900-20 period, the American society had a considerable degree of openness for its white members, but not for its colored members, Negroes, Orientals, and Indians. Even during this period, the socioeconomic lines between manual workers and white collar workers were more sharply drawn than they are today, except for farmers, whose children could move quite freely in the society.

The international society during this period was compartmentalized, with little exchange or cooperation between the Occident and the Orient, a large part of the human race living in colonial status, and little or no cooperation between the religious bodies.

The 1950-1970 period is marked by major changes within the United States and in the international society. The Civil Rights movement has produced a realistic basis for positive action to open the society to Negroes. Orientals now move about freely and successfully in search of economic opportunity. Manual workers through labor organizations have won a relatively better standard of living, and are sending a much higher proportion of their children through high school and college than they did in 1900-1020.

In the area of international relations, colonial status is a thing of the past, though there continues to be a gap between the wealthy and the poor societies. Hence the nations communicate better and cooperate more effectively than ever before. The religious bodies of the world are holding ecumenical congresses, exploring and expanding their areas of common understanding and cooperation.

When there are stubborn and bitter conflicts between nations, and between political groups within nations, as in the Middle East and in Vietnam, the rest of the world has a concern and the conscience of the citizens of the United States is involved as it has never before been involved in a military undertaking of the American government.

The ideal of the open society, with justice and opportunity for all, is an active ideal for which many young people are making substantial sacrifices. Their parents and grandparents, in most cases, had very little concern with this area of human activity.

B. The Great Organization -- Industrial, Economic, Political, and Educational.

Since 1950 there has been a growth in size and complexity of most of the organizations in American society. Industrial and business corporations have grown by expansion of their business and by merger with other corporations. School systems have grown enormously in size, due to the post-war increase in birth rate and also to merger of small school districts. Universities and colleges have expanded, especially the state-supported ones. Only local government has not expanded through mergers very much, but local government agencies have proliferated as urban renewal and welfare functions have been taken on. Federal government organizations have multiplied.

The proportion of the white collar labor force which is employed by large organizations has increased greatly, while the proportion who are self-employed or who work for organizations with ten or less employees has been reduced accordingly. The small food shop or clothing store or hardware store owned and operated by one man with two or three employees has been replaced by the supermarket and the department store chain. The small factory with 100 employees and a corresponding office and executive staff has been bought up by a large industrial corporation. The one-man law office or the two-man partnership has been partially replaced by the large law firm. The doctor with his own office has been replaced partially by a clinic consisting of eight or ten specialists. The church with a pastor and a part-time director of religious education may have grown to have a professional staff of four to six people. The small college with 50 faculty members has grown to 500 faculty members. Even the one-family farm has lost ground to the large mechanized industrial farm corporation.

During this period the phrase "organization-man" has come into use, to describe a man or woman whose work and whose loyalties are tied up in a complex organization. The goals of the big organization are growth, diversity, and efficiency. Sucess is measured in these terms. Values associated with growth, diversity and efficiency are learned by the successful people, at the expense of values more closely associated with smaller organizations and one-man business and professional operations.

The electronic computer in its various forms has become the agent of and the symbol of the organization. It keeps track of the manifold operations of a complex system, containing more information than any human mind can hold in usable condition, and feeding this information into the controls of the system when needed.

The art of operating a complex organization successfully is one of combining the mechanical operations of a computer with a special kind of human interaction that operates rationally to make the decisions which should not be trusted to mechanical devices. The crucial question often is -- what values will be achieved and what values will be sacrificed by the decisions that must be made?

During the 1900-1920 period Amei:an orgainzations were relatively small, whether they operated in business, government, or education. When an industrial corporation became large enough to threaten to monopolize the sale of its product, it was dissolved under the Antitrust Law. Then came mass production, mass distribution, automation, and cybernation, all aimed at efficient production of large quantities of goods. After World War II there was expansion of American business into foreign markets with the acquiring of foreign subsidiaries. The advertising business was developed to promote large sales in a mass market. Railroads merged into a few large systems. Department store chains were created out of previously independent local stores.

The method of studying and evaluating the operation of large enterprises known as systems analysis came into being. The computer became an essential instrument in the operation of business offices, banks, school systems, government agencies. Everything that could be ordered and arranged mechanically was subjected to the computer.

Education then came under examination as a candidate for the computer, the teaching machine and the planned system. Several large corporations were formed for the large scale processing of the teaching and learning operations.

Values are changing with respect to the conduct of business, governmental and educational processes in ways which are only dimly understood today. Things which can be done efficiently by large organizations and by computers may come to be valued because they are more easily obtained or achieved than other things. Forms of learning which can be promoted by computers may come to be favored over other forms of learning. Forms of amusement which can be purveyed through mass media may become the most popular forms of amusement. Ways of working with other people which are most effective in large organizations may become the most highly valued ways of working.

To the criticisms implied by these remarks the proponents of bigness and computerized processes respond that the greater efficiency of these processes will win time and resources for other activities that are valued by people. People can master big organizations and the computer and make them serve a variety of human values. For example, programmed teaching may be used to make drill on factual knowledge more efficient so as to gain time for the teacher to work with pupils on other highly-valued outcomes of education.

The interaction between values and the complexity of the setting in which people live and work and play is now taking place in ways we do not fully understand, but are trying to use for better living.

C. The Leisured Society. Our society has changed from an economy of scarcity to one of abundance in one generation, after centuries in which we

learned to value work as a means of overcoming scarcity. The Protestant Ethic was adopted by Western Europe and North America when it appeared that by means of hard work all or a large part of society could lift itself above the poverty level. Work became the axis of life. Education and religion combined to glorify work, and the principal function of education came to be preparation for productive work.

The period of 1900-1920 saw the rise of the United States as an industrial society, with an enormous domestic purchasing power and some export possibilities. Mass production methods were developed and productivity per man-hour began to increase. Wages and salaries increased slowly in purchasing power. Then, as real income reached reasonably satisfactory levels for working people, the work-week was shortened, and first the 48-hour week, then the 44-hour and then the 40-hour week became customary in industry and business.

Throughout this period production was a virture and consumption was supposed to be limited to the bare needs of people. Anything above this level of consumption was regarded as almost sinful. Veblen's phrase "conspicuous consumption" came to mean a wasteful vice which a few people indulged in.

The 1920s and 1930s were a period of confusion in the American economy out of which emerged the conviction that the government could and should intervene in the economic system to prevent deflation and unemployment.

With the great economic boom of the post-war period, the country soon reached the point where over-production was a danger, and under-consumption a problem. From this time, the virtures of work began to recede in relative importance compared with the virtures of consumption.

The widely-held view that men should have a right to work as much as they pleased and as long as they pleased, provided their work was of good quality, began to be replaced by the view that the work-life and the work-year and the work-week should be limited so as to spread the work among men and women aged 20 to 65, with longer and longer annual vacations. People who insisted on keeping at work after age 65 came to be criticized in some quarters as "selfish," "refusing to make way for younger people."

For a decade, now, thoughtful people have asked for a reappraisal of the place of work in the hierarchy of personal and social values. They have talked of the values of consumption as well as the values of production. The Leisured Society is shifting people's attention to the values of leisure, whereby they will consume goods and services in ways which are judged to be personally and socially desirable.

It is clear that life in the future will be less taken up with work, and more with living. But what does it mean to say that we can spend more time in living and less time in working? It means that we will have more free time.

Free time in an underdeveloped economy is an unexploited resource for greater needed production. Free time in a modern over-productive economy is itself a product of the economy, and calls out to be used wisely, but not for more material production.

What people do with their free time is the major human concern of our society. How they use space is incidental to their use of time. Thus time is the arena or the stage on which the drama of human development unfolds in our society. Free time is a promontory of the future jutting into the present -- a kind of concrete, present utopia. In Thomas More's Utopia, people worked only 6 hours a day. We have now reached that state.

Free time activities have been placed in three categories:

Service to others;
Contemplation, study, and reflection;
Spontaneous play.

The first two categories involve familiar values which have been recongized and highly regarded for a long time. But the category of play is one we are only beginning to take seriously as a pervasive aspect of living throughout the life cycle. The new ethics of the use of time includes a set of moral standards and a set of esthetic standards applied to play.

Values and the Social Setting

Having surveyed the three areas of social change and social problems that are producing the major value changes in our society, we now turn to the actual value changes. We can discern some values which are receding in social importance, some that continue into the new social setting with little or no change, and some that emerge in the new social setting.

Receding Values

Values which are receding in prevalence, especially among young people, are the following:

Nationalistic and Provincial and Parochial Value Judgments. There has been a recession in the extent to which people favor their own country, state, region, race, and religion on the basis of simple prejudice and absolutistic, black-white judgments. This is a part of the open society ideology. It is recognized that people of other social groups than one's own are generally as good and as bad as one's own group. It is also recognized that most people tend to favor their own social group; this prejudice is regarded as desirable but as a rejustice.

Individual Saving and Thrift. The value of individual saving has decreased in importance, probably for two reasons. First, material goods have become so cheap and so easily replaceable that there is very little practical value in saving old clothes, paper, rubbers, bottles, and junk of various kinds. Consequently, people place less value on saving and using material goods over and over again. The saving of money is different, since money is always useful. But there is greater value placed on spending money for goods and services needed now and less on saving money for future uses. To a much greater extent one's future economic security depends on government social security, government services, and forced automatic saving through social security taxation, than it did formerly, when a person was taught that he must save, personally, "for a rainy day."

Work as a Major Source of Self-respect. The value of working steadily and productively as a basis for one's self-respect has receded for some young people -- probably only a minority of them. For those who are not able to get steady employment this fact must either undermine their self-respect or they must separate self-respect from work. Both things have happened. A considerable fraction, both urban and rural, have deflated the value of work and have based their sense of self-respect upon other characteristics.

Stable Values

A great mass of values have continued pretty much unchanged throughout this century. Their relative importance has shifted, in many cases, and their conventional forms of expression have often changed.

These values may be categorized as personal and social according to the following scheme:

Personal	Social
Autonomy	Loyalty to one's society
Rational Conscience	Friendliness
Rational Foresight	Social Responsibility
Instrumental Activism	Family Interaction
Achievement Motivation	Social Progress and Social Change
Worship	

The list of personal values given above is a standard list of the virtues we have come to associate with middle-class American life. Though some writers profess to believe that these values are losing some of their high standing in contemporary American life, the writer can see no convincing evidence of this. The combination of autonomy with rational foresight and internalized moral control may seem to some researchers to be at variance with the other-directedness that David Reisman describes as increasingly characteristic of contemporary man in America. But there is no empirical evidence known to the writer which points to a decrease of autonomy and rational foresight either in fact or in value. There does seem to be some increase in

cooperativeness in group behavior which might be called other-directedness, but this does not appear to reduce the value of autonomy.

The instrumental activism combined with a high value on productivity and achievement motivation which Talcott Parsons sees as characteristic of valued behavior in the American middle class is as much desired now as it was 10 or 20 years ago. Only the goals of productivity and of achievement may be changing from material goods to other less tangible forms of goods.

Loyalty to one's societal group (nation, race, religion, etc.) appears to be a major value that is not reducing though people are becoming less chauvinistic and more rational and relativistic in their loyalties. Friendliness and a sense of responsibility for the welfare of others are values of long standing. The value of interaction and mutual assistance within the three-generation and the extended family appears to be a great both in practice and in verbal allegiance as it was in an earlier day, despite some sociological theorizing about the narrowing values of the nuclear family. Social progress and social changes have been expected and valued generally in America throughout the present century.

Emerging Values

Values which seem to be emerging in the contemporary social setting are the following:

Personal	Social
Expressive Activity	International and Ecumenical Cooperation
Esthetic Appreciation	International Opportunity and Justice
Widening and Deepening of Experience	Service in an Open Society
Tolerance of Complexity and Ambiguity	Organizational Loyalty and Cooperation

Expressive activity is distinguished from instrumental activity by the fact that expressive activity has the activity itself as a goal, while instrumental activity is a means to an end outside of the activity. Thus, a person who studies a foreign language "for fun" is engaging in an expressive activity, while one who studies the foreign language in order to qualify for a certain job is engaging in instrumental activity. The great increase in free time gives opportunity for more expressive activities and tends to increase the value of this kind of activity.

Along with increased value on expressive activity goes greater value on esthetic appreciation -- that is, on exploring the esthetic qualities of the things and activities which come into one's experience.

The greater value placed on the widening and deepening of experience is a phenomenon which is undoubtedly present, but about which we are ambivalent. There seems to be a cult of "experience for the sake of experience" developing. An example which disturbs many people is the smoking of marijuana and the taking of LSD by some young people who say they do this kind of thing "for kicks."

The notion of experience for the sake of experience, without placing differtial values on different forms of experience, is profoundly disturbing to those who see in this phenomenon a sure sign of decadence. This writer shares this view. A long-term policy of gaining experience just for the sake of experience, seems to deny the existence of some kinds of experience that are better than other kinds.

But a temporary period of wide experimentation with a variety of expressive activities may be a means of discovering new values in free-time activity, and may be justified as a kind of exploration into terra incognita that may lead to important esthetic discoveries.

With the opening-up of the world of free time, combined with the growing complexity of the world of work, it seems likely that the ability to tolerate and even to enjoy complexity and ambiguity will become more highly valued. This ability is highly valued for executives and decision-makers in the world of production today. A person with this ability can stand it to live and work in a situation which is open-ended with many possibilities, and where solutions of problems must be worked out flexibly. Since the coming of more free time introduces even more complexity into the life of the average person, this quality is likely to be valued more highly.

Emerging social values are a response to the movement toward an Open Society within the nation and among the nations. Greater value will be set on the social and political measures that make for cooperation, opportunity, and justice between and within social, racial, and national groups. The movement among the great religions for ecumenical cooperation may give greater impetus to this value than the paralled movement among the nations of the world.

The principal social value emerging out of the Open Society is the form of love we know as Agape or charity. This is a value that gives such dynamic force to the Peace Corps, VISTA, and other volunteer activities.

Finally, the value placed on loyalty and cooperation within an organization is increasing. This is a necessary concomitant of the growth in size and complexity of organizations in the economic, governmental and educational spheres.

Young People and Their Values

Young people are especially sensitive to the social trends that produce value changes. It appears that they respond most readily to the trends toward a Leisured Society, and some of them appear to resist the trend toward a Technocratic Society.

There are adult voices speaking against the values fostered by the Technocratic Society, and they appear to represent some young people. Paul Goodman calls ours the Empty Society and comments that our satisfaction diminishes as our standard of living increases. In his Massey Lectures on The Moral Ambiguity of America, he contends that our society has few alternatives to a regimented life for average people. For instance, because they have no acceptable alternative. He thinks young people are forced to go to school whether they like it or not, because they have no acceptable alternative. He thinks young people would like more freedom in a more open world.

The truth is, of course, that young people are a highly variegated lot, with a variegated set of values.

Accepting the proposition that young people should be seen as members of a variety of sub-groups with respect to their values, we have recognized eight categories or varieties of youth, as pictured on the attached chart, with the percentage distribution shown there. Each of the sub-groups has its own predominant values.

1 and 2. New Radical Activists and Concerned Liberals.

This group is characterized by emerging values, especially the social values of: service in an open society; intranational opportunity and justice; and international and ecumenical cooperation. They also have strongly developed most of the stable values, and especially those of social progress and social responsibility, and instrumental activism.

7 and 8. Reactionary Activists and Concerned Conservatives.

This is the opposite of the preceding group, and they tend toward the receding values of nationalistic and provincial preferences; individual saving and thrift. They also maintain the stable values of loyalty to one's society, autonomy and productivity.

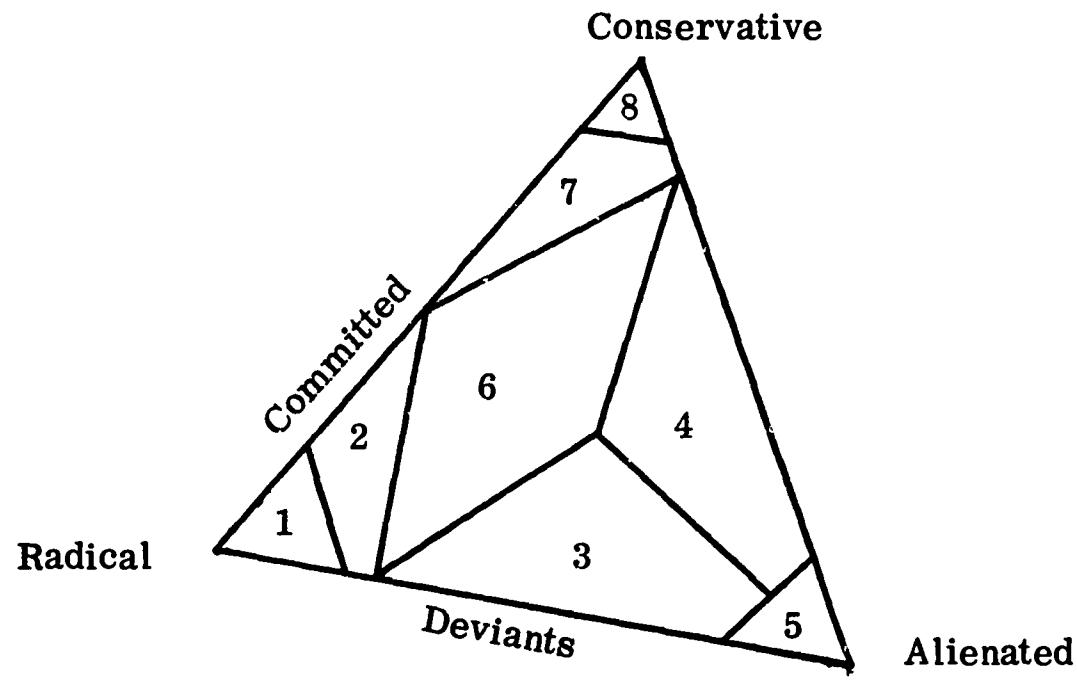
6. Common Man Complacents.

The large group of common man complacents of course maintain the stable values, with special strength in: productivity, achievement motivation, social responsibility, friendliness, and family interaction.

5. Delinquents and Gang Members.

This alienated group does not share in the broad social values of the society, but has socially narrow values, such as intense peer group loyalty, autonomy, and a desire for expressive activities that are exciting and dangerous.

VARIETIES OF YOUTH



Percent	Category
5	1. New Radical Activists
15	2. Concerned Liberals
10	3. Happeners or Swingers
10	4. Uncommitted
10	5. Delinquents and Gang Members
30	6. Common Man Compacents
15	7. Concerned Conservatives
5	8. Reactionary Activists

4. The Uncommitted.

This group as described by Keniston in his book, The Uncommitted, is alienated but not actively hostile to the society around them. They lack both the self-assurance and the social fidelity that would lead them toward action on behalf of social change. They are low on the stable values of social loyalty and social responsibility. Their principal motivating values are for a widening and deepening of experience and for esthetic appreciation.

3. Happeners, Swingers, Hippies.

This very perplexing and disturbing group as seen by the adult generation goes in most heavily for the emerging values. The widening and deepening of experience is a major value for them, and leads them into forms of experimentation with themselves that are profoundly disturbing to adults. They set a high value on expressive activity, and on some forms of esthetic appreciation. Their slogan of Love is probably best interpreted as a combination of Philos (brotherly love) and Agape (charity). As long as this group exists separate from and unabsorbable by the mainstream of American culture, it must stand as a matter of deep concern for adults who are aware of social change and its influence on the values of society. Our society has not made full use of its potential for improvement of life if it forces the exponents of its emerging values to live on the margins of society.

Conclusion

As we study the changing value structure of our society by observing the ways in which the younger generation relates itself to the tasks of growing up and achieving identity, we come to two significant conclusions: First, social change is promoting value changes at a pace and in a direction that is disturbing to many of the older generation. Second, the educational system has a major responsibility for developing forms of education which help young people to become effective carriers of the new values in a democratic, highly productive society with growing amounts of free time for its members.

APPENDIX

RECEDING, STABLE, AND EMERGING VALUES

Receding Values

Personal	Social
Individual Saving and Thrift	Nationalistic, Provincial, and Parochial Preferences
Work as a Major Source of Self-Respect	

Stable Values

Personal	Social
Autonomy	Loyalty to one's society
Rational Conscience	Friendliness
Rational Foresight	Social Responsibility
Instrumental Activism	Family Interaction
Achievement Motivation	Social Progress and Social Change

Emerging Values

Personal	Social
Expressive Activity Forms of Play	International and Ecumenical Cooperation
Esthetic Appreciation	Intranational Opportunity and Justice
Widening and Deepening of Experience	Agape-Service in an Open Society
Tolerance of Complexity and Ambiguity	Organizational Loyalty and Cooperation

WHERE HAVE YOU GONE JOE DIMAGGIO?

Walter L. Thomas

Simon and Garfunkel wail the intriguing theme song from the controvertible film, The Graduate, and offer exclamations of pity and clemency to the sick and disillusioned Mrs. Robinson. To the person who takes the film's story at face-value, he finds himself looking back on the film with incompatible feelings: first, a funny-type humor makes him feel he enjoyed the film but a moment later he is taken by an over-powering nausea and disgust that makes him feel sick at what he's seen. One cannot help pondering to himself two questions: What's the sense of that film?" And "How on earth does the recurring theme song about Mrs. Robinson fit the filmed story of Mrs. Robinson?" I talked to Mr. Garfunkel on the phone and asked if my interpretation of the song and film were accurate. He assured me it was and requested a copy of this address. The film is a subtle protest, a commentary on our society today.

Mrs. Robinson represents the affluent and influential establishment, a position in our society for which everyone seems to strive. But for all of her material and social position, Mrs. Robinson is miserable and disallusioned ..... disallusioned with the tangible, real products and possessions of a confused and distorted way of life. The values she has been taught (and, incidentally, holds for her own teenage daughter) are so incongruous with the life she has made for herself. She not only turns to drink to dull her miseries, but she perpetuates her disallusionment by seducing a young, brilliant, and uncontaminated young man, the college graduate, and psycholitic believes that his attention someway restores her youth and purity.

Benjamin, the graduate, represents the youth of American society. He is brillant, articulate, educated and pure. His entire life is before him. He surveys the

society around him. Anything he wants is his. His parents smother him with attention and adulation. They try to force him to make a decision about his life and career. They promise him everything. Dad gets impatient and Mother dotes. The neighbors and friends praise the talents and capacities of Benjamin. But Benjamin is confused and unsure of just what he wants in life. He wanders and mopes around, not able to "jump through the hoops" and uninterested in sharing the emptiness and confusion of the "upward bound" around him. The pure young man is seduced by the establishment as it uses sex symbols to fool him into joining the sick society. For awhile he attempts the "I-led-two-lives" role which many youths are trying to play. Eventually, however, he finds himself. He fights the system and the establishment which includes the business community, the fine society, the university, and even the church. The final scene pictures the girl he loves about to be enveloped into the system by an agreed-upon marriage arranged by the society folk and sanctioned by the church's very own sacramental ceremony. The symbols occurring in the last few minutes are powerfully significant. Benjamin makes the up-hill run, beats on the locked door of the church, his true love (Mrs. Robinson's daughter) breaks free from the ceremony and runs to meet Benjamin. Benjamin locks the angry wedding crowd in the church by jamming a cross in the door handles of the church and the two, hand-in-hand, run into the annonimity of a crowded urban bus.

See if you don't get some meaning from the words sung by Simon and Garfunkle, who represent the larger body of youth looking on to the events of the story. The words come shrieking through. Listen as I read them:

"MRS. ROBINSON"

Simon and Garfunkel - Columbia Records

And here's to you Mrs. Robinson,
Jesus loves you more than you will know,
God bless you please Mrs Robinson;
Heaven holds a place for those who pray ---

We'd like to know a little bit about you for our files.
We'd like to help you learn to help yourself.
Look around you, all you see are sympathetic eyes ---
stroll around the grounds until you feel at home ---
And here's to you Mrs. Robinson,
Jesus loves you more than you will know,
God bless you please Mrs. Robinson;
Heaven holds a place for those who pray ---

Hide it in a hiding place where no one ever goes ---
Put it in your pantry with your cupcakes.
It's a little secret, just the Robinson's affair ---
most of all you've got to hide it from the kids --- Mrs. Robinson,

Jesus loves you more than you will know,
God bles_ you please Mrs. Robinson;
Heaven holds a place for those who pray ---

Sitting on a sofa on a Sunday afternoon;
Going to the candidates' debate; laugh about it,
Shout about it, when you've got to choose ---
Every way you look at it you loose.

And then in fervent appeal, Simon and Garfunkle raise the penetrating question of the song and the pertinent question of our time:

Where have you gone Joe Di Maggio?
A nation turns its lonely eyes to you.
What's that you say Mrs. Robinson?
Joltin Joe has left and gone away?

The literal question of Joe Di Maggio's where-abouts is not the real question being asked by youth today, nor is it a vital question to contemporary knowledge. But the real question that is put to the older generation is: "What happened to your moral heroes?" You see, Joe Di Maggio was the "good guy" of a recent generation, who worked hard and made it to the top of financial, sports, and social success. He did all that Americans are supposed to do. He eventually married the personable

symbol of the great society. Marilyn Monroe's news release had it that she jilted Joe, but after her death the real truth came out that Joe was disappointed and disallusioned and left Marilyn. But true to the hero-type, he openly and silently took it on the chin so she could be protected before her admiring public.

Interesting thing about heroes, they are dependent for their very existence upon clearly understood and cherished values. Every culture, every society, every institution, and every individual has some form of hero worship. Heroes are made not born. The stuff out of which heroes are made are the values which people hold. An individual who has a set of clearly stated and compatible values will identify a person who exemplifies those values and call that person their hero. For example, most Americans share in common such good old yankee values as work hard, risk-taking rugged indivualism, honesty, cleverness, thrift, integrity, courage, and loyalty. As long as our society exemplified its stated values (if you please: <u>they did as they said they ought</u>) heroes were easy to come-by. Our American folk songs and folk lore, and even our school history books, are filled to running-over with persons who took Benjamin Franklin's sayings seriously and found themselves national heroes. They simply did the things that American values said they ought to do and that was enough to make them heroes. Poor-boy-makes-good and "rail-splitter"-to-the-whitehouse are virtual cliches today. They are as Yankee as eating hot-dogs or apple pie, celebrating Thanksgiving or playing baseball. They are as distinctly American as the stars and stripes or feeling the chills go up and down your spine when a Sousa-playing band marches by. They are the kinds of things that make ticker-tapes fly in New York and tears run down your face.

Americans need heroes. In fact, we all need heroes. We need them for our very mental health's sake. All of us realize how far short we fall when measured by our own values. All of us realize how often we are inconsistent when it comes to our "oughts" and our "is's". We need to identify someone who lives up to our great and grand designs, our oughts, or if you please, our values. By identifying with a hero who lives up to our values, we gain some psychological satisfaction over our own deficit and we gain reinforcement for our stated values. With the decrease in our number of available heroes to replace our Washingtons, Lincolns, Teddy Roosevelts, Douglas MacArthurs, Fords, JFK's, Martin Luther Kings, and Di Maggios, Americans have turned to Hollywood, Broadway, Miami Beach, Atlantic City, and Wall Street to "conjur-up" facsimiles and create fabrications of Yankee heroes. We are nuerotically pacified with the fictional pseudo-heroes provided us by television, novels, movies, and public relations specialists. As long as there is a dearth of real-live heroes due to conflicting values and behavior which is inconsistent with our values, there will always be a vacuum, a need, and even a demand for a John Wayne, a Miss America, or a Matt Dillon. There will always be a Matt Dillon who takes risks; is honest, courageous and loyal; is clever, hard-working, and ruggedly individualistic. Identifying with Matt Dillon becomes a national past-time because of the society's values the playwrites have carefully ascribed to him. In other words, if you want to write a best seller, fill the box offices, or produce a long-run television series, take all of the great American values and create a hero and a series of episodes in which the Yankee always wins. I'm not sure the entertainment industry would be one of the largest businesses in the United States if American values were not becoming the "impossible dream." There would be no business in imagination or profit in

fantasy, if Americans lived up to their dreams. Where are our real heroes? Where has Joe DiMaggio gone?

The good guy always wins, but because we are hard-up for real authentic heroes in our every-day society, we have not only conjured up our fabricated heroes of fantasy and imagination, but we have very recently engaged in an interesting process of naming anti-heroes. These are conspicuous personifications around us who are the living-opposite of our stated values; the Bonnie-Clyde creation for example. They remind us of our values in reverse. Why is it that Mr. Munday in the series, It Takes a Thief, receives so much time-sanction by the American population? Is it now allright to steal, lie, and con as long as you are patriotic about it? Do the ends justify the means? Is it now beautiful for our little children to spend Saturday mornings adoring and emulating those anti-heroes of the irresponsible cartoon industry, watching those weirdos who, in the name of funny, wipe out continents and cities with some chemical potient or atomic weapon? What ever happened to Donald Duck anyway? Where have you gone Joe DiMaggio?

How come we don't have heroes named in Washington these days? Is it true that the politician really must say one thing and do another to get the votes and maintain the popularity he needs with the people back home? Has the fast talking politician replaced our image of honest Abe? Where have you gone Joe DiMaggio?

How come we don't have any heroes being named in industry and business? Has honesty in advertising been contaminated by the profit motive? Can a person really make money in the competitive business market these days and still live up to the Golden Rule? Has misrepresentation and ruthless competition become the name of the game? Where have you gone Joe DiMaggio?

How come we don't have any heroes being named in the church today? The church has always been the timele[illegible]ource for supplying human civilization with its heroes. Wereas the church once cried out against value inconsistency, is it now sanctioning the system by default? Has the church become guilty of providing religious justification for our national and personal acts? Where have you gone Joe DiMaggio?

How come we don't name any great heroes in four years of war in Viet Nam? If MacArthur, Rickenbacker, Omar Bradley, Rickover, or Eisenhower were fighting in Viet Nam, I wonder if they would ever become heroes? Oh, we still give awards for personal bravery and provide crosses bestowed live and posthumously on fighting men in Viet Nam, but we are reluctant to use the word heroe in describing them. The war is unpopular because of a conflict in American values. As long as there is an identifiable line of war, a great and terrible black dragon like a Hitler-Mousolini-Tojo type, and as long as the military and tactical odds are equal, Americans can fight and make great war. By this time in a World War I or II we would have had many songs and stories about gallant soldiers working hard and taking risks against a dirty, ruthless, and powerful enemy. Churches would be praying for American victory because such a war is easily seen as a holy war of the righteous against the wicked. Americans have always believed that if you work your hardest and take great risks against a powerful and wicked enemy, eventually you just have to win. In Viet Nam we're working hard and taking risks but we're not able to accept the fact that we're not winning; Americans have no value system that permits making heroes if you don't win. Losers aren't heroes in America but they can be in North Vietnam. Contrary to the parent of the 1940's who wished his son

success in the great war, the modern day parent of the Viet Nam recruit tells his son to "get in the middle and shut-up." That doesn't provide much incentive for making heroes. Where has Joe DiMaggio gone?

Being a great hero isn't a very attractive occupation any more. The reason for it being that heroes have an impossible task to trying to exemplify the inconsistent and changing American values. The discrepancy between what American say they ought to do and what they actually do makes the job of hero have a poor occupational outlook and security. In fact, if you really try to live up to the great and old stated American values you will either become neurotic or murdered. The latter, of course, is what happened to the two all-American heroes to appear in the last decade: John F. Kennedy and Martin Luther King. Maybe Americans really can't tolerate someone who is comprised of authentic, genuine hero material, who lives up to the values we have preached and who consequently serves as a national barameter of conscience by which we all see ourselves as hypocrites.

I recently spent a third trip visiting and living among many different youth groups in San Francisco and the Berkeley area. I found no protest songs, poems, literature, art, or posters that said down with the American values; down with loyalty, down with love, down with courage, down with equality, down with honesty, down with respect, or down with integrity. But I did discover a loud and clear protest against what is being passed-off as behaviorial evidences of those values.

I don't find any lack of imagination or loss of idealism in youth today. But I see many who find it easier to "switch than fight". They would rather become one of the defectors, and retire from the society because they view the establishment as a nut too tough to crack, so why fight it.....just pick-up stakes and colonize in the

nearest big city bohemian district. It doesn't take much insight to see that such a decision probably makes them more a part of the problem than part of the answer. On the other hand, it is just as much a part of the problem to accept the double standards of a so-called establishment and contribute to the society's descrepency between stated values and demonstrated behavior.

Isn't it interesting that our national value conflicts will probably be taken to the polls this next fall? Isn't it interesting that Romney, McCarthy, and Kennedy made value problems the basis of their campaigns. Consequently, the youth are being captivated to try once again to rally around a moral hero. Never have so many youth been involved in political movements. John Kennedy and Martin King left most American youth desperate for a moral hero. The college campuses and capitols of the world reflect youth's discontent with the world they are inheriting. An inherited society which the previous generations worked hard for and therefor cherish; and because they cherish it they can't accept youth's protest of it. Last week's "Life" magazine named the real problem in their article entitled: The Generation Gap. I only pray for some national hero to emerge, some national tragedy or event to occur, or some idea to ignite us or else the gap will become a chasm so great that revolution and chaos will erupt. I was frightened from what I heard youth saying in the ears of the camera as Robert Kennedy lay critically wounded in the kitchen of the Ambassador Hotel. They were calling for blood and revolution. Oh for a Joe DiMaggio!

Well, what is my message to you, you high school graduates of 1968? I have described some dilemmas and problems that you probably know better than I. If I were giving this commencement address forty years ago, I would warm your hearts with some nice-sounding pharases about the beautiful future with its open arms. But I'm

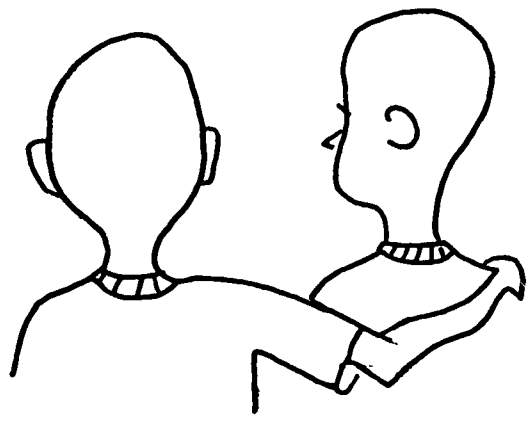
not here today to play any games with you. My message is simply this: you are Joe DiMaggio if you want to be! You can be your own moral heroes. You can live out your values even though there are hypocrites all around, you can do more than just protest, you can change our society. You can do more than just conform, you can transform the many degradated and sick around us. You can do more than defect to some hippie colony, you can carry your idealism and values into the market place, into government, into your church, into your families, into your community, or into industry. You can make peace a reality. You can make racial equality fact and not fiction. You can wage war against poverty, ignorance, and desease. But only if you want to badly enough, only if you want to make your behavior jive with your values. You must have the security to be insecure. The security within yourself and your ideals, to do what you know is right regardless of the insecurity it might generate. John F. Kennedy said it and I like it, "A man does what he must." Where have you gone Joe DiMaggio?

WHO AM I?

I am a Negro -- I am bad
I am poor white trash -- I am bad
My mother whips me to make me good
I am bad
My preacher says the devil will get
me -- I am bad
Jesus don't love me -- I am bad
I don't know what the teacher says
I am bad
I don't understand her so I don't
listen -- I am bad
I don't know those funny black marks
in my book -- I am bad
My teacher puts a paper on my desk
I don't know what to do -- I do
nothing -- I am bad
I make pretty colored marks on the
paper (I like my crayons)
It makes me feel good
I want to show it to the kid next
to me and tell him about it ---
I talked
I marked up my paper
I am very bad
That kid next to me is good
The teacher likes his paper
He went to play with some trucks
and blocks
I want to play with trucks and
blocks
No, I am bad
I marked up my paper
Blocks and trucks are for good kids
Bad boys put their heads on their
desks --- I am very bad
I don't feel good
I made marks on that kid's paper
and threw it on the floor
It made me feel good
Now I am very, very bad
The bell rings **
I can go
Who am I
I run ---
I shout ---
I hit that kid next to me ---
I am a Negro ---
I am poor white trash ---
I don't know nothing ---
I don't listen ---
I am lazy ---
I don't sit still ---
I mark on my papers ---
I hit kids ---
I know who I am ---
I am the bad-dest kid in the room
Everybody knows it
I am so bad.

Today the teacher smiled at me
"Hello, I like that red shirt
I don't say nothing ---
I see some trucks ---
I'd like to roll them on the
rug ---
She don't care ---
I roll them and roll them
That makes me feel so good.
I'll take them blocks amd make me
a garage for my trucks.
I make a good garage and put my
trucks in it
I lie on the rug and look at it ---
I feel good.
My teacher says, "Tony, you made
a good garage, you used some
red blocks. Let's count them
together and see how many red
blocks you used.
1 - 2 - 3 - 4.
Let's see how many wheels are
on that truck.
1 - 2 - 3 - 4.
Tony, you are a smart boy,
you can count!"
I feel very, very good.
That kid next to me --- he wanted
to make a good garage too ---
I helped him --- we made a
garage --- it was a big garage
We put a truck in it. That boy
said we had 2 garages and 2 trucks
We used some green blocks
That boy and me counted he helped
me count 8 green blocks --- I feel
good.
We got some paper ---
A big sack is over there where we
can get it anytime we want it.
We made big colored marks all over
our papers.

It looked pretty, my teacher said,
"Tony and Jeff, you made some pretty
pictures, get that roll of
tape and we'll put them up.
I'll write your names with my
big, black pencil, so every-
one can see."
We have 2 pretty pictures!
I feel good.
Them funny marks say my name.
I believe I can make them funny
marks ---
I made one on the board, I feel good.
My teacher said, "My, that is
good!"
Some of these days you can write
all your name. You are a
smart boy. I'm glad you are
in my room.
She likes me.
I say, "I'll make you 'nother
picture better'n that!"
Me and that kid next to me went
out ot play
He likes me!



Poem by ---
Theron Jackson
Primary teacher
Washington School
Decatur, Illinois

Who am I?

I am a boy

I am good

I made a good garage

I am good

I counted

I am good

I know this is a red shirt

I am good

My teacher likes me

I am good

That kid likes me

I am good

I made a pretty picture

I am good

I know them funny marks

says my name

I am good

I made one of them marks

I am very, very, good

That kid next to me is

good, too ---

We're two good boys

I'm glad I'm me.

BASIC CONSIDERATIONS ON THE CONCEPTS OF SELF-CONCEPT, VALUES, AND ACHIEVEMENT

(An essential concepts sheet on the remarks by Walter Thomas)

1. Self-concept is the perceptions, beliefs, feelings, attitudes, and values which the individual consciously or unconsciously attributes to himself. (consensus definition)

2. A value is a normative, conceptual standard of the desirable that predispositionally influences an individual in choosing among personally perceived alternatives of behavior.

3. Both self-concept and the concept of value have many pervasive and common characteristics: both are acquired through interaction with significant others, both imply a conceptualized desirable standard, both affect learning behavior, both influence the perceptual field, and subsequently the choices of all higher behavior.

4. The self-concept and the concept of value are both profound causes and the recipients of profound effects in the learning situation called school.

5. Self-concept includes two essential facets or foci: (1) factual information about self, i.e., name, identity, identification characteristics, etc., and (2) evaluative information (value judgments about oneself on culturally acquired and culturally understood value dimensions).

6. Self-concept, as it is popularly used (more often abused), is most appropriate to identifying the first facet, namely, factual information about the self. But in fact, people use the term self-concept to usually mean the second facet, namely, evaluative information about the self.

7. Self-concept in this light has more to do with the process of "self-reporting" than with the object so loosely identified as "self."

8. The real object of introspection is a self-perecived positioning of one's self located someplace on a culturally conceived semantic known as a value dimension.

9. Values are submitted as a more viable conceptual framework for talking about "self-concept" than is self-concept. Self-concept really is best described as self-reporting and the true objects of report are value indices.

10. The concepts of self-image, self-esteem, ideal-self, etc. take on a very complete meaning when blended with appropriate uses of the value concept in personality and behavior.

11. A self-concept report necessitates a value judgment about oneself on some understood value dimension.

12. Enhancement of the self-concept is essentially a value education process.

13. The Thomas Self-Concept Values Test (S-C VT) is an operational integration of constructs pertaining to the self-concept.

A CURRICULUM OF VALUE*

by

CHRIS BUETHE

Questions that are raised and fears that are expressed by young people who seek their own identities apparently are similar, whether in Harlem, Haight-Ashbury, or in Hobbs, New Mexico. Forms of questioning may differ between the hip urbanite and his country cousin, but the underlying problems of teens and pre-teens are much alike regardless of geographic, ethnic, or cultural differences.

The young have increased in numbers, but have not felt a corresponding increase in self-identity, security, and power. A growing technocracy continues to tell young people that there is little they can contribute to themselves or to man. Many young respond to a frustratingly complex society by "dropping out" in various ways. Perhaps they are only emulating their elders who drop out of confrontations and into escapism, out of cities and into suburbs. They young say: "Down with sham. Lead us to that which is of value."

When their elders, through the law, tell the young to attend schools, the expected and deserved experience to be gained in school is a serious exposure to reality through an honest curriculum of immediate and high value. Yet, the curriculum actually found in the school is too often a planned exercise in inertia instead of a confrontation with reality. One major part of the problem is the dilemma of the middle class syndrome that is described by Proffessor Broudy:

> We are to redeem the disadvantaged but not presumably by imposing middle-class values and demands upon them. But if one asks in what way the disadvantaged are disadvantaged, we are told they lack the means to achieve what seems suspiciously like middle-class values.[1]

As Dr. Broudy has suggested, the sources of values are varied; they are in the arts and the sciences, in diverse social classes.

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*Taken from Educational Leadership, Vol. 26, No. 1 (October, 1968), 31-3.

It is important that curriculum leaders speak out for their beliefs in the virtues of casteless man, just as the young--in their way--stand up for ideals that they believe carry no middle or other class labels. No age group conflict should exist; the young may find a renewed security in learning that school leaders share most of their own views on what is of value.

Curriculum decision makers must choose the "new" essentials, value essentials, as the basis of school curricula. The fact that it may be difficult to agree upon a set of fundamental values as the focus of new curricula does not negate the need to define fundamental values and their supporting curricula. When the young ask "What is of value?" the older must be available to help distinguish the valuable.

One major pitfall in developing a value-based curriculum is that when the young fail to find enough values for stability, they attach themselves to the elusive norms of society. There they find themselves treading in a kind of quicksand of popular behaviors.[2]

Yet curriculum specialists may resist the development of a curriculum that is purposely based upon a set of value statements. Perhaps they do so because of the overemphasis upon objectivity that is the curse of their professionalism. Do educationists, like the other social scientists who were recently criticized in Saturday Review's Education Supplement,[3] set themselves up as amoral technicians who regard value judgments as "unprofessional"?

In the view of this writer, value judgments are being made by educators. Such judgments are made, for example, when they decide not to include in the curriculum opportunities for experiences that are thought to be too mature, too controversial, or too frivolous for the young.

Components of a Value Curriculum

What would a value-oriented curriculum be like? How would a "value"curriculum differ from the usual discipline-oriented curriculum? The following is an attempt to define representative elements of such a curriculum by beginning with the questions, "What do young people value?" and "What do they feel a need to know?"

As a start, the young value life, idealism, sexuality, themselves, and others. They want to know who they are and what alternate routes they may chart for their lives. They want to compare "truths" and values with others, not to

avoid these. A valid curriculum for young people is one that directly approaches the questions of their age and time.

Major portions of a value-based curriculum should focus upon:

1. Self-knowledge. Knowledge of emotions, talents, drives, and needs. This includes an attempt to build one's own mental health survival kit, to learn to give and to accept love and respect.

2. Living and Dying. The apparent meaning of life plus guesses about the "leap into the dark." Comparative religion studies are a must for public schools. It is important to know what words and ideas lead and sustain people of defferent labeled faiths.

3. The Cooperation-Competition Spectrum. Comparative studies of Eastern and Western customs, language, literature, and thought not only help a student to see his own identity by way of contrasts (e.g., who he is not), but also reveal the knowledge that is needed in order to exist on this planet with those who are different. "Alternatives to War" would be a starkly appropriate label for a section of the curriculum.

4. Sexuality and Family Responsibility. Attempts at sex education as a high school instructional unit in physical education, biology, or home room are distressingly inadequate when the breadth and importance of sexuality is considered. Like the other facets of the value-based curriculum, this one should encompass all grade levels and most faculties.

5. Future Orientation. The conservation of natural, including human, resources is too important to be left principally in the hands of club sponsors, and merits special emphasis (e.g., waste control should be taught by schools as well as by Ralph Nader and television news staffs).

6. Growth of American Technocracy. Examples of bigness in govenment, urban sprawls, media, data handling, productivity, and economics lead to Orwellian value-laden questions about our country that should have ample consideration in the schools.

7. Self-discipline. This is, of course, what schools have always claimed to be about--to give each student a

start on an adaptive path that he will be willing and able to follow on his own after graduation. Yet, this may be judged to be the area most needing improvement when the behaviors of graduates are considered.

The partial list here may be labeled as rather idealistic, but the school should be a bastion of idealism. It is critical that the curriculum be flexible enough to include topics based upon the serious questions of students. Teachers should be encouraged to explain, but not to sell, their personal values. They should not be asked to wear the impossible mask of classroom neutrality that is usually called for today.

Evaluating Results

How can the effectiveness of a value-based curriculum be judged? As with any curriculum, the proof exists in the product. The product that should be observed most closely is the school graduate who has spent some years being directed by his own internal guidance system.

Examples of behavior-revealing questions that should be asked of the school's graduates are these:

--With respect to sexuality and family roles:

1. How do marriage and divorce rates compare to those of graduates of traditional curricula?
2. What is the record in terms of pregnancy outside marriage, venereal disease, and paternity cases?
3. As a measure of responsibility for children, what percent of the graduate's children lead to a critically low ratio of real income divided by each child?

--With respect to human conservation:

1. What are the current incidence counts of tobacco, alcohol, and drug use?
2. How many times per day is sufficient exercise pursued to make the heart pound?

--With respect to self-knowledge and mental health:

1. What do standardized test scales tell us of the graduate's personal qualities and adjustment?
2. What is the graduate's history to date on incidence

of health needs or referrals?

3. How does employment status relate to measured traits?

School graduates can be asked many other questions that will yield quantitative indicators of behavior. Behavioral patterns for graduates of value-based and traditionally-based curricula can then be compared. It would be expected that such research would show that schools can teach toward behaviorally-defined value-laden goals.

It is time for this nation's curriculum leaders to identify their profession with value definitions leading to value-oriented curricula. The young, as the human products of the schools, deserve nothing less than the set of opportunities for school experiences judged to be of most human value.

FOOTNOTES

[1]Harry S. Broudy. "Art, Science, and New Values." Phi Delta Kappan 49 (3): 115; November, 1967.

[2]Eugene F. McKibbon. "Touching Base With Our Youth." School and Society 95 (2296): 424-25; November 11, 1967.

[3]Peter Schrag. "Voices in the Classroom." Saturday Review 51 (7): 63; February 17, 1968.

DEVELOPMENT OF VALUES

Walter L. Thomas

		Approximate years
Phase I	Adopted Phase	0 - 5 yrs.

Simple internalization of the values in the child's life space.

Phase II Peer phase (multiple-input phase) 5 - 12 yrs.

The neighborhood, television, other children, teachers, clubs, gangs, organizations, etc. contribute sanctions and prohibitions.

Phase III Turbulence Phase 13 - 2? yrs.

Period of greatest value-dilemma, behavioral inconsistency. The effect of all of the previous in-put has taken its toll, leaving the young person hard-put to affirm any values.

Phase IV Reconstruction Phase 2? - 35 or 40 yrs.

The individual emerges from value turbulence and ambivalence and begins to construct a personally developed system of values.

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DO SCHOOLS AFFECT STUDENT VALUES?*

Donald Erickson, Assistant Professor of Education
Florida State University

The American people have set some rigorous goals for formal education. It seems generally agreed that the schools must foster self-reliance, respect for the rights of others, and a rational approach to problem-solving. In one state the law requires that all public high school students study a thirty-hour course in "Americanism vs. Communism" for the primary purpose of instilling... a greater appreciation of democratic processes...."[1] Many nonpublic schools have no less an objective than development of religiousness or morality.

Are these expectations realistic? Is there evidence that the basic values, preferences, or predilections of individuals are altered through schooling, and if so, under what conditions? Educators need answers to such questions as a basis for evaluating their objectives and programs. In this context, it may be useful to examine some insights that are available from the area of investigation known as "value theory," giving particular attention to studies concerning the effects of the school on student values.

Some Useful Concepts and Postulates

It seems that human behavior cannot be explained simply in terms of the individual's biological and psychological needs and the current demands of referent groups. Most adults appear to modify their immediate impulses in terms of larger considerations. These considerations are in part a product of awareness of (1) a cathectic factor--what one wants to do in the immediate sense--and (2) a cognitive factor--what one feels one ought to do in some overarching sense. For the purposes of this paper, the latter, the cognitive factor, will be viewed as one's system of values. Values are defined here as concepts, characteristic of the individual or the group, of what one ought, in some ultimate sense, to do.[2]

It is suggested that values affect behavior much in the manner that is visualized in Figure 1. Behavior, presumably, is to some extent the result of a choice from among behavioral alternatives perceived as available. This choice implies some order of preferences in terms of which the individual may assess the relative desirability of perceived alternatives. If one chooses to listen to the hi-fi rather than to attend a football game, for example, certain esthetic outcomes would seem to be higher than certain athletic or gregarious outcomes on one's order of preferences at the moment. This order of preferences, in turn, is viewed as an outcome of interaction between the individual's immediate

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*This study is based on research done while the author was a Staff Associate in the Midwest Administration Center.

impulses and his values. It appears that one's system of values, order of preferences, and resultant behavior have no one-to-one relationship. One's overt behavior at a given moment may seem incongruent with a particular value orientation (1) because one does not subscribe to the values in question, (2) because immediate impulses have "overpowered" the values, (3) because one does not perceive behavioral alternatives that permit expression of the values, and/or (4) because behavior is not a reliable indicator of self-perceived or self-anticipated behavior. Thus, the task of inferring values from observed behavior is not as simple as is sometimes thought.

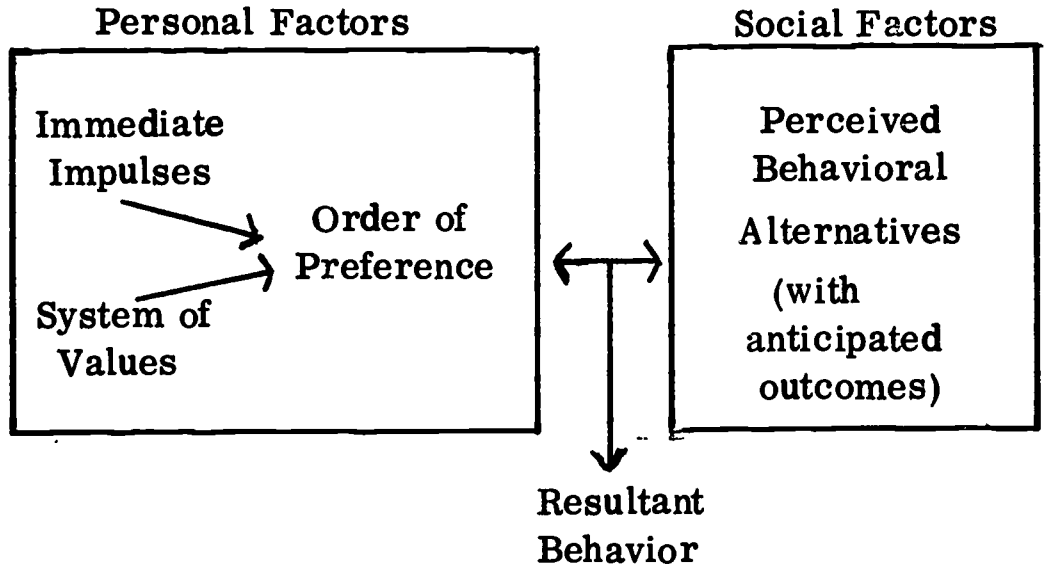


Fig. 1 -- The concepts of conscious choice

Some Important Early Studies

At one time it was claimed that children would be made more honest, altruistic, patriotic, or religious through generous applications of information and exhortation. But this idea was discredited long ago through the work of Hartshorne and May and their contemporaries.[3] In a series of careful studies it was found, for example, that certain instruction in honesty showed some tendency to produce deceit. Morality as estimated in the studies that era did not even exhibit a significant correlation with Bible knowledge or Sunday School attendance.

It is not safe to assume that those who exhibit undesirable behavior in such investigations necessarily hold the "wrong" values. Peck and Havighurst seem to have identified individuals whose value systems are either non-existent or non-operative and whose immediate impulses, consequently, dominate behavior.[4]

Little seems to be known concerning the conditions under which values actually operate or dominate and concerning the consequences for the individual of his behaving in defiance of his own values; these considerations call for further investigation..

Acquisition and Modification of Values

How, then, are values acquired and modified? The most defensible answer, in the light of existing evidence seems to be that values are internalized in response to persons with whom the individual identifies. Some important prerequisites of identification appear to be (1) enforcement of the norms of others, (2) visibility of those who appear to possess power or some other attribute which one would wish to possess, and (3) association with those who are perceived as nurturant and affectionate.

Values, in other words, seem to be acquired primarily through socialization, not logic; by exposure to human beings, not ideas; in response to exemplification, not exhortation.

Later Investigations

To a surprising extent the available evidence suggests that all other influences on values are dwarfed or even negated by forces that operate in early childhood. Davis, Dollard, Gardner, Havighurst, Hollingshead, Loeb, the Lynds, Warner, and others have traced the profound effects of the parental subculture on the human personality.[5] On the other hand, a number of studies appear to contradict such conclusions. McArthur,[6] McKenna,[7] Lenski,[8] and Prince[9] report studies which seem to demonstrate differential effects on values produced by different types of schools.

However, in many cases schools reflect the socio-economic class and general outlook of the neighborhood they serve. In other cases, parents choose a nonpublic school that reflects their loyalties. Under such conditions different school populations are virtually certain to reflect different values or preferences.

Though it may be necessary to conclude that schools seldom clearly influence values, there may be conditions under which schools can and do influence values significantly. Gordon and Coleman have produced evidence that the preferences, if not the values, of students seem to shift noticeably in response to the dominant emphases of the informal organization (otherwise known as the "Adolescent Society") in some high schools.[10] There is considerable evidence to suggest that the preferences of individuals may alter as a consequence of changes in the social climate of a group. It would seem that investigations purporting to discover effects of college experiences on values have involved institutions in which a unified and substantial social impact has been marshalled.[11]

A Recent Study of Religious Loyalties

A study recently completed at the University of Chicago was designed to identify differential effects of public and sectarian schooling on the religiousness of the child.[12]

The Sample

The sample consisted of 198 students in grades 6, 7, and 8, all of whom attended Fundamentalist day schools or churches or both. The students in Group 2 had attended only public schools, and their parents indicated unwillingness to patronize a Fundamentalist day school, even if one were available. The 33 subjects in Group 2 also had attended public schools exclusively, but only, according to the parents, because Fundamentalist schools had not been available. The 57 subjects in Group 3 were attending Fundamentalist day schools, but had done so for less than four years. Group 4 was composed of 60 subjects who had been in attendance at Fundamentalist schools for four or more years. The four groups did not differ significantly with respect to age, sex, or social position.

Type of Data

Religiousness was defined operationally in terms of the subjects' responses to 17 items purporting to measure conformity to Fundamentalist expectations. Subjects were asked to report their behavior in 8 items, their beliefs in 5 items, and their values in 5 items. The 17 items were based upon a preliminary statement of religious "essentials" with which 10 Fundamentalist leaders concurred. Subsequently, of 31 responding Fundamentalist leaders at least 80 per cent (in most cases 90 per cent or more) agreed concerning the "right" answer to each of the 17 items. When high-religious and low-religious subjects identified by the questionnaire were compared with 47 high-religious and 12 low-religious subjects previously identified by Fundamentalist leaders, the concurrent validity of the Religiousness variable was calculated as .93.

Parents of the students responded to a questionnaire measuring the variables Church Involvement, Home Congeniality, and Parent Religiousness.

Principal Findings

1. The tendency for Fundamentalist school groups (Groups 3 and 4) to obtain higher mean scores than public school groups (Groups 1 and 2) on the Religiousness variable was neither consistent nor statistically significant.

2. The variables Parent Religiousness, Home Congeniality, and Church Involvement exhibited a statistically significant interaction in their effects on the Religiousness variable. Though the nature of this interaction was too complex to permit complete examination here it may be noted in general that high scores on the Religiousness variable tended to occur only when high Parent Religiousness was combined with either high Home Congeniality or high Church Involvement or with both.

Principal Conclusions

Since the study did not involve probability sampling and information was limited concerning the extent to which the subjects and their schools might be

considered representative, it was not believed that the findings could be generalized readily, either to religious schools as a whole or to Fundamentalist schools as a group. It did seem clear, however, that the subjects in question demonstrated no differences in religiousness as operationally defined that could be attributed to differences in schooling--this in spite of the purported global differences between public and Fundamentalist schools.

But the most interesting conclusion of the study related to the concepts of identification that have been previously described. The findings were seen as supporting the idea that there may be at least two kinds of identification involved in the acquisition of values: the identification that represents introjection of imposed demands and the identification that can occur only when the available model is congenial. The findings suggested that the impact of schooling on Religiousness was nil.

Implications for Administration and Research

Educators should give serious attention to findings from value theory, for the weight of existing evidence seems to indicate that American schools in general do not influence student values significantly. Differences in behavior commonly attributed to schooling may well be mere reflections, in most cases, of selective school attendance. There is no ground for complacency with respect to the achievement of many important educational goals.

Yet there is little reason for schoolmen to abandon efforts to influence student values. The best interpretation of the existing research seems to be, not that values cannot be affected through schooling, but that values are little affected through prevailing methods. Such a conclusion is not surprising, for it has often been observed that few schools make full use of what is known about the human organism, the social group, and the learning process. Much of modern educational technology appears to envision learning--even the learning of attitudes and values--as an additive accumulation. One seldom sees a thorough-going approach to the stimulation of learning as a social--not merely intellectual--process.

Perhaps the following generalizations, at least, are defensible. If the individual is to acquire some set of values, these values must impinge upon him with insistency and consistency from his total milieu. They must be personified in powerful, visible, and congenial "others" in his world. Acquisition of the desired values must be prerequisite to tolerable adjustment. At the same time, the autonomy of the individual must be protected. The student must be helped to develop a reserve of self-confidence that will permit him to act out his concepts of what he ought to do, even though some short-range deprivations may result.

Some important questions remain to be investigated. The effects of peer groups on values need to be delineated and observed more carefully. The conditions

under which the teacher may serve as a model for identification must be explored. Much investigation should center upon the circumstances and psychological costs associated with non-operative or ineffective value systems. It may be that some kinds of values are more amenable to change than are others. Perhaps values range from those that are basic to one's personality to those that are peripheral, from those that are general and pervasive to those that are highly specific to various situations. Above all, investigators of values must begin to define and use their terms with much greater precision and consistency than has been common to date. Nonetheless, many concepts and findings now available may be of significant help to administrators, and one may look for information of even greater import to emerge from future research in this area.

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[1]Florida Statutes, 230.23 (4) (1).

[2]Several ideas in the present discussion find their roots in: Clyde Kluckhohn, et. al., "Values and Value-Orientations in the Theory of Action," Toward A General Theory of Action, eds. Talcott Parsons and Edward A. Shils. Cambridge, Mass.: Harvard University Press, 1952. pp. 388-433.

[3]Hugh Hartshorne and Mark A. May, Studies in the Nature of Character, Vol. I, Studies in Deceit (New York: Macmillan Company, 1930), p. 412.

[4]Robert F. Peck and Robert J. Havighurst, The Psychology of Character Development (New York: John Wiley and Sons, Inc., 1960).

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[8]Gerhard Lenski, The Religious Factor: A Sociological Study of Religion's Impact on Politics, Economics, and Family Life (Garden City, New York: Doubleday and Co., Inc., 1961).

[9]Richard Prince, "Student Value Judgments DO Differ in Public, Religious, and Private Schools," Phi Delta Kappan, XL (May, 1959), 305-7.

[10]These studies are discussed at some length in "The Organization Student: An Essay Review," Administrator's Notebook, Vol. X (December, 1961).

[11]E.g., Philip E. Jacob, Changing Values in College: An Exploratory Study of the Impact of College Teaching (New Haven: Edward W. Hazen Foundation, 1957).

[12]Donald Arthur Erickson, "Differential Effects of Public and Sectarian Schooling on the Religiousness of the Child" (Unpublished Ph.D. dissertation, Dept. of Education, University of Chicago, 1962).

VALUES IN THE CLASSROOM

A Handbook for Teachers

by

Walter L. Thomas
Doctor of Education
Director, Project on Student Values (Title III)

A PROSPECTUS

June 1969

INTRODUCTION TO THE PROSPECTUS

This prospectus includes a detailed outline of the intended book, "Values in the Classroom: A Handbook for Teachers". In addition to the comprehensive outline this prospectus also includes a precis of essential concepts to be dealt with in each section and a studied estimate of the number of type-written pages (double-spaced) for each section.

Dr. Sidney Simon, personal friend of this writer and author of Values and Teaching, has agreed to write the forward and provide editorial comment for the chapters on methods and value-to-subject integration.

VALUES IN THE CLASSROOM: A Handbook for Teachers

Forward - Dr. Sidney Simon, Temple University

Preface - The preface will include a statement of precipitating factors leading to the writing of this book, including the Project on Student Values and the Michigan State Department of Education.

I. Introduction

A. Increased Interest in the Value Concept

A survey will be provided of factors indicating pervasive and renewed interest in the value concept, particularly in the last ten years. The renewed interest of values as student characteristic variables, values in psycotherapy, in political decision making, conflict analysis, school predictor variables, attention given by popular press and media, educational research, etc. will be reviewed. Salient features of our day pertaining to values will be cited: sex education, religion and the schools, student unrest, the changing concept of school and teacher, etc. Mention will be made of specific legislative and policy statements given value education by Michigan, Oregon, North Carolina, Kentucky, St. Louis, Los Angeles, Schenectady, and Hawaii. A brief historical development for value education will be included.

B. Definition of the Value Concept

A primary definition for value will be presented and discussed. Value--a normative, conceptual standard of the desirable that predispositionally influences an individual in choosing among personally perceived alternatives of behavior. A simplified definition of value as a standard of the desirable or conception of the desirable will be recommended. The various definitions offered the concept of values in the disciplines of sociology, psychotherapy, economics, psychology, ethics, philosophy, social psychology, and psychometrics will be reviewed. An eclectic concept for value will be drawn from these areas of study and a discussion of the merits of the above definiton in the light of these views. A simplistic classroom definition of value as a behavioral variable will be presented.

Categorical distinctions will be presented among such terms as value, belief, attitude, interest, preference ethic, norm etc.

II. The Need for Value Education

A. Societal Change and Value Change

A case will be made for the idea that values are going through pervasive change. The discussion will be built around the thesis that technology produces societal change, which in turn, causes value change. This value change produces value dilemma and societal convulsion. A distinction will be made between what "Man can do" and what "Man ought to do". These two concepts will be chronologically contrasted and compared from early human history up through recent technological explosions. The precipitating societal changes include: the rural to urban movement, labor to leisure, scarcity to abundance, manual labor to technical labor limited to liberal education, religious to secular, and provincialism to internationalism.

The resulting value changes include: puritan ethic to social conformity, future-time orientation to present-time orientation, individualism to corporatism, work-success to money-success, universe to multiverse philosophy , absolutes to relatives, rigidity to tolerance for uncertainty, production appretiative to esthetic appreciation, instrumental activity to expressive activity, and morality of capacity to morality of constraint.

Many values are remaining in tact, demonstrating their stability among the young and old, the rich and poor, and the black and the white: democracy, loyalty, honesty, achievement, efficiency, growth, equality, justice, etc.

At least three "gaps" can be identified in our society today and describes in terms of value differences: the generation gap, the affluent-poor gap, and the racial gap.

The results of these social and value changes evidences itself in misunderstanding, unrest, and institutional upheaval.

B. Some assumptions for value education-

Students learn values from teachers whether or not teachers plan to teach values to students. Values can make schools and classrooms very human. Nothing else that is learned in the school really amounts to much unless value education is occuring simultaneously. Value

education is defined as value classification and not as indoctrination moralization, or preachment. Teachers should hold at least two values to guide their own classroom behavior that students must clarify their own values and the various student values in the classroom are to be tolerated (in keeping with the laws of our society). Except in the case of expressed constitutional injuction (justice, due process, equality, majority rule, etc.), no particular set of teacher stated values are to be indoctrinated or taught.

C. Value Education as a Top-Level Priority Task for the Public School

A top-level priority task for the public school, as defined by Harold Hand in his "Principles of Public Secondary Education," is a task which the public school can do better than any other single agency for all of America's children and youth. Since the school, by virtue of its philosophical and constitutional status, is committed to all members of our society. It is best able to provide an unbiased and objective value clarification experience for all of America's youth and children than can any other single agency in our society. Even though some agencies might do a better job for some children and youth, most agencies (besides the school) in the society are in the business of value indoctrination. Therefore, the public school should accept the social mandate to assist the students in clarifying their values in keeping with the student's intentions of living in a particular society.

III. Philosophy of Value Education

A. Social Values, Ethical-Moral Values, and Aesthetic Values-

At least three major classifications of values can be made: Social, Ethical-Moral, and Aesthetic. Social has to do with preferred standards having to do with good and bad, i.e., it is bad to drop papers on the school yard. The ethical-moral values are much more intense sanctions/prohibitions having to do with right and wrong, i.e., incest is wrong. Legal and social punishment are employed when ethical and moral values are disregarded. The aesthetic values have to do with the beautiful. The aesthetic values usually are concerned with the positive only--what is beautiful.

B. Intrinsic Values - Instrumental Values -

What value(s) is there, that for the sake of which all other values have meaning? The role of affirmation and "sky-hook" will be discussed. A brief mention of various claims for ultimate value will be compared with the function of intrinsic values in various societal processes, i.e., health for the physician, justice for the attorney, salvation for the

minister, etc. The dignity and worth of every individual is the intrinsic value underlying the Constitution of the United States. All other values, i.e., democracy, equality, justice, due process, etc., obtain their meaning from this intrinsic value. They are instrumental.

C. Some Value Problems

Is education for value ends more important than the process of value clarification? From what does the educational act obtain value? For what purposes are students educated? If values are in change, from what values does one find an educational criterion? Is value best thought of as a standard, a process of valuing (prizing), or as a valued object? Does the public school have a set of values it is to teach? How does the teacher reconcile personal value differences with those of the school and the community? Are values to be part of an existing educational experience or as a separate course or experience?

D. What Value Do We Teach? -

As an agent of the public school, there are some values which are to be affirmed by the school, and by which the school's actions are to be judged, even though indoctrination should not be the means of affirmation. The primary reference point is constitutional. The federal and state constitutions provide expressed and implied values on which the teacher can meaningfully and legally "teach". On these values the teacher and school are expected to take positions. The same constitutional references allow for individual differences as long as person, property, or government are not threatened.

The history, culture, and sociology of our nation can provide additional reference points for identifying values common to our society at large. Those reference points do not share the same authority as does those in the constitution. Since these values are not constitutionally or legally expressed or implied, the school can not assume the authoritative position on them as the former. These values would include altruism, humanitarianism, worship, aesthetics, intellectualism, competition, etc.

For sake of additional study, the particular institutional and sub-cultural values could be identified and analyzed, but never forced upon the student.

IV. The Sociology of Value Education

A. Values and the Socialization Process -

Values are normative--acquired through social experience. There are at least four stages in the value developmental process. 1. adoption

phase (0-5 years of age), 2. peer phase (5-12), 3. turbulence phase (12-2?) and the reconstruction phase (early adult life). Self-concept as self-values. The effect of particular social groups on personal value priorities. The two crucial periods for value education are early childhood and during the turbulence phase--these two periods indicate the greatest degrees of change in personal values.

B. Peer Influence on Values-

A review of the research on peer influence on student values at various age levels and economic levels. The most influential point of peer influence on personal value is the middle teen years.

C. The Role of Significant Persons -

A discussion of the social-psychology of George Herbert Meade and Coolie will be made as pertains to value development.

D. Values and the Self-Concept -

A definition of self-concept as a sum-total of evaluations about oneself will be presented. Self-concept is best thought of a self-values. A review of research on self-concept will be provided and interpreted in this light, particularly as it pertains to educational achievement and as a dependent variable.

V. The Psychology of Value Education

A. The Affective, Cognitive, and Psychomotor domains -

The three domains will be distinguished in terms of theory and examples. The interrelationships and distinctions will be noted, particularly between the cognitive and affective areas.

B. Values and Valuing -

The concept of value as a trait or predisposition will be contrasted with value as a verb--valuing. A distinction between the behavior of valuing and its predisposing trait.

C. Values and Believing-

Values are affirmed and normative; beliefs are cognitive and existential. One can prove a belief but not a value. Belief has to do with <u>is</u> or <u>is not</u>, while value has to do with <u>good-bad</u>, etc. A belief is a conceptualized

proposition about existence while value is a normative standard. (Example: I believe that seat-belts are related to safety. It is wrong not to wear seat=belts. I wear my seat-belts.) The first is a belief about existence. The second is a value judgement--an attitude. The third is the result of a value--a disposition to behave in a particular way.

D. Values Distinguished from Other Characteristics-

An attitude is an expression of a value--an expressed value judgement. An attitude is object oriented, a value is not since it is a standard by which one relates to objects. An interest or preference is also an expression of values. Value is the cause, attitude, interest, or preference is the effect.

E. Values and Motivation-

Ultimately, all motivation is intrinsic. Values are cited as the crucial concept in any explanation of human behavior (higher behavior). The concept of motivation as viewed by the cognitive dissonance people will be reviewed and defended in the light of values. Classic need theories, deprivation theories, valence theories, drive theories, and psychoanalyticwill be briefly interpreted in the light of value theory. The role of value motivation in classroom behavior will be pointed out.

F. Values and Perception-

The effect of personal values on the behavior of perception will be presented. Five research projects will be reviewed to support the thesis that we see what we want to see. The application of this information to classroom stimuli will be made.

G. Values and Individual Differences-

Values will be viewed as descriptor variables in studying student characteristics. The relationships between values and other student characteristics will be noted as a result of reported research, i.e., values and achievement, economic level, kind of educational experience, ability, educational level, etc. There are over 80 studies in the literature pertaining to values as related to other characteristics.

H. Psychological Development of Values-

A personal-social discussion of value development will be made from the take-off on value development presented in the chapter on sociology and

Value. The self-actualization principle will be discussed. The role of values in self-identity, mental health, and individuation will be cited. The psychological processes of accomodation and assimilation will be used to describe value inquiry in the personal - social experience.

I. Value Acquiry: Learning-

A brief review of prominent learning theories will be made, along with postulated value acquiry in each. The position will be defended that cognitive theory and stress theory have the most to offer in explaining the learning of value disposition. The least effective explanation is conditioning and reinforcement theory. Affective learning will be contrasted from cognitive and psychomotor learning. The thesis that values only operate and are acquired only under conditions of conflict of value alternatives will be taken. The models discussed will be provided classroom examples of application.

J. Some Psychological Models for Value-

Among the models to be discussed will be: the Rokeach model of belief, the Meade model for self-values, the Thomas model of cardinal-peripheral values, the Freudian model of super-ego, and the Plaget model of moral development.

VI. Strategies for Value Clarification

The following methods will be described, explained and examples provided: the value sheet, value analysis discussion, role playing, contrived incident, ZigZag lesson, devil's advocate, value continium, thought sheet, reaction sheet, open-ended questions, coded student papers, semantic differential, unfinished story, time diary, autobiographical questionaire, public interview, quote without comment, student reports, action projects, proud whip, traded identity, auction, snap judgement, puppet play, a little-bit-more, etc.

A value clarification strategy is defined as a method or combination of methods that produces a particular psychological behavior relating to values, i.e., identification, clarification, analyzation, affirmation, assimilation, etc. Examples of strategies and how they complement psychological theory will be provided.

A strategy for value clarification must meet at least five requisites; the first three call for cognitive (pre-affective) behavior and the latter two are dependent upon effective factors:

1. Identify a value problem. A problem is a value dilemma not immediately solvable as a result of the students existing value repertoire.

2. Present the student with live value options to the problem, as many as are indeed live in our society. A live option is defined as a living option, in that a significant portion of our population are dealing with the problem in a manner peculiar to that option.

3. Provide the student with experiences comparing and contrasting the various value alternatives available, identifying relevant strengths and weaknesses.

4. Put the student into the position of choosing among the alternatives, one or more which he feels personally acceptable.

5. Put the student into the position of defending his choice before his peers.

VII. Value Education and the School Curriculum-

A. Value Education and the Existing School Curriculum-

At least three approaches could be made in relating value education experiences to the existing curriculum: 1. Integration of value material into existing curriculum material, 2. preparation of special courses and classes devoted to value education, and 3. using value material as the content for cognitive skills and communication skills learning, i.e., creative writing about a value problem. The position will be taken that complete integration is preferred.

B.-E. Four sections will be devoted to values in the language arts and humanities, values in the natural sciences, values in the social sciences, and values in the extra-class experiences respectively. In each of these four areas, examples and suggestions will be made for integrating value education while carrying on the regular expectations for the learning experience.

F. Value Education in Perspective-

Value education experiences include identification, clarification, analysis, compare, contrast, choosing, defending, etc. of various value positions and alternatives. The ultimate result is to have students make more defensible and meaningful value choices.

G. Preparation of Value Education Units of Study-

Explanation and examples of preparing units of study in value education. A comprehensive review will be made of units developed during the efforts

of the Project on Student Values. These units will include: philosophical rationale and assumptions, purposes, behavioral objectives, context, methods, outline of content, and techniques of evaluation. Two or three appendices will be provided comprised of complete exemplars of value units.

VIII. Evaluation of Value Education

A. Preparing Behavioral Objectives in the Affective Domain-

An extensive set of suggestions, theory, and examples for writing behavioral objectives will be made. A brief learning program will be provided, along with selected references. A comprehensive listing of behavioral objectives exemplars will be provided.

B. Assessing Value Change-

A case for construct validity of value measurement will be presented, so that reasonable inferences to values may be made. An attempt will be made to relate behavioral objectives to stimulating value-disposed behavior in teacher-made evaluation devices.

C. Value "Measurement"-

A brief review of ordinal theory as it pertains to educational measurements. How to derive "indices" rather than scores. Application of simple classroom statistics. The concept of goal sheets will be discussed as a viable means of classroom evaluation of value behavior.

D. The Teacher-Made Values Test-

A discussion of forced-choice and Likert response modes of attitude measurement. A presentation will be made of four innovative value assessment techniques possessing face validity for students: my enemy, value sheet, semantic differential, and perceptual threshold. Techniques for minimizing faking and chance will be suggested.

E. Some Standardized Tests-

A descriptive review will be made of some standardized values instruments, as well as some experimental attempts at others. Mention will be made of the Omnibus Personality Inventory, the Inventory of Values, the Study of Values, the Gordon Inter-Personal Value Inventory, the Differential Value Profile, the Thomas Self-Concept Values Test, and the Poe Inventory of Values.

F. Soft and Hard Data in Evaluation of Value Education-

Use of observational data as a complement to test data and goal sheets.

G. Unobtrusive Indices of Value Education-

Use of non-parametric and non-linear information for indicating value analysis and committment.

IX. A Selected Bibliography on Value Education

This bibliography will include approximately 150 references on values as pertains to some inportant aspect of value education. These references will generally follow the contents of this book.

X. A Listing of Available Value Education Materials (Descriptive Annotations)

Films, tapes, records, film-strips, bulletin boards, pamphlets, games, puppets, etc. which have been produced with value education particularly in mind.

XI. A Selected School Library Bibliography to Support a Curricular Effort in Value Education.

This would include materials and books related to students and classroom activities, with special emphasis in children's literature.

Appendices

Samples of values tests, goal sheets, and value education units of study.

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CHAPTER V

Section C

WHEN DO VALUES FUNCTION

Values are criteria; standards of what a person feels to be desirable. A value is a normative, conceptual standard of the desirable that predispositionally influences individuals in choosing among personally perceived alternatives of behavior. Values function when a person is engaged in higher behavior, as distinguished from lower behavior of which many animals are also capable, i.e., habit, reflex, respiration, autonomic behavior, etc. There is never a moment in human experience when there is not both lower and higher behavior in process. Both are occuring when sleeping or awake, when still or active, when silent or noisey, when alone or in a group. Higher behavior includes learning, perception, reasoning, memory, decision-making, loving, working, worshipping, playing, and the like. Values influence all of these activities. There are some of these behaviors that are more primary than others, and that is not to say they are more important than the rest. By primary is meant that the other behaviors are more dependent upon them than vice versa. At least two higher behaviors are primary: perception and decision-making. One could hardly do any of the higher activities without perceiving and deciding.

Of these two, perception may be more primary than decision-making; or they may actually be two facets of the same behavior, i.e., to perceive is to decide or to decide is to perceive. What causes a person to select from the

myriad of possible stimuli, those which will be perceived? Is there a threshold over which perceptual stimuli proceed? Is the threshold, in fact, a gate; a gate through which stimuli pass upon decision of the perceiver?

There is evidence supporting the notion of perceptual selectivity and attention. The phenomena of perceptual vigilence and perceptual defense have been well documented in experimental psychology (Bruner and Goodman, 1947; Bruner and Postman, 1947; Gilchrist, Ludeman, and Lipak, 1954; McGinnies, 1958). These and other studies support the notion that one controls his perception of stimuli. We see what we want to see.

Andrews (1967) reviewed the literature on perceptual decision and concludes that values are organizing factors in perception. Values serve as criteria for deciding what one wants or ought to consciously perceive. Perception occurs at both the subconscious and conscious levels. The evidence suggests that one perceives with less discrimination at the unconscious levels than at the conscious levels. Some of the studies indicate that the perceptual threshold is manipulated according to the agreement of the perceptual stimuli with the respective personal values of the perceiver. The individual's recognition levels are highly correlated with his personal values, i.e., he is vigilent for stimuli that are highly valued and defensive to stimuli that are anti-valued. A person with a high religious value will read religious words with less visual exposure duration than will a non-religious person, or than the same person will with non-religious words. The individual perceives the word subconsciously and proceeds to raise or lower the conscious perceptual threshold in keeping with his standards of the desirable (values). There is decision-making in perception. This is known as the <u>First Order Function</u> of values.

All other higher behaviors are dependent upon the perception process. Therefore, a general statement is in order: Values function whenever a person is behaving (higher). Parsons and Shils (1962) point out in their work reflecting a massive interdisciplinary work at Harvard to identify causes of human behavior, "Patterns of value orientation have been singled out as the most crucial cultural elements in the organization of systems of action." It becomes redundant, in one sense, to ask, "When do values function?", since they function always in behavior. In another sense, the question is meaningful. One can identify some of the particular conditions in the situation that demand a person deploy his values in behavior. It is as if there might be some situations that might not call for the function of values other than at the perceptual level. In such situations, values would have functioned a priori as perceptual criteria. Values can also be demanded to be used by the nature of the situation within which one behaves. The former is called the First Order Value Function, the latter is the Second Order Value Function.

What, then, are the second order conditions for values to function? The conditions are essentially two: others and options. Values function only under social conditions of conflict. That is to say, values occur only in the presence of at least one other person (real or represented) and when there is more than one option available. The options involve decisions, value conflict, and conflict among alternatives. Only live options are pertinent. If it's not possible why bother. An option is not a synonym for an alternative. An option is an accommodating combination of a value and an alternative, therefore, rendered viable for selection and rank-ordering. A more detailed discussion of these

prerequisite conditions to the function of values is provided below. Values function when:

1. There is a decision to be made. One cannot make a decision in a vacuum. There are alternatives from which to choose and there are standards to be used in making the decision. A decision is made in favor of the greater good. The respective alternatives and the respective values which the individual combines in a particular behavioral event are not all compatible. There is probably merits in many of the alternatives. A particular value in the person's value system may signal a green light to one alternative, but another value in the same system may signal a red light for the same alternative. The respective values and alternatives may be reserved and rearranged in other combinations. The various possible decisions are the function of the alternatives and values brought together by a person at a particular behavioral moment. The greater the number of values and alternatives the greater the possible number of options. Consequently, one can only make a decision for the greater good and not merely the exclusive good of an option. A decision could not be made unless values provide the criteria for making it. Not only does a decision ask for a selection of the best option, but it also involves rank-ordering the respective options according to relatively judged goodness.

2. There is conflict among alternatives. Conflict is not meant to suggest insurmountable trauma, but it is meant to suggest an impass. For the moment, the alternatives possess contradictory valence. It is a "rock as over against a hard place," or "the frying pan vs. the fire." There is not a clear indication of what one ought or ought not to choose. One cannot pull from some immediate repertoire a convenient and absolutely successful solution. It is a dilemma. The alternatives must all be live to become integral to the conflict, i.e., a ridiculous alternative is not an option. One's beliefs about the existence of factors in the situation are conflicting to each other (beliefs are not the same as values). Knowledge is fugitive, or inadequate, or both. One must proceed beyond the comfort of what one knows, and make the very human act of a decision. Therefore, the decision is not what one knows to be the right decision, but what one feels to be the right decision. It is a value judgement of the greater good! The greater good is the same as the least bad among the bad alternatives, i.e., "The lesser of two (or more) evils."

3. There is conflict among values. This is, itself, a truism. Any individual's system of values has inherent conflict, some systems to a lesser degree than others. A child shortly after birth and a very mature adult probably experience the least amount of conflict among values in their respective value system. Childhood, adolescence, and young adulthood are characterized by relative amounts of value conflict. The dynamic tension generated in individual value systems defines the conflict of alternatives discussed earlier. The conflict of alternatives is the reflection of the conflict in values. The value conflict precedes the alternative conflict. The more integrated and hierarchial the value system, the less the conflict internally and externally. Objects, alternatives, do not have value in themselves, at least as a factor to be considered in effecting behavior. Objects and alternatives are ascribed their value by the perceiving and behaving person. This ascribed object worth is known as valence. The process of ascribing is known as cathexis, or cathecting. Whether one identifies the conflict among values (cause) or the conflict among alternatives (effect), the fact remains that a value judgement must emerge if one is to continue living. Values function as reference points, standards, if you please, by which one relates to alternatives/objects in his life space.

4. There are other persons present. Values are learned and used through sharing. They are normative in their derivation and social in their function. There is probably no essential value problem that doesn't involve at least one other person, either literally or representively. One could propose the ridiculous and hypothetical situation of amoral or a-value conditions if a complete orphan, living as a hermit recluse, contemplated suicide. Maybe he would not have a value problem on his hands. At the same time, there is probably no value problem for a person who, at that behavioral moment, is entirely in his privacy--if such a condition could be achieved. The point is, values function only when some type of social situation exists.

Choices are not the same as solutions. Similarly, conflict is not the same as a problem, and values are not the same as beliefs. Values in conflict demand choices, or decisions. A discrepancy between beliefs is a problem that demands solution. One could walk away from a problem. One could not walk away from value conflict. A problem is solved by obtaining new and necessary information. A conflict is handled by going beyond information to what is felt to be the better

choice. Problem solving is not the same as value choosing (value judgement). Problems have to do with relative existence; values have to do with relative goods. Problems and solutions are objective; values and choices are subjective. Problems are to do with beliefs; conflicts are to do with values. Beliefs are propositions about existence, and are thus existential in nature. A belief has to do with <u>is</u> or <u>is not.</u> A value has to do with <u>good</u> or <u>bad,</u> and is a commitment. A belief can be proven or disproven. A value cannot be proven or disproven. A value is affirmed. Conversely, one does not affirm a belief without it becoming a value. Belief is a function of what one knows about existence; value is what one feels about existence. To believe is to know; to value is to feel. Beliefs precede values, i.e., I must believe in something's existence before I will affirm it's goodness or beauty. One has many beliefs that are relatively free of value judgement, but one has no value judgements without concomitant belief. Belief has to do with the believed fact of existence, value has to do with the ascribed quality of that existence.

One cannot say that value conflicts are solved, or that they are solved through critical thinking, or empiricism. This denies the very nature of value conflict by putting it into the realm of the existential and the objective. Critical thinking is only useful in working out value conflict to the degree that beliefs must be clarified <u>before</u> making a decision. Critical thinking does not make a commitment. To analyze the strengths and weaknesses of the various alternatives presupposes that alternatives are capable of having value aside from the person perceiving the situation. It merely means the intellectual man may attain splendid impass. It presupposes that one's values are the effect and the objective alternative is the cause. It presupposes that if one could simply clear-up cognitive confusion with

new information, the affective would take its subsequent and dependent place. It presupposes that what one knows is identical with his commitments. It presupposes that perfection is dependent upon omniscience.

Life would be much more simple if this supposition were true. We would not need courts, just computers. We would not need faith, just formulae. We would not need conscience, just concepts. We would not need art, just patterns. We would not need music, just sound. We would not need love, just attachments. We would not need relationships, just experiences. We would not need communion, just communication. In short, we just wouldn't need people, only machines, and at least one God type engineer somewhere. But, alas, after one discovers all he can know about the alternatives in the conflict, he must then leap beyond his knowledge into the relatively unknown. He must do that which is only and desparately human--make a value judgement!

When do values stop functioning in people? At death . . . er . . . that's another ball game.

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CHAPTER VI

MODELS FOR VALUE EDUCATION*

An effective model for value education must take into account a number of important factors. It must take into consideration what is known about the concept of value as a psychological and social construct. It must be consonant with learning theory. It must be within the practical reach of typical teachers and students. It must be in agreement with the philosophy of education and philosophy of society controlling the school in which it is to operate.

Value education is defined as value analysis and value clarification. An effective teaching model blends together various methods to produce the psychological and social behaviors believed essential to value development. It is a strategy. It is designed in terms of student learning and, to a lesser degree, in terms of teacher methods. It does not presuppose indoctrination, preachment, or moralization. It assumes the dignity and worth of each individual student. It holds each student to have conative qualities which, if given a chance, can suggest very creative solutions to value problems. It permits an alleged "best" value alternative the privilege to attest to its viability in the free arena of contrast and comparison; and that a "good" alternative does not have to be propped up with dogmatism , control of available information, or delimiting other alternatives from consideration. It sees value education involving such student behavior as identification, generalization,

*From a forthcoming book, Values in the Classroom, by Walter L. Thomas

discrimination, clarification, comparison, contrasting, analyzation. affirmation. assimilation, commitment, and the like.

Three models are discussed in the remainder of this chapter. The Conflict Analysis Model, the Identification Model, and the "Looking Glass Self" Model. The first model demands the ability to do abstract reasoning and would probably be unsuccessful before the participant is nine or ten years of age. The second model, the Identification Model, is probably most workable for early childhood education and would become increasingly "corny" to the emerging adolescent. The third model, the "Looking Glass Self" Model, is usable for persons of all ages. There are probably other models available but this discussion will be limited to only these three.

CONFLICT ANALYSIS MODEL

This model is conveniently perceived in six phases, the first three are more cognitive than affective and the latter three are more affective than cognitive. The teacher can create many combinations of methods and expereinces to facilitate the six phases suggested. The six phases are probably best conceived as sequential and cumulative. A student would probably have to take each phase in order.

THE MODEL

It is value analysis and value clarification when students:

1. Identify a value conflict. A value conflict is a value dilemma or problem not immediately solvable as a result of the student's value repertoire. If the student could immediately solve the problem it would not qualify as a genuine value conflict dilemma. A value conflict suggests an impass, an impass caused by a conflict of valued alternatives.

2. Identify live options to the conflict. A live option is thought of as a "living" option, in that a significant portion of our society are dealing with the specified problem in a manner peculiar to that option. As many options should be presented as are live. The options are not values in themselves, but are valued (value judged) options.

3. Compare and contrast the various options. The variously valued alternatives are to be compared and contrasted for their strengths and weaknesses. The implications of selecting a particular option should be considered: "What are the consequences of selecting this option?" Seldom is an option clearly good or bad, but it must be judged on judged on its relative goodness and badness.

4. Rank-order the various options on the basis of their respective merits. Such a process avoids a mere smorgasbord of alternatives, from which the student eventually selects only one. This calls for as many value judgements as there are alternatives. The process of selecting the best alternative should be the natural result of ranking all the alternatives respectively.

5. Select the most acceptable alternative. Selection involves commitment on the part of the student. He puts himself on the line in the light of the analysis he has made. Values are commitments to standards of what is personally believed desirable. The selection experience forces the commitment to be operative by value-judging the respective alternatives considered. It may only be a cognitive game until the student engages in selection. The selection is decision-making and the criteria used in the decision are the various value-criteria he possesses at the time of the decision.

6. Defend the choice before peers. Public affirmation of the personal selection puts value analysis in its proper domain: social sharing. Values are normative and are reinforced when affirmed before others. The public commitment is the final and

> necessary experience for value clarification. The commitment is felt when one realizes it could evoke praise, ridicule, or some other response from one's peers. The public testimony provides some personal confirmation for the individual, and certainly puts his self-respect on the line, since there is probably social pressure to show future evidence of the value commitment before his peers.

An actual example of this model occurred in a fifth-grade classroom situation. The teacher briefly posed a value dilemma growing out of a real incident reported by one of the children that very morning. The value problem pertained to a fifth grade child and his kindergarten brother waiting for the school bus to pick them up. Just as the bus came into view, the younger brother reported to the older child that he had lost an important note his mother had instructed him to give to his teacher. There was little time for them to look for the note before the bus stopped. What will the older child do? The teacher set up some quick spontaneous role-playing including the two children, the teacher, the bus-driver, etc. One child in the role-palying offered the adjustive solution of not taking the bus, but look for the note instead, and then walk to school and explain they had slept-in that morning. As soon as the role-player had posed this alternative the members of the class cheered and immediately supported the actor's choice. In the ensuing discussion, a child suggested that the mother might phone the teacher to discuss the contents of the note and the truth might come to light. Another child wanted to know which of the two siblings would make the "explanation" and to which teacher would he make it? The implications of the apparent adjustive behavior began to weigh on the class members and it was subsequently abandoned for lack of tenability

in the long run. It was not integrative. Eventually the teacher asked any child to suggest his alternative. Seven apparently viable alternatives were placed on the board, and the children were each asked to rank-order the alternatives as they saw them. Some were asked to explain why they ranked the alternatives the way they did.

The above strategy involved more than one method, i.e., presentation of basic problem by the teacher, role-playing by various teams of students, classroom discussion of contrast and comparison, and individual student testimonials. The strategy identified a real value problem, posed various live options, compared and contrasted opinions, encouraged selection of options, rank-order of options, and called for affirmation of choices before peers. The situation was a spontaneous value problem cited by a member of the class. The teacher took advantage of a teaching moment and caused value analysis and clarification for most of the members of the class. The teacher did not moralize, condemn, or preach, but placed the value problem squarely in front of the class members and let them feel their way through the various cognitive and affective experiences.

This six phase model for value education is essentially a stress model. It is a stress model becuase it uses dissonance as its primary tool. It is a conflict model because it uses impass as its condition. The value dilemma consists of the cognitive and affective uncertainty regarding the problem and various alternatives experienced.

Values are probably never used or learned except under conditions of

conflict. No value judgement is needed when there is only one "alternative." Whe.. there are at least two alternatives a decision must be made regarding which is the better alternative. By definition then, a value conflict is a momentary impass among alternatives, due to new awareness. The value conflict situation demands one to select some response which he believes viable for the conflict at hand. The first encounter with a conflict is probably not really seen as a conflict by the individual, since he will spontaneously respond by analogy. He cannot help but interpret the given situation in the light of analogous past experiences. The student may see all the alternatives as possessing both tenable and untenable characteristics. In fact, if it isn't somewhat tenable, it can hardly be called an alternative. He has a ready-made set of responses that range from most workable to least workable (in his eyes). He will make the provisional try. He will apply the best one first and if it does not succeed a true conflict begins to take shape. As the second and third responses don't succeed then conflict frustration is experienced. The effective teacher is one who anticipates possible automatic responses and provides new awarenesses that suggest the untenability of the early responses, thereby, producing a real value conflict for the student. It is a moment of truth, a crisis. The resulting stress is crucial if the person is to move to new awarenesses and not merely rely on neat, habitual, and non-discriminating response packages, i.e., the student's value system does not supply him with easy closure. The effected stress legitimizes the experience as an emotional, affective experience. Stress is integrally related to the values a person brings in his personal value system to the problem situation. What is satisfying

and dis-satisfying (stressful) is determined by his "standards of desirable" (values). He will select alternatives on the basis of his values. These values provide the criteria for value judgements regarding the viability and goodness of the respective alternatives for action.

Until the stress is felt and the actual dilemma is brought into awareness, the experience becomes simply an intellectual game. But when rank-ordering of the alternatives is required, value judgements are necessitated. The greater the intensity of stress the greater the value analysis and value clarification required for closure. The student must feel some stake in the situation and the outcome of it.

The conflict model is not intended to suggest unsurmountable stress situations. It is only a teaching/learning model for typical students and teachers and not a clinical model for professional psychologists and disturbed children or adolescents. Teachers are cautioned not to use the stress model when a student might be emotionally disturbed. Please notice that the model expects resolution of the conflict and eventual affirmation of a tenable alternative, not indefinite stress.

The model does not call for mere adjustment to a dilemma. It calls for integrative adjustment. Adjustive responses may not be healthy or integrative, i.e., one could adjust by throwing a tantrum. Adjust means to simply reduce stress. An integrative response, on the other hand, is the one that provides resolution of the stress problem without invoking more stress than the original problem caused, i.e., throwing a tantrum may bring social pressure or punitive stress, or guilt, etc. A tenable and integrative alternative is one that holds up under longer periods of time than the time taken to merely verbalize or select the alternative. One must consider

the implications and consequences involved in the endorsement of a particular alternative if it is to be integrative as well as adjustive.

This is also a social model since it calls for responses which may be attested or contested by one's contemporaries. This is a necessary condition for the function of values. Values are normative in their nature and social in their assimilation and their application. A value decision, sooner or later, is a social decision. It is hard to conceive of a value problem that does not have implications for at least someone other than oneself. The hypothetical question can be asked, "Is it possible to be good or bad, moral or immoral, ethical or unethical when one is is complete and total privacy?" It is probably unlikely that values are developed, strengthened or weakened, analyzed or clarified, or deployed unless a social situation. is present in either a mental and/or real way. It is therefore, fitting that a value education experience take other persons into cognizance.

This is also a personal model since it ultimately is an individual who makes the value judgement. The alternatives are personally perceived. The person must relate his experience and perceptions to the conflict at hand. He must decide what is best for him. He must live with the consequences. The implications for teaching and learning suggest individualized instruction and individual performance expectations for students, even though many students may do things in common as enroute behaviors.

There is also a subjective model since it is ostensibly possible to have as many eventual alternative selections as there are persons in the experience. There is a degree of objectivity implied in the first three steps of the model since cognitive awareness of an actual problem and alternatives are specially identified. From that point on, though, it is the student's own thing. If the teacher is commited to a no-preach

and no-indocrinate perspective of value education, he may find it necessary to control himself in the light of some individual cases. If the teacher is insecure in his own values and becomes threatened because of value differences, he may attempt to retrieve the student from "the brink of apparent disaster". With that act, he has reduced all the forgoing value analysis experiences to mere game-playing.

It is also a problem-solving model not unlike some of the classical problem-solving conditions provided in early psychology and early American philosophy of education. Unlike many early problem-solving treateses that considered trial-and-error as the primary means of solution, the present model suggests solution to be a cognitive decision-making process. Insight and affect are integral aspects of the solution process. Some of the problem-solving concepts offered Dewey and James appear to have relevance to the present model. Space does not allow further expansion of these prospects here.

The only practical limitation on the present six-phase model of value education is the ingenuity of the teacher to contrive experiences and the student's capacity to carry them out. The combinations and variations of methods which could achieve this model are many.

(to be continued)

A CURRICULUM UNIT IN VALUE EDUCATION

Cooperation in Football

by

George Barcheski
(coach)

Specific Values:	Loyalty and self-control
Subject Area:	Football
Grade Level:	Tenth grade boys
School:	Northview High School
District:	Northview Public Schools
Time:	August 28-September 29, 1967 (five weeks)
Directed by:	Walter L. Thomas, Project Director
Sponsored by:	Project on Student Values 3860 Plainfield, N.E. Grand Rapids, Michigan 49505

COOPERATION IN FOOTBALL

A football season, like life, begins with sunshine and optimism. Soon, however, the fierceness of competition and difficulties bring one to reality. It is easy to declare the top position, but more difficult to reach it. Not only in football, but also in life.

The general objectives were to promote loyalty and self-control among the members of the team.

More specifically, we anticipated the following behavior patterns to emerge: promptness to practice, physical conditioning, personal responsibility, and faith in one another. We also anticipated an improvement in control of tempers, language, off-field behavior and personal appearance.

The study took place in a typical football camp among tenth grade boys in an "upper-lower" class community.

The necessity for a burning desire to play football and the importance of maintaining high scholastic averages were stressed. Also stressed was the necessity for sacrifices and cooperation in regard to the training rules.

The program began August 28th and ended September 29th.

I consider this study to be very beneficial in the over-all philosophy of the athletic program.

We had hoped for an improvement in grades to come with the desire increased through football, but we found the reverse to be true. There was, however, an increase in values as measured by the test. On only three of the twenty questions did the post-test register lower than the pre-test.

I would recommend that a play for cooperation with studies be set up whereby students having difficulties might be helped by another student in order that the grades would not suffer.

COOPERATION IN FOOTBALL

Statement of Philosophy

A football season is a lot like life, in microcosm. The season begins with warm and sunny days filled with optomism and hope. As the season progresses, the sunshine wanes, the warmth diminishes, and optomistic hope is qualified by the hard lifelike realities of fierce competition, unexpected injuries, and the innate difficulty of sustained human effort. The days grow colder, the rains come, and optomistic vision becomes more realistic. It is always easier to declare the top position in anything than to reach it. Each week is a new encounter, each season a new challenge. Life is like that too, because it is spent in time, among all the personal trials and difficulties. Anyone who thinks otherwise lives in a dreamworld, where reality has been entirely replaced by fantasy. But a football season, like life, is authentic and real, as well as somewhat fantastic.

Statement of General Objectives

One of the first needs of every individual is the desire to be accepted by a group. A boy who is a member of a football team soon learn the ways he must conduct himself in order to be accepted by the group. Our objectives this past season were the values of loyalty to the group and self-control.

Statement of Specific Objectives

On a successful football team a boy must learn to work for the good of the whole and to subordinate his personal interests for the good of the team. Being a member of the team, he soon realizes that the team comes before self. This strengthens his character, because of the sacrifice that is necessary for the group. A degree of self-control is established which will be a value the rest of his life. Since the desired outcome that I anticipated this past season will involve an evolution of behavior dealing with athletes under conditions vastly different from the usual classroom situation the values derived will seem foreign to some.

Loyalty to the group and self-control were the specific objectives. We anticipated the following behavior patterns to emerge.

A. Loyalty to the Group
    1. Promptness to practice
    2. Physical conditioning (observed by a performance chart and by observation of the staff)
    3. Personal responsibility of each player to carry out his assignment.
    4. Faith in his teammates
    5. Adherence to training regulations
B. Self-control
    1. Control of temper
    2. Control of language
    3. Behavior off the field
    4. Personal appearance

Statement of Content and Methods

I combined the two for the sake of simplicity--it will help understand the process by which we planned to determine if a boy actually gains values by participating in football

We told all of our boys that the first and foremost requisite of a good football player is that he must have a burning desire to play the game. The second requirement stressed is the importance to maintain a high scholastic average in order to maintain a perspective that will be a value to the team and to himself as a part of this group. Many of our players had to get up early in the morning in order to keep up their classwork; however, they did this on their own initiative, which is the goal I seek.

I found that if an athlete is willing to pay the price for success, he will receive his share of it. It was necessary for many football players to punish themselves severely in order to get into top physical condition. Those who worked at this continually, soon found that they were rapidly moving past boys of equal ability who took the easy road.

To have a successful football season, it is imperative that we have a group of young men who are willing to make sacrifices and will cooperate together in regard to training rules.

1. No smoking or drinking.
2. Curfew during the season
   10:00 weekdays
   12:00 weekends.
3. Church attendance is stressed.

We found during this study, that if an individual does not think in terms of team success, he is of no use to the group.

Time Schedule

The program began August 28th and ended September 29th, the rest of the season dealt with evaluation and individual needs.

Evaluation

A test was designed with the aid of Mr. Walter Thomas, which is included in this paper along with a chart indicating the change after each test.

Evaluation and Interpretation

From a personal standpoint, I consider this study to be very beneficial in our over-all philosophy dealing with our athletic program. I enjoyed this season much more because I had a number of goals and objectives that I thought would be worthwhile. Some of these goals were not reached, but I think by using a different method of approach they can be obtained.

Goals Reached

We definitely feel that we succeeded in developing the value of cooperation among the players. Some individual players stated that they were not fully accepted by their teammates, but I would hasten to point out that this is usually the case on most football teams. At most practice sessions and games there developed a definite closeness or oneness among the athletes. Some would voice encouragement while others would help with the various techniques. There developed a distinct cooperation among most of the participants.

A section of the study dealt with cooperation between coach and player. The results were especially pleasing. Naturally I was delighted with the findings. The question I kept in mind during this study was, "What happens to the young man between the ages of 14 and 18?" It is here that we find the forgotten boy. For young men of this age, there are very few guiding hands to help them choose the correct path in life. A person need only to look at the newspapers, the T. V., or listen to the radio today, in order to guage the rising statistics in crime and anti-social behavior. I have found during this study that coaches have the opportunity to help shape values by means of incentives and good examples. We must give these boys a goal to strive for, a formula based on experience and the reward that comes from clean living, hard-hitting competition, and the true spirit of sportsmanship. I have found by mentioning names such as Mickey Mantle, Cazzie Russel, and Nick Eddy, and by relating their successes, the boys have an ideal worth imitating. Good examples and environment will soon erase the blemish of delinquency and eliminate the problem of the boy who is forgotten.

Those afternoons of preliminary practice were long and hard. The boys had to be responsive to discipling and they had to be willing to carry out assignments. They never lost sight of the fact that there must be an individual and cooperative accomplishment and that some day they would put their skills together and represent their school and community as a team. This they did both from the results of the study and personal observation. Loyalty to the school, to the community, and above all else, to the team, were the values that were quite apparent during the progress of the season.

I must also point out that during this study we had a major disappointment. We had anticipated that football would increase a boy's desire--therefore, his scholastic endeavors would increase accordingly. Instead, the boys emphatically declared that their grades suffered. The testing results bear this out in both tests. I have studied this carefully and have found a number of reasons for the low score given by the boys.

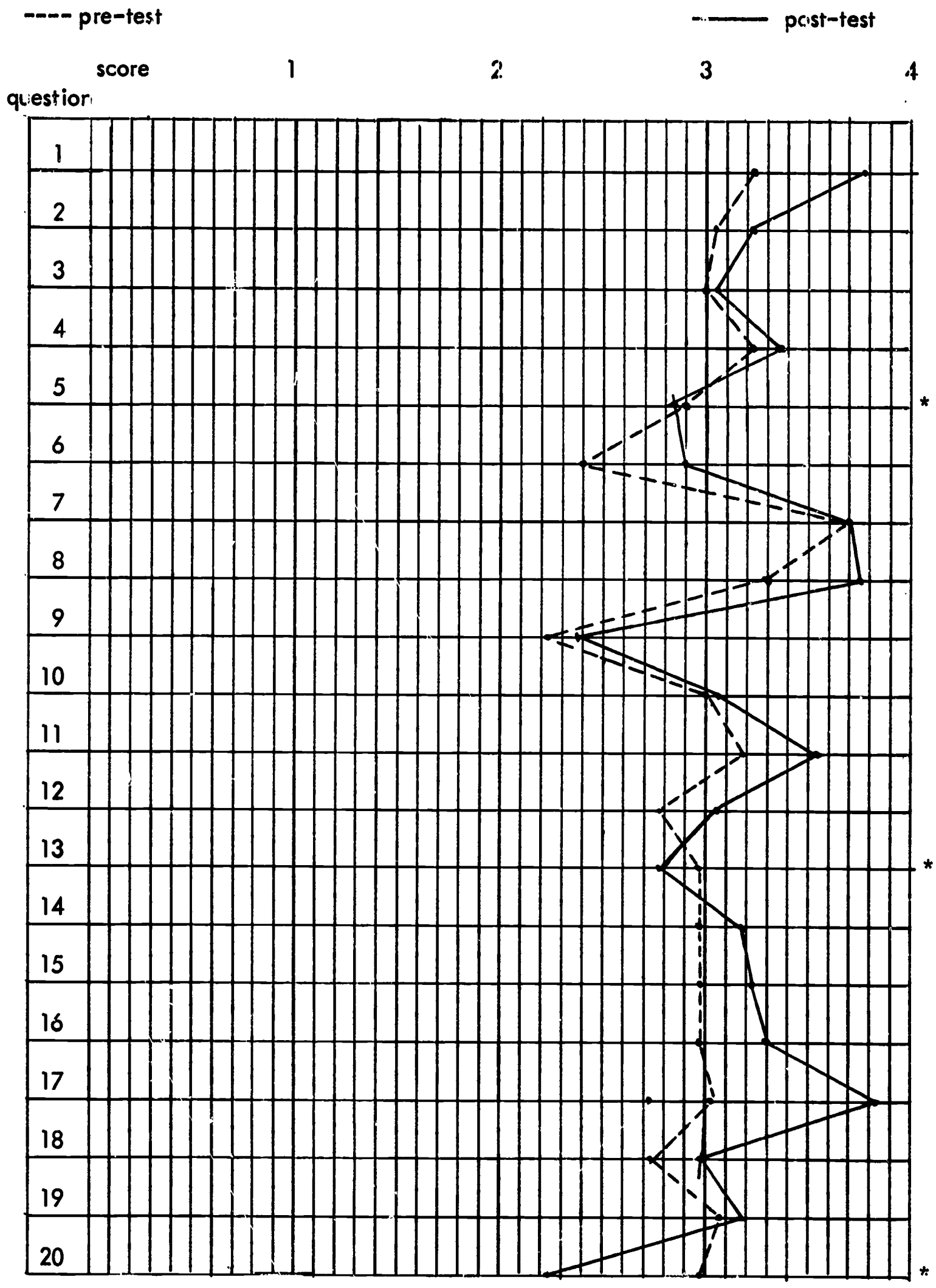
1. High school adjustment
2. College prep courses (math, sciences)
3. Practice sessions plus a game/week tend to leave the boys tired.
4. Self-pressure
5. Coach's pressure

After interviewing the boys, I decided to visit a college and ask the coaches for assistance. I was a guest at the University of Notre Dame for two days and I believe I have found an answer to our problems.

One of the first steps would be to set up a performance chart for each boy in regard to his studies. If the boy was having trouble with math, for example, he could seek help from the teacher, plus from a team member who was excelling in the subject. Since unity and acceptance is something we strive for, I'm sure this would mold our team into a more compact unit. The second step would be personal--I would have to do more than just ask what they boy's grades are, I would have to participate in achieving a high standard.

In conclusion, I have found that football plays a great part in molding values. It is a part of our nature to be competitive. Through this medium, we have become the greatest nation in the world. For with competition comes cooperation. Some say football means no more than bumps, bruises, and unbecoming behavior. I disagree with that statement. If football is kept in its proper perspective and if we do not lose sight of our goal, which is to turn out the best possible person in regard to our total educational program, then football is worthwhile. It is very true that the players receive more than their share of hard knocks during their playing days, but I would like to know of any walk of life in which men are not called upon to face setbacks. We realize that these setbacks are not always of a physical nature, but we believe if a young man learns at an early age that it is imperative for him to come back and work harder than ever after he recieved a tough blow, he will have the makings of a successful American citizen.

Relationship of Pre and Post Tests



*On these questions the post-test showed a decrease from the pre-test.

TEACHING RESPECT FOR SELF AND OTHERS IN A TEEN PROBLEMS UNIT*

Specific Value:	Respect
Subject Area:	Home Economics II
Grade Level:	High School
Time:	Twelve Weeks

Project on Student Values
3860 Plainfield Blvd., N.E.
Grand Rapids, Michigan 49505

*Materials prepared by Sara Biskie.

TEACHING RESPECT FOR SELF AND OTHERS IN A TEEN PROBLEMS UNIT

Abstract

I. Philosophical Statement. In order to make wise decisions, an individual needs to be aware of his values. A unit on teen problems can present the student with alternatives, help him to be aware of his values, give him a chance to stand up for them, and provide opportunities for him to interact with people who feel differently then he does.

II. Statement of General Objectives. To present problems which teens face in our society in an atmosphere where the individual worth of all is respected, and to confront students with alternatives and consequences of their actions.

III. Statement of Specific Objectives. Students need to clarify and defend their own values before they can respect themselves and others.

IV. Statement of Context. This unit was planned for girls in the Home Economics II classes at Charlotte High School in Charlotte, Michigan. There are about 55 girls involved. Total high school enrollment is about 1050.

V. Methods and Content. Various values methods as suggested by Rath, et. al., Values and Teaching, classroom evaluations, discussions, films and filmstrips.

VI. Time Schedule. Twelve Weeks.

TEACHING RESPECT FOR SELF AND OTHERS IN A TEEN PROBLEMS UNIT

Philosophical Statement

In our society we are confronted with many choices. In order to make decisions which are wise for him, an individual needs to be aware of his values. When the choice of alternatives conflicts with his values, he must be able to stand up for what he believes in if he is going to maintain his feeling of individual worth. It is also necessary for him to respect the personal worth of other individuals who hold values which are different from his own.

A unit on the problems teens face in todays society can present the student with alternatives and facts, help him sort out his own values, give him a chance to stand up for what he feels is important, and provide opportunities for him to interact with people who value different things.

Statement of General Objectives

1. To present problems which teens face in our society, giving alternatives and consequences. (Problems include influence of family and society, physical and emotional maturity, parents, dating, drugs, alcohol, smoking, sex, teen marriage, selecting a career.

2. To present reasons for conflict in the adolescent period and to show the alternatives for handling these conflicts and the possible consequences.

3. To instill an awareness that we are free to choose our own values, but with this freedom comes the responsibility to stand up for these values, and to accept the consequences of our actions.

4. To help students clarify their own values and encourage them to take a public stand for their values.

5. To create an atmosphere in the classroom that will foster respect for the individual worth of each individual.

Statement of Specific Objectives

1. In Oral and written response, the student will show a willingness to clarify his own values. Bloom: 2.2

2. In oral and written assignments student shows willingness to listen to ideas that are different from their own. Bloom: 2.2

3. In oral and written assignments the student will show a preference for defending his own values rather than conforming to group opinion. Bloom: 3.2

Statement of Context

Charlotte, Michigan is a small town near Lansing. It is a part urban, part farming area. Many parents are either farmers or factory workers, or a combination of the two. At least a quarter of the girls in the Home Economics II classes are from broken homes.

The high school is all white---about 1050 students. The girls this unit is being planned for are from the upper lower to the middle middle social class, with many of them falling in the lower group. Most of them are sophomores, although there are a few juniors. Almost none of the girls are college bound. Many of them score below average on standardized reading tests.

The class meets five days a week for 55 minutes. The maximum class size is 24 students. The values unit will be implemented during a study of the following teen problems:

a. the influence the family and society has on us and why
b. physical maturity
c. emotional maturity
d. communications
e. getting along with parents
f. drugs, alcohol and smoking
g. understanding sex
h. pre-marital sex
i. teen marriage

Content and Methods

General assignment: Weekly thought sheets as described in Rath's, p. 130-133. At the end of 6 weeks have students answer summary questions on thought sheets. (See Rath, p. 133) At the end of unit, have students do thought sheet theme assignment, p. 134 in Rath.

Weekly values activities. Have a proud whip (Simon's class presentation) once a week. Suggested topics:

a. A decision I'm proud I made
b. I'm proud I did _____ to improve relations in our family.
c. Something I said that I'm proud of
d. Something kind I did that I'm proud of

Topic I---Influence of Family and Society 10 days

A. Subject Content

1. Who Are You? Have each student write a paragraph describing themselves to a stranger. Discuss what types of things they picked out and why.

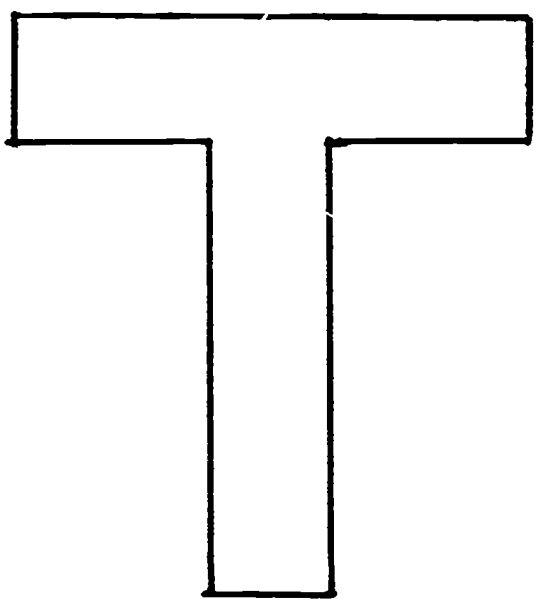
2. Difference between personality and character

3. Things that shape our lives

Environment	Heredity
home	physical traits
school	mental traits
church	emotional traits
family	
friends	
community	
country	
experiences	

Have students list above things and give examples of how they have influenced their lives. Remind them that some things can be changed and other things can't be. We need to accept this and, if possible, turn the things that can not be changed into an asset.

4. Have students try to put "T" puzzle together. Pattern is given below. Many can't put the parts of the "T" back together because it violates our usual concepts of how a "T" should be made up. Explain that there are many ways to do something. All humans have basic needs that are the same but the ways those needs are met may be different.



To form pieces of "T", cut around edge, then cut on dotted lines. (4 pieces)

Have students list the needs everyone has. Discuss the usual ways these needs are met in our families.

Needs	Way our Family Solves It	Way the need is met in another culture
food		
clothing		
shelter		
self preservation		

(cont) Needs	Way our Family Solves It	Way the need is met in another culture
good opinion of self		
love, friendship		
recognition		
respect		
faith in something		

Customs: Ways people choose to meet their needs. These are the things we have in common that bind us together. Have students give examples of the following:
a. family customs
b. community customs and school customs
c. society customs

Culture: The customs, rules and beliefs that a group of people share.

There are endless ways to act. Each group of people picks the various ways that suit their situation. Examples: a. right of taking a life in various societies, b. husband--right of life or death over wife, c. duty of the child to kill parents before they are too old, d. custom to kill the first two children, e. suicide may be a great act---Japanese during war. Discuss what purpose each of the above might serve in that society.

5. Conforming to culture---discuss and give examples of the following statements:
   a. Culture provides the experiences that help a person build his life.
   b. Most people reflect their culture. (Ex., act like "Americans")
   c. People who fight their culture are called maladjusted by the majority.

6. Have foreign exchange students come and talk to the group. Have them compare and contrast their life as teens in their own country with life of teens in America.

7. Reading assignment for this section: Successful Living, Chap. 6 (Emotions Shape Personality), Chap. 7 (Needs Shape Personality), Chap. 8 (Inadequate Ways of Behavior).

B. Values Content

1. Values activities listed at start of unit.
2. Voting, as described in Rath's, p. 152-154. Structure questions to help students realize that they aren't the only one who has problems brought about by heredity or environmental influences.
3. Individual Student Reports, Rath's, pp. 156-157. Have students read about someone who has overcome a difficulty in life, like Helen Keller. After reading about the person they have selected, write a report which answers questions like those in Rath, p. 157.

a. What was the person's most important obstacle?
b. How did he deal with it?
c. Were there any other alternatives open to him?
d. What would you have done?
e. Are there any obstacles in your life?
f. How do you live with them?

C. Resources for teacher and student

1. Benedict, Ruth, Patterns of Culture. New York: The New American Library, 1959.
2. Co-Ed magazine. See articles which they have on being a teenager in another culture.
3. Peterson. Successful Living. Chicago: Allyn and Bacon, Inc., 1959.
4. Raths, Harmin and Simon. Values and Teaching. Columbus: Charles E. Merrill Publishing Co., 1966.

Topic II---Approaching Adulthood 15 days

A. Subject Content---Physical Maturity

1. Many things you experience in teen years are due to the age you are. Have students list some of these things: achne, awkwardness, uneven growth, shape changes, emotional tensions, cramps, tender breasts, backaches, headaches, tiredness, body odor, boys seem so young, and others.

2. Show film, Girl to Woman. Discuss terms, especially male parts which they haven't had in school before. Relate problems listed in #1 to information given in film. Also show how teen feelings are similar to Mom's feelings in her change of life because both are getting used to changes in hormone balance.

3. Use bulletin board to review the importance of keeping fit---
   a. food---"you are what you eat"
   b. exercise and sleep
   c. mental health and how it is related to physical health
   d. consumer knowledge
   e. medical and dental exams---stress prevention of things

Subject Content---Emotional Maturity

1. Ask what happens when you drop a pebble in a stream? Rings form and spread out unless something interfers. Personality characteristics are like this. Things that happen in the early years continue to effect us the rest of our life.
   a. childhood
   b. neighborhood
   c. school
   d. marriage
   e. parenthood
   f. career
   g. old age

2. Make a list of positive and negative aspects of personality. Discuss the meaning of each one. Role play some of the negative and positive ones. Point out that things in the positive list are characteristics of mature people and things in the negative list are characteristics of childish people.

Positive Assets	Negative Assets
responsible	irresponsible
cheerful	moody
optimistic	pessimistic
honest	dishonest
loyal	cowardly
flexible	rigid
reliable	unreliable
shows initiative	irritable
cooperative	critical
courteous	discourteous
kind	gossipy

Point out that the personality of older people is basically the same as it was in youth. Teen years are the best time to change because you aren't too set in your ways.

3. List and discuss the developmental tasks of teens. Have students rate themselves. Then have them choose one area they think they need work in. Plan something they can do outside of class during the week which will help them in this area and report results back to teacher.

Developmental Tasks of Teens

a. Accept changing body and learn to use it effectively
b. Be glad to be a girl
c. Develop mature relationships with other teens
d. Achieve emotional independence of parents and other adults
e. Consider and prepare for a future occupation
f. Develop necessary intellectual and social skills
g. Develop a workable philosophy of life

4. Reading assignments in Successful Living book for this topic: Chap. 16 (Mastering Troublesome Emotions), Chap. 17 (Toward Maturity).

B. Values Activities

1. Proud Whips---as described by Simon. Possible topics:
   a. a time I was proud I controlled me emotions
   b. a time I'm proud I acted the way I did

2. Values Sheet. Use situations which show respect for someone who is physically or emotionally different from us, vs. avoiding these people. A

situation like #B, p. 96 in Rath could be used, or one showing reactions to handicapped people, special education students, the shy ugly student, the loudmouth, etc. Directions given the students will be like the directions in #6, p. 96, Rath.

3. Pictures or cartoons without captions as described on p. 117 of Rath. Select pictures which reflect common problems teens face because they are striving to master their developmental tasks.

C. Resources for teacher and student

1. "Growing Pains" and "Doors to Open" Cartoon Booklets. Hartford: Connecticut Mutual Life Insurance Company, 1957.
2. Girl To Woman. Film. Modern Film Library.
3. Peterson. Successful Living. Chicago: Allyn and Bacon, Inc., 1959.
4. Raths, Harmin and Simon. Values and Teaching. Columbus: Charles E. Merrill Publishing Co., 1966.

Topic III---Teen Problems 30 days

A. Subject Content---Getting along with parents and other adults

1. Reading in text, Successful Living. Chap. 18 (Living in the Family).

2. Show two-part filmstrip, "Tuned Out Generation." It is about communications problems between teens and adults. Discuss questions in guide that comes with filmstrip.

3. Have each student plan and carry out an activity that will help the communications gap in her home to become less.

B. Subject Content---Getting along with the other sex---dating and going steady

1. Read and discuss:
   a. "World of Youth," in Facts of Love and Marriage for Young People.
   b. "Dating Days," in same book.

2. Have question box where students can discuss questions which they put in the box. I would expect the topics would include the following, plus others: how to accept a date and how to refuse one, who pays for what, should you kiss on the first date, what is necking, how do we become "turned on" emotionally, what things do girls do that get a boy excited, how do you know when you are stimulated, how can you calm a boy down, how can you tell him "no," advantages and disadvantages of double dates, should you go on blind dates, what activities can be done on double dates, when and how should you meet each others parents, should you park, should you date some older boy, can you date a younger boy, how seriously should you take what a boy tells you, should you go steady, how do you break up with a steady,

how do you get over a lost romance, how do you know if you are in love, what is V.D.

3. Bring out the fact that everyone has problems with the above topics. If you need help with them, you may consider talking to teachers, parents, doctor, minister, adult friend, etc.

4. Show and discuss film "Dance Little Children" which you can get from most public health departments. Topic is V.D.

C. Subject Content---Use of Drugs, alcohol and smoking

1. Show filmstrip "Tobacco and Alcohol---The $50,000 Habit." Discuss film and questions in guide at end of each part.

2. Show film "L.S.D.---Insight or Insanity" which you can get from public health departments. Discuss the film and other major drugs, including effect on persons life and effect on future generations.

3. Discuss why people use the above things and what possible effects they have on themselves, family and friends.

D. Subject Content---Controlling Sex Drives, premarital sec, pregnancy, teen marriage.

1. Have two students come to front of room. Each one is given the end of a rubber band and told to pull until it breaks. They show fear because they aren't sure when it will break. Sex drives act the same way. You never know when it will become too much and you will reach the "point of no return."

2. Compare sex and electricity
   a. both are natural forces
   b. uncontrolled electricity is lightening, can strike and burn, destroy what has taken years to build and develop
   c. uncontrolled sex can destroy self and others, hurt loved ones, damage future children because of attitudes you may develop and pass on
   d. controlled electricity is used to cook food, etc.
   e. controlled sex, a positive power used to express the most intimate way a man and woman can merge their lives and find deep meaning.

3. Equations for reputation and conduct---have students give examples from personal experience to illustrate:
   a. good reputation + good conduct = positive feelings about self
   b. good reputation + poor conduct = negative feelings about self
   c. poor reputation + good conduct = negative feelings about self
   d. poor reputation + poor conduct = negative feelings about self and others

4. Discuss possible basis for decision making and relate to premarital sex:
    a. consider possible outcomes
    b. consider what it would be like if everyone did it
    c. do conditions exist in our culture that will make it work

5. Discuss reasons premarital sex may not be fun
    a. first experiences often disappointing, boys are body centered and girls are person centered
    b. adequacy as male and female hard to establish---boy may be impotent and girl frigid in this type of experience
    c. sex alone---not a strong bond between two people
    d. personal communication central to sex fulfillment---sex without love and communication may be a negative experience
    e. may have strong guilt feelings
    f. may be fearful of discovery---deception may make couple feel "cheap."
    g. hasty intimacy---no one is satisfied
    h. no one likes to be exploited
    i. girls tend to be much more serious than boys. It may be very hard on a girl when she is "left" for someone else.

6. Men and women use sex differently: girls tend to use sex as a means to companionship, dates, marriage, etc. Boys use the above things as a means to sex in many cases.

7. Sex standards vary in our society. You have to make a choice you can live with. One girl said to her father, "I wonder why I'm waiting to go all the way?" He said, "I can tell you in six words. You are waiting to be free. Free from the nagging voice of conscience and the grey shadow of guilt. Free to give all of yourself, not just a panicky fraction.

8. Show film "Phoebe"

Remind class that it is a series of flashbacks and flashforwards. When she is dressed in white it is before she is pregnant and when she is in black and white or all black it is after. Discuss film: reasons for her actions, why it is so hard for her to tell him, meaning of people on the beach, where she can turn for help, do they marry in the end, how would you feel in the same situation, would it be easier or harder for you to tell your parents, what would you do.

9. Reasons for teen marriage---four troublemakers that often lead to it
    a. boredom
    b. jealousy
    c. loneliness (2 can be as lonely as one)
    d. fear

10. Show filmstrip "And They Lived Happily Ever After?" At the end of each section, discuss questions given in the study guide. Bring out both the joys and sorrows of an early marriage.

B. Values content

1. Values sheets (Rath, p. 94) with topics of drugs, alcohol and premarital sex. Students asked to examine alternative positions of each topic and then formulate their own position. Value of respect for self and others used in these situations.

2. Contrived incident---Situation #4 in Rath's, p. 123. Have speaker take stand that it makes no difference what happens to others as long as we get what we want from our actions. Devils advocate technique (Rath, p. 127) could be used in place of this.

3. Value continuum, Rath, p. 129. Have continuums on paper around the room. Names are put on with tape so students are free to change their position on the continuum at any time. Use during initial discussions of amount of control parents should have over our lives, drugs, alcohol, premarital sex, dating problems.

4. Open Ended questions, p. 136-37 in Rath. Pose open ended questions. Have students try to deduce how one of their parents might answer the questions. Then have them talk with parents to see how close they really came.

5. Decision-making Interviews in Rath's, p. 149. Use once and awhile for students to have a chance to take a pubiic stand concerning their values.

6. Five-minute quotes without comment, Rath, p. 155. To be used when a student wants to do this.

7. Rank-ordering (Simon's class presentation). Students are given sets of alternatives to rank order. Purpose is to start student thinking about the results of his behavior and to see if it is taking him where he really wants to go.

C. Resources for teacher and student

Films and Filmstrips:

a. "Tuned Out Generation," "Tobacco and Alcohol---the $50,000 Habit," "And They Lived Happily Ever After," all from Guidance Associates Films Series.
b. "Phoebe" from Modern Motion Pictures, Inc.
c. "L.S.D. -- Insight or Insanity" and "Dance Little Children" can be gotten from public health departments.

Books and pamphlets:

a. Anderson, Wayne. How to Understand Sex. Minneapolis: T.S. Denison and Company, Inc., 1966.

b. McCart' Raymond. Facts About Alcohol. Chicago: Scienc . .arch Associates, Inc., 1967. Booklet #5-842.
c. Notes on Alcohol Education for Teachers. Dept. of Education and Department of Public Health Alcoholism Program. Lansing, Michigan. 1967. Bulletin 371.
d. Vogel, Victor. Facts About Narcotics and Other Dangerous Drugs. Chicago: Science Research Associates, Inc., 1967. Booklet #5-843.
e. Saltman. What We Can Do About Drug Abuse. New York: Public Affairs Pamphlets, 1966. Pamphlet #390.
f. Pannor, Reuben. "Fright/Plight of the Unwed Father" in Teen magazine, December, 1967.
g. L.S.D. --- Questions and Answers. Michigan Department of Education. August, 1968.
h. Reice. "But Mom, Everybody Smokes Pot," in McCalls magazine, September, 1968.
i. "Classroom-Tested Techniques for Teaching About Smoking." Booklet. National Clearing House for Smoking and Health. National Center for Chronic Disease Control, U.S. Public Health Service, Arlington, Virginia.
j. Lake, Alice. "How to Get Sick on Pills and Capsules." Seventeen magazine.
k. Schwartz. "Excerpts from Teachers Handbook on Venereal Disease Education." Washington: American Association for Health, Physical Education, and Recreation, a department of the National Education Association. 1201 16th Street, N.W., Washington, D.C. 20036.

Time Schedule

This unit is planned for 12 weeks. The class meets five days a week for 55 minutes a day. The breakdown of time allowed for each main topic is as follows:

a.	Pre-evaluation	1 day
b.	Influence family and society has on us	10 days
c.	Approaching adulthood	15 days
d.	Teen problems	30 days
e.	Post-evaluation	1 day
f.	Extra days to be used where needed	3 days
	Total:	60 days

Note that two specific days have been set aside for evaluation of the value content of this unit. It should be remembered though, that evaluation is a continuous process which goes on throughout the unit.

This unit will probably begin at the end of September, 1969 and continue until Christmas Vacation of the same semester.

Evaluation Data

For evaluation of the values part of this unit soft data will be used. One evaluation device is a pre and a post test from a unit called "Man's Basic Right to be an Individual Can be Understood by Teaching Respect for Humanity Through Drama." The unit and the test were prepared by Martha Fuce. A copy of the test is enclosed at the end of this project. It has been changed slightly to fit my own teaching situation.

The second method of evaluation used is a student goal sheet. A copy of the goal sheet is also included at the end of this project.

Recommendations

It is rather hard to make recommendations before the unit is taught. However, there are several things which can be said. First, it would be desirable to teach this unit in a mixed classroom so the ideas of both boys and girls can be brought out. At the present time, our program is not set up for co-educational classes, but perhaps this can be something to work for in the future. Also, I think it will be very necessary for the teacher to keep up-to-date on the facts she is presenting if it is going to be meaningful to the students.

GRID

Values Objectives:	1	2	3
Topic I	10%	5%	5%
Topic II	15%	20%	10%
Topic III	15%	20%	25%

The work presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

GOAL SHEET

Name of Student:

Instructions: The observer is to enter the date at which time the student indicated the desired behavior listed. No mark is made until the behavior occurs. The column marked initial occurrence is for indicating the date of the first time the desired behavior was observed. The column marked sustained occurrence is for indicating the date prior to which the observer has seen the desired behavior occur a number of times. The column marked quality occurrence is for indicating observed poise and unusual grasp and facility with the desired behavior (honors level).

Behavior Factor	Initial	Sustained	Quality
1. Student is aware that others have ideas which are different from his. (1.1 level)	_____	_____	_____
2. Student is willing to listen to an idea which is different from his. (1.2 level)	_____	_____	_____
3. Student is aware that he does not have all the answers. (1.1 level)	_____	_____	_____
4. Student shows willingness to clarify his value system. (2.2 level)	_____	_____	_____
5. Student shows consistency between his values and his actions. (3.1 level)	_____	_____	_____
6. Student publically affirms his values even if he is in the minority. (3.2 level)	_____	_____	_____

Group Levels: I would like the entire class to satisfy #1, 2, and 3 of this goal sheet. Half of the class should satisfy through #4. At least 1/4 of the class should satisfy goal # 6.

Individual Levels: A student would need to reach goal #6 for an "A" and goal #3 for a "C".

PRE- and POST- TEST

Information on pre-test and post-test. This test has been taken from a unit planned by Martha Fuce. The test will be given at the beginning and end of the unit to see if any changes take place in the students thinking.

According to Mrs. Fuce, the questions have been designed to meet the following levels:

1. Questions 1, 4, 7, 10, 13, 16, 19, 22, 25, 28 were designed to measure a commitment level for objective 3. (TAXONOMY)
2. Questions 2, 5, 8, 11, 14, 17, 20, 23, 26, 29 were designed to measure the responding level for objective 2. (TAXONOMY)
3. Questions 3, 6, 9, 12, 15, 18, 21, 27, 30 were designed to measure the responding level for objective 2. (TAXONOMY)

WHAT DO YOU THINK?

Rank in Order of Preference

1. You have been invited by four friends to go on a weekend ski trip which sounds exciting. You spend three weeks preparing for the trip. At the last minute one of your friends announces that he/she is bringing two members of the opposite sex along. Two of your friends think this is great. You and your closest friend don't, however, he/she decided to go anyway and wants you to go too. YOU:

   a. will go on the trip and have fun with your closest friend.
   b. will forget this trip and plan another trip at a different time.
   c. will try to convince your friends thatit is better not to take the opposite sex.

2. A foreign exchange student paints a beautiful water color landscape, but she wears a beret, white bobby sox, and too much make-up. YOU:

   a. will admire her artistic talents and ask her to teach you how to paint.
   b. will wish she will dress differently because you feel uncomfortable around her.
   c. will try to show her in a nice way how to dress in America to be one of the "in crowd."

3. Six people in Charlotte feel that it is crucial that Charlotte High School be closed and the Charlotte students bused to Grand Ledge. YOU:

   a. will ignore them.
   b. will listen to them.
   c. will inform them that if they aren't satisfied with the system as it is, they are free to move.

4. You are at a party with your gang. Everyone, boys and girls alike, decides to smoke. You are very much against smoking, but in this situation YOU:

   a. will smoke one cigarette so the gang won't think you're an odd-ball.
   b. will not smoke and suffer the ridicule.
   c. will report the incident to your parents.

5. A student who weighs 230 pounds presents an argument for obesity. YOU:

   a. take a look at him and reject his argument immediately.
   b. tell him that he really should lose weight for his own health.
   c. listen to him and feel good about telling him that his argument may have merit.

6. A coach who produced a semi-finals state championship basketball team for Charlotte and has five lettermen returning, suddenly starts a petition to abolish competitive sports in favor of intramural games so that more students can participate. YOU:

   a. will ignore him because you know Charlotte would not abolish competitive sports.
   b. will listen and be conscious that Charlotte could abolish competitive sports.
   c. will speak to the coach privately and warn him of the consequences of his actions.

7. You are at a party with your gang, none of whom smoke. You do smoke and you want a cigarette. In this situation YOU:

   a. will refrain from smoking until after the party.
   b. will smoke a cigarette in front of your friends.
   c. will tell them they aren't very "cool" for not smoking.

8. A student has a good voice but is highly dramatic when singing a song. After this student has performed, most of the students have a good laugh while ridiculing him. YOU:

   a. will have a good laugh with them but reserve judgment about his dramatic style of singing.
   b. will try to get the singer to sing in a more conventional way.
   c. will feel good about going backstage to tell him he has sung very well.

9. You live in a predominantly Republican community. A speaker at a school assembly presents a strong case for socialism. YOU:

   a. pay attention to the speaker and do not reject what he has to say.
   b. report the incident to your parents so they can take the proper measures of disposing of him.
   c. turn him off mentally when you realize what he is saying.

10. A teacher whom you greatly admire has been fired for refusing to give an ABCDE letter grade in preference to individual evaluation sheets. It is specified in the teacher's contract that all teachers are required to assess letter grades. As a student you gained more from the evaluation sheets. YOU:

    a. will write a letter to the editor of the Orange and Black in defense of this teacher.
    b. will realize the futility of the letter because the teacher did violate his contract.
    c. will "chalk it up" to experience to be avoided.

11. You are in a class and the teacher asks each student to tell the rest of the class what one thing he would like to do for humanity. A quiet, religious boy says he would abolish all alcoholic beverages. The class has a good laugh. YOU:

    a. reserve judgment on the student, but have a good laugh, too.
    b. argue with the boy because he is "strictly out of it."
    c. decide that maybe this point has some merit.

12. You have always "gone along with the crowd" on drinking. If they drink, you have a drink. On Wednesday night while attending a youth meeting at church, you are exposed to the movie, "The Ill Effects of Alcohol." YOU:

    a. will ignore the movie since you have already determined how you feel about drinking.
    b. will avoid going to youth meetings when they are showing this type of film.
    c. will pay attention to the movie, not reject, but not necessarily accept it.

13. You are on Charlotte's Board of Education and have interviewed three applicants for homemaking teacher. The most qualified is a Negro. The other two applicants are white. Considering the environment, YOU:

    a. know the Negro teacher would be rejected so you recommend her for another school where there will be Negro students.
    b. recommend that the better of the two white applicants be hired.
    c. insist that the Negro applicant be hired.

14. A girl taking agriculture classes tells you how to get more tomatoes from your tomato plants. YOU:

    a. wait for a man's advice.
    b. decide to try her suggestions.
    c. listen to her politely, but ignore her suggestions.

15. Two policemen in town are going door-to-door to parents to have them support a bill to raise the driver's license age to 21. YOU:

    a. will start at the opposite end of town door to pressure parents against the policemen.
    b. will listen to the policemen neither accepting nor rejecting their plea.
    c. will not worry knowing the majority will never buy it.

16. You have been forbidden by the church to read Valley of the Dolls. You do not feel that it is sinful to read any book. YOU:

    a. read the book and tell the church how you feel.
    b. read the book in secret and hope no one finds out.
    c. do not read the book in respect for the church.

17. An intelligent boy who is taking homemaking classes reports on the hazards of not eating breakfast in the morning. YOU:

    a. decide to eat breakfast in the morning
    b. listen to him but not accept what he says
    c. ignore him

18. The cheerleaders have refused to cheer for any games because their uniforms are not paid for by the athletic department as the football uniforms are. YOU:

    a. inform them that they don't have to be cheerleaders.
    b. pay attention to them and not reject them.
    c. reject them and try to get the school to get different cheerleaders.

19. You are riding to Potterville in a car with a group of friends. The driver decides to hit 110. You do not believe in driving fast. Before you will ride home with him. YOU:

    a. are determined to close your eyes and hope for the best since your made it out there O.K.
    b. call your parents and have them pick you up
    c. try to persuade the driver that it is unsafe to drive in that manner.

20. A religious student believes that the greatest quest for any student is finding a true religion. The student wears a beard. YOU:

    a. tell him in a nice way that he will reach more students if he will shave his beard.
    b. listen to him but reject what he says
    c. examine your own religious beliefs in light of what he says.

21. Three people including a doctor have told you that the smoke from local industry is causing a rare disease in some of the children in town. The town is dependent upon the industry for its economy; your father is employed there at a salary of $25,000 a year. YOU:

    a. ignore the three people knowing they are too few to influence anyone.
    b. reject what they have to say.
    c. pay attention to them and look for information on this specific problem.

22. You have decided to date a Negro. Your mother confronts you with, "Don't tell anyone about this. I have failed as a mother." YOU:

    a. reply, "I have made the decision. I am going to date this person in spite of what anyone says."
    b. reply, "I'm sorry to have disappointed you, Mother. I won't date him/her."
    c. reply, "I will date the Negro, but I won't tell anyone about it."

23. A freshman girl writes a new school song which she plays on her tuba during a school assembly. YOU:

    a. have a good laugh with some of the other students.
    b. tell her privately and in a nice way to "cool it" on the tuba solos if she wants to be accepted.
    c. realize the song has merits and feel good about asking her if you can try it on the piano.

24. The English teachers have refused to teach unless the basic skills taught in English class are stressed in every class. YOU:

    a. join the movement to get rid of the English teachers.
    b. give them an ear; they may have something to say.
    c. ignore them.

25. You have decided that Governor Wallace is the best candidate for the Presidency. YOU:

    a. keep it to yourself because you know you will be ridiculed .
    b. write a letter to the paper in defense of the Governor.
    c. complain after the election if he doesn't win.

26. A boy is 6'9" tall and is a talented flute player. He circulates a notice in class that he will give flute lessons during lunch hour, free of cost, to anyone who signs. YOU:

    a. sign up for a flute lesson.
    b. ignore the notice since no one else is signing it.
    c. try to get the fellow on the basketball team.

27. A Jewish Rabbi visits your school and tells the students that Judism is the original religion; that Christianity is merely an extension of Judism. Being a devout Christian, YOU:

    a. cannot accept this.
    b. pay attention to the Rabbi, not rejecting what he has to say.
    c. discuss it with your parents to see if the Rabbi should be allowed to speak in a public school.

28. A very unpopular girl supports Aldous Huxley's "Test tube society" as presented in his Brave New World. The class openly ridicules her statement, You believe she is right, therefore YOU:

    a. keep quiet and keep your thoughts to yourself.
    b. defend the girl in front of your classmates.
    c. decide to change your own opinion to keep from being ridiculed.

29. A student of Spanish descent gives a speech on the merits of "buy now, pay later," YOU:

    a. ignore him; the Spanish never spend any money.
    b. throw a couple Spanish jokes his way.
    c. tell him his speech impressed you; he might be right.

30. The Charlotte Alumni Club has presented an argument to abolish all extra-curricular activities because they take so much time away from the 3 R's. YOU:

    a. listen to them and do some research on the questions.
    b. ignore them; they shouldn't have anything to say about what goes on in school.
    c. organize a group to abolish the Alumni Club.

AN ATTEMPT TO DEVELOP VALUE APPRECIATION OF HUMAN DIFFERENCE AND HUMAN WORTH IN A FOREIGN LANGUAGE CLASS*

Specific Value: Appreciation of Human Worth

Subject Area: French

Grade Level: Ninth and Tenth

Time: Nine Weeks

Project on Student Values
3860 Plainfield Ave., N.E.
Grand Rapids, Michigan

*Materials prepared by Louise Carpenter

AN ATTEMPT TO DEVELOP VALUE APPRECIATION OF HUMAN DIFFERENCES AND HUMAN WORTH IN A FOREIGN LANGUAGE CLASS

Abstract

I. Philosophical Statement. Teaching a foreign language is a unique opportunity to explore the variety of life styles of a foreign people, to make useful comparisons with our own culture, and to help students respect and understand the thoughts, beliefs, ways of life and value systems of people who differ significantly from us, yet share many common human concerns.

II. General Objectives.
- A. Clichés and Stereotyping
- B. Enjoying ways in which others differ from us as well as similarities (geographical, political, personal, youth culture, arts)
- C. Extending this appreciation of differences to a tolerance for variety in the U.S.A. and in school.
- D. Semantics: exploration of the relation of the word as symbol and the thing symbolized.

III. Specific Objectives.
- A. Avoiding judgment based on stereotypes
- B. Tolerance (should be able to recognize that whatever is different is not ipso facto funny or wrong)
- C. Acceptance of differences (Does the unit stimulate activities individually chosen, such as further reading, bringing clippings to class, increased level of interest in current events?)
- D. Techniques of Value Clarifying.

IV. Context. Ninth and Tenth grades.

V. Content. Four-fifths time spent listening, speaking, reading and writing French. Bulletin board, reports, value sheets, pre-test, visual presentation (opaque projector), value clarifying discussions, post test

VI. Methods. Thought sheets, value sheets, student reports, value clarifying discussion, clarifying responses, role playing, value voting

VII. Time Schedule. Nine weeks.

AN ATTEMPT TO DEVELOP VALUE APPRECIATION OF HUMAN DIFFERENCES AND HUMAN WORTH IN A FOREIGN LANGUAGE CLASS

Philosophical Statement

It seems evident that American education is interested in deepening the students' awareness of what it means to be human and to encourage them to understand and respect the unique value of each human being. The dignity and worth of the person is imbedded in the concept of democracy and the rights of man which the American Constitution articulates. As a signatory to the Charter of the United Nations, the United States further subscribes to the idea of human rights and the worth of each individual. Teaching a foreign language is a unique opportunity to explore the variety of life styles of a foreign people, to make useful comparisons with our own culture, and to help students respect and understand the thoughts, beliefs, ways of life and value systems of people who differ significantly from us, yet share many common human concerns.

Statement of General Objectives

Value: Appreciation of Human Worth

Concepts:

A. Clichés and Stereotyping
B. Enjoying ways in which others differ from us as well as similarities (geographical, political, personal, youth culture, arts)
C. Extending this appreciation of differences to a tolerance for variety in the U.S.A. and in school.
D. Semantics: exploration of the relation of the word as symbol and the thing symbolized..

Facts:

Presented in chapters 16 and 17 in the text A-LM French, Level Two, Harcourt, Brace & World. The stories focus on the Basque country and life in a Parisian school as seen by American visitor and by a French student.

Skills:

Listening, speaking, reading and writing the target language, using the materials in the text. These will be listed day by day in section VII, Time Schedule. In addition other appropriate materials will be introduced, pictures, a poem, etc.

Statement of Specific Objectives

A. Avoiding judgment based on stereotypes
B. Tolerance (should be able to recognize that whatever is different is not ipso facto funny or wrong.)
C. Acceptance of differences (Does the unit stimulate activities individually chosen, such as further reading, bringing clippings to class, increased level of interest in current events?)
D. Techniques of Value Clarifying.

Statement of Context

The French class in which the unit will be tried is a mixed one; there are 12 Freshmen who had had Level One in the seventh and eighth grades, 7 Sophmores who began French in the ninth grade, and 3 Juniors. There are also 2 Seniors, both of whom began French in another (boarding) school. Three of the students have transferred to our school from outside after the semester was well under way. Sixteen are girls, eight are boys. Since the average level of intelligence is rather high in the East Grand Rapids High School, you might expect that there would be no really poor students in this class, but there are three who will probably not meet the standards of achievement which would assure success in Level Three. The top students in Level Two have been placed in an Honors section, so the stimulus offered by the exceptionally able student is missing.

The community is a "bed-room" suburb, and ample funds are available for a variety of materials, tapes, visual aids, etc. Most of the parents of these youngsters are above average in the amount of education they have had and their aspirations for their children are high. They give a teacher cooperation and support. The homes contain books, magazines, television and radios and the students are used to using them. They are a lively and highly verbal group.

The classroom is electronically equipped; there is a teacher console and individual headsets with microphones for the students. The teacher can listen to and speak to the individual student. In addition we have a large language laboratory which can be used for extra practice, make-up work and testing.

Outline of Content

The non-value education content is that of units 16 and 17 in the text, A-LM French, Level Two. This part of the material will be covered, with the exception of grammar generalizations, in the target language. Since this means that about four-fifths of the time will be devoted to listening, speaking, reading and writing French, I have not worried about the amount of English used in the value-oriented materials. Both languages will be used where appropriate. I use quoted matter in the language in which it is written. I believe that translation on the part of the student is an artificial and inappropriate task at this stage of language learning. This is particularly true since the students are still in the early phase and their vocabulary is very concrete, whereas values and the vocabulary of feelings, attitudes and beliefs, however real in impact, are largely abstract in the terms used. There will be an attempt to paraphrase and to add vocabulary when possible, also to present issues for voting and role-playing which can be very specific and can make use of the words they know.

This seems to me a good point at which to talk about language in terms of its use, its uniquely human quality, the way in which language is related to thought, to symbolizing, to categorizing, and to stereotyping.

The materials to be used in the value-oriented portions of the unit are projected as taking up an average of one hour per week, but the amount to be spent

will vary daily and weekly. The allotment of time is described in VII, Time Schedule. Copies of printed materials added are to be found at the end of the unit. They include:

1. Picasso bulletin board disply
   Examples of labels are attached.
   The source of material is the splendid life magazine, Dec. 27, 1968 (you need two copies) plus my own collection of clippings and postcards.
   Additional books to be kept in the room for optional student use:
   David Douglas Duncan, Picasso's Picassos, Harper & Bros., 1961.
   David Douglas Duncan, The Private World of Pablo Picasso, Ridge Press, 1958.
   Maurice Raynal, Picasso, Skira, 1953.
   Francoise Gilot, Life with Picasso, McGraw-Hill, 1964.

   Ideas to be explored:
   artistic creativity-uniquely human
   enormous variety of Picasso's work
   liking and disliking
   appreciating the artistic expression of one's own time (relate to the Calder Grand Rapids has)

   Assignments: (reports)
   1. Write 2-3 sentences telling why you like or don't like a particular piece of Picasso's work.
   2. Write 2-3 sentences describing a particular item in the display without giving away how you feel about it.

2. Hayakawa Value Sheet (copy at end)
   Ideas to be explored:
   language as symbol
   words which convey emotions and opinions
   words used to arouse, convert, attack

3. Report
   Ecrivez les trois adjectifs qui, à votre avis, caractérisent les Français. (Write three adjectives which in your opinion describe the French people)

   Posez la même question à vos parents, à vos amis. (Ask this question of your parents, your friends.)

   List these on the board, let them discuss them in English.
   Which are most often mentioned?
   How did you come to this conclusion?
   Do you know any French people personally?

4. Pre-test on 4 specific objectives listed (copy attached).

5. Value Sheet - French Character, Daninos and Nourissier
   Ideas to explore:
   How the French see themselves.
   Are there typical Frenchmen or many individuals?

6. Value Sheet - quotations from Nourissier and Press
   Ideas to explore
      Attitudes toward other races
      Color difference as categorizer

7. Visual presentation - stereotyping
   Astérix is a very popular series of comics which are sold in book form in France. The heroes are inhabitants of a tiny settlement of Gauls surrounded by Romans in the year 50 B.C. They are full of outrageous puns (like the hero's name), and they satirize modern France, the Frenchman's feeling of superiority, France's glory and mystique. One of the hero's favorite sayings is "Ils sont fous, ces Romains!" (Those Romans are crazy!) whenever the Romans do anything different than the Gauls. This is usually followed by a terrific blow which knocks the Roman right out of his shoes.

   Using the opaque projector and "Astérix Gladiateur," the teacher will set the context and describe the situation on p. 21 where the hero makes fun of the Romans for living in apartment houses and, by comparison, of the Gauls for preferring their primitive huts in the forest. This can be done almost entirely in French.

   Ideas to explore:
      It's easy to make fun of what we don't understand.
      Making fun of others bolsters our own ego.

8. Value Clarifying Discussion
   Summarize in simplified language pp. 9-10 (Overcategorization) and pp. 19-24 (the Process of Categorization, When Categories Conflict with Evidence) in Gordon W. Allport, The Nature of Prejudice, Doubleday Anchor, 1958

   Ideas to explore:
      Usefulness of pre-judgment
      Dangers of categorization

9. Value Clarifying Discussion based on quotation from Paris-Match describing Spiro T. Agnew's use of epithets (copy included at the end)
   Ideas to explore:
      Why were so many people outraged?
      Does this indicate people are becoming more sensitive to others' feelings? to unfairness of stereotyping?

10. Value Sheet - Press youth Forum quotation (see copy)
    Idea to explore:
       Ways of treating people as individuals

11. Paris poster
    There are five of these reproductions of posters produced at the time of the student riots in Paris in May, 1968. (They can be ordered from Mur Graphique in New York) They are striking and inflammatory.

Ideas to discuss:

Similarity of youth in many western countries
Reasons for student dissatisfaction with education in France
Use of words to arouse vs. to inform
Bring in American influence in France: le "drug," supermarkets, Wild West in the Bois de Boulogne, American Western movies, "Franglais" (adopting many American words).

12. Poem "La Ronde" by Paul Fort to be memorized. This is rather simplistic but it is short, it is in free verse, and the language is simple. (copy at the end of unit)

13. Post-test - same as item 4.

Methods

Thought Sheets

These will be four-by-six inch cards on which each student will write some thought of importance to him. These may be on any topic as long as they are related to the students' own values. There will be one each week for eight weeks. They may be read anonymously in class sometimes. They will be handed back with brief clarifying.comments either in writing or in one-legged conferences.

Value Sheets

They consist of provocative statements followed by a series of questions. They are to raise an issue having value implications for the students. Numbers 2, 5, 6, and 10 listed in V. are value sheets.

Student Reports

Information and opinion is brought into class on assignment, with the emphasis on stressing value-oriented thought and discrimination. Number 3 in V is this type of assignment.

Value-Clarifying Discussion

The topics selected for these discussions are introduced by quotations, but the ideas to be explored, hopefully, are not limited to the opinions expressed by the authors. The discussion is not aimed at drawing conclusions or reaching concensus, nor is the teacher directing the discussion at some pre-determined goal. The teacher's role is to be non-judgmental and accepting and to avoid the use of leading questions. Instead the Thirty Clarifying Responses on page 260 in Values and Teaching by Raths, Harmin and Simon will be the type of response and participation offered by the teacher. Numbers 7, 8, 9, and 11 in V. lend themselves, I hope, to this type of discussion.

Clarifying Responses

These very short comments, based on the work of Raths, Harmin and Simon, will be used just as frequently as the teacher finds occasion for them. An example might be the reply given to the youngster who, predictably, said on entering the room when the Picasso pictures had just appeared on the bulletin board, "I hate modern art!" the teacher might say, "Is that a personal preference or do you think most people feel that way?" Or any other non-judgmental response that would be appropriate. It is impossible for me to predict, being inexperienced, just how often and in what situations I will use this strategy in this unit.

Role playing

There are Directed Dialog and Conversation Stimulus gambits in both units in the text. The latter can be structured to allow students to do short give-and-take conversations using whatever situation they choose. The arrival of a new girl in school would be a lot more interesting than "What did you do Sunday?"

Voting

Voting on two or three questions at the beginning of the period can provide a provocative way of encouraging the students to take a stand. No conclusions are drawn, the students simply have a chance to express their belief or opinion. Some possible questions for voting:

1. Would you seriously consider changing your citizenship some day?
2. Suppose you got to know an exchange student and thought he was conceited and selfish and chauvinistic. Would you tend to conclude that other youngsters from the same country have these characteristics too?
3. If you heard a Senior say, "Freshmen cause all the trouble around here. They make all the messes with candy wrappers and gum and they mark up the walls. If it weren't for the Freshmen, we'd still have Commons," would you agree that this is a fair generalization? (If you are a Freshman, substitute the word Sophmore for Freshman in the quote.)

Time Schedule

The time anticipated for this unit is nine weeks, and the specific activities planned for each day are indicated in the accompanying lesson plans.

Day
1. Learn basic sentences 1-3 orally. Y drills, pp. 76-79. Picasso Bulletin board (look at it, no comment).
2. Learn basic sentences 4-6 orally. En drills, pp. 79-82. First Picasso card. Turn in first Thought Sheet.

Day 3. Learn basic sentences 7-8 orally. Writing drill p. 82. Object pronouns with imperative, pp. 82-84. Second Picasso card.

4. Learn orally basic sentences 9-11. Write basics 1-2. Generalization on object pronouns with imperative, p. 85. Extra drills orally without books. Begin imperfect, pp. 85-88.

5. Learn basics 12-13 orally. Write basics 3-4. Imperfect drills pp. 87-89. Dictate some changes. Sum up. Assign Hayakawa Thought Sheet for week-end.

6. Turn in Thought Sheet. Test on y, en, object pronouns with imperative (teacher made).

7. Learn basics 14-15 orally. Write basics 5-6. Repeat drills 21-22, on imperfect. Generalization pp. 90-91. Writing drill p. 91 orally, whole group. Pre-test for stereotyping,etc.

8. Learn basics 16-16 orally. Write basics 7-8. Writing drills I and II, pp. 91,92. Astérix lesson.

9. Turn in second Thought Sheet. Write basics 9-10. Read Basic Text, pp. 73-74, aloud. Everyone does one sentence at sight. Writing drill III, p. 92. Drills Qu' est-ce qui, etc., pp. 92-93.

10. Questions on Basic Text orally, pp. 74-75. Write basics 11-12. Drills on ce qui etc., pp. 94-95. Generalization, p. 95. Writing drill, p. 95, orally. Assign Report (V.3)

11. Quiz on grammar. Daninos-Nourissier Value Sheet.

12. Write basics 13-14. Writing drill, p. 95. Translation drill, p. 96. Free Replacement drill. Thought Sheet.

13. Conversation Build-up, pp. 96-97, group. Write basics 15-16. Review pp. 92-95. Completions, p. 96.

14. Conversational Build-up by individuals. Write basic sentence 17. Review imperfect. Dictate 5 sentences in present, verbs to be written then in imperfect.

15. Finish Conversational Build-up. Writing drill, p. 97. Value Clarifying Discussion based on Allport.

16. Oral check of all basic sentences. Write dialogue construction, p. 98. Begin Reading Selection, pp. 98-101. Thought Sheet due.

17. Finish Reading Selection, questions.

18. Read aloud for grades. Résumé of Basic Text. Gender drills, pp. 75-76. Begin grammar review.

19. Finish grammar review. Value Sheet on color (V.6) Conversational Stimulus, p. 97 (role-playing)

20. A-LM test, unit 16.

21. Go over test. More role-playing. Learn basics 1-3. p. 103. Thought Sheet.

22. Learn basics 4-6 orally. Noun plurals, p. 109. Adjectives, pp. 110-111.

23. Learn basics 7-9 orally. Drills on passé composé vs. imperfect, pp. 111-113. Value Sheet-Agnew Quote (V.9).

24. Learn basics 10-12 orally. Write basics 1-2. Drills on verbs, pp. 113-114.

25. Learn basics 13-15 orally. Write basics 3-4. Verb drills, pp. 115-116.

26. Learn basics 16-18 orally. Write basics 5-6. Thought sheet due. Time to catch up.

27. Basics 19-21 orally. Write basics 7-8. Repeat drill 9, p..116, do drill 10, pp. 116-117. Generalization pp. 117-118.

28. Learn basics 22-24 orally. Write basics 9-10. Read 3 paragraphs of the basic text (p. 105) aloud, answer questions orally.

Day 29. Write basics 11-12. Finish basic text, questions. Value sheet - Youth Forum quote.
30. Write basics 13-14. Quiz on imperfect, including Writing Drill I, p. 119.
31. Write basics 15-16. Discuss returned quizzes. Write drill II, p. 119. Value discussion using Paris student posters. Hand in Thought Sheet.
32. Write basics 17-18. Re-read basic text chorally. Do Writing Drill III, p. 119.
33. Write basics 19-20. Drills on Object pronouns, pp. 120-122, writing drill, p. 122 orally.
34. Write basics 21-22. Generalization , p. 122. Repeat drill 14, p. 121. Write Writing drill, p. 122. Drills on connaître, pp. 122-124.
35. Write basics 23-24. Catch-up day. If work is all done, have a gripe session or a discussion suggested by something in the news.
36. Translation drill, pp. 124-125. Oral check on all basic sentences. Review of interrogative words, p. 126.
37. Writing drill p. 126. Free Replacement drill, p. 127. Conversation Build-up, p. 127, whole group. Reading drills I, pp. 129-130.
38. Reading drills II & III, pp. 130-131. Conversation Build-up individually. Write Free Expansion drill, pp. 128-129.
39. Reading Selection, pp. 132-134. Questions.
40. Paragraph Completion, p. 129. Thought Sheet handed in.
41. Review.
42. A-LM test on unit 17.
43. Compare American and French schools. Slides. Conversation Stimulus (role-playing) in groups of three.
44. Learn Paul Fort poem, La Ronde.
45. Go over tests. Wind it all up. Repeat value test.

Evaluation Data

A test designed to evaluate attitudes in this value area will be given before and after the unit. A copy is included. Other evaluations (soft data) will be reported as observations of:

a) the way the class reacts to the value-oriented materials
b) individual responsiveness
c) increased communication between teacher and student
d) incidents which may occur in the class indicating greater tolerance for differences in opinion or behavior
e) receptivity to value clarifying techniques.

GRID

Objectives / Content & Methods	I	II	III	IV	Totals
A.				5	5
B.	7	3	5	8	23
C.	5	3	10	2	20
D.	5	4	5	10	24
E.	5	4	2	3	14
F.		5	2	2	9
G.	3	1	1		5
Totals	25	20	25	30	100

Specific Objectives:

I. Avoiding judgment based on stereotypes
II. Tolerance
III. Acceptance of differences.
IV. Techniques of Clarifying Values.

Methods, Strategies:

A. Thought Sheets
B. Value Sheets
C. Reports
D. Value Clarifying Discussion
E. Clarifying Responses
F. Role-Playing
G. Voting

Value Sheet

The Symbolic Process

Human beings, because they can understand certain things to "stand for" other things, have been able to develop what we shall term the "symbolic process." Whenever two or more human beings can communicate with each other, they can, by agreement, make anything stand for anything. Feathers worn on the head can be made to stand for tribal chieftainship; cowrie shells or rings of brass or pieces of paper can stand for wealth; crossed sticks can stand for a set of religious beliefs; buttons, elks' teeth, ribbons, . . . can stand for social affiliations.

Language as Symbolism

Of all forms of symbolism, language is the most highly developed, most subtle and most complicated. Now, human beings have agreed, in the course of centuries of mutual dependency, to let the various noises that they can produce with their lungs, throats, teeth and lips systematically stand for specified happenings in their nervous systems. We call that system of agreements "language." We have been so trained that when we are conscious of wanting food, we make the noise, "I'm hungry."

There is no necessary connection between the symbol and that which is symbolized. Just as men can wear yachting costumes without ever having been near a yacht, so they can make the noise, "I'm hungry," without being hungry. Furthermore, . . . the fact of being hungry can be symbolized by a thousand different noises according to the culture we live in: "J'ai faim" or "Es hungert mich" or "Ho appetito" or "Hara ga hetta" and so on.

Linguistic Naïveté

However obvious these facts may appear at first glance, they are actually not so obvious as they seem except when we take special pains to think about the subject. Symbols and things symbolized are independent of each other; nevertheless all of us have a way of feeling as if, and sometimes acting as if, there were necessary connections. For example, there is the vague sense that we all have that foreign languages are inherently absurd. Foreigners have "funny names" for things: why can't they call things by their "right names?" This feeling exhibits itself most strongly in those American and English tourists who seem to believe that they can make the natives of any country understand English if they shout it at them loud enough. They feel, that is, that the symbol must necessarily call to mind the thing symbolized.

Anthropologists report similar attitudes among primitive peoples. In talking with natives, they frequently come across unfamiliar words in the native language. When they interrupt the conversation to ask, "Guglu? What is a Guglu?" the natives laugh, as if to say "Imagine not knowing what a guglu is! What amazingly silly people!" When an answer is insisted on, they explain, when they can get over laughing, "Why, a guglu is a GUGLU, of course!"

Examples:

4. The gates of the 1933 Century of Progress Exposition at Chicago were opened, through the use of a photoelectric cell, by the light of the star Arcturus. It is reported that a woman, on being told of this, remarked, "Isn't it wonderful how those scientists know the names of all those stars!"

6. A picture in Life magazine (1940) shows the backs of a sailor's hands, with the letters "H-O-L-D F-A-S-T" tattooed on the fingers. The caption explains, "This tattoo was supposed to keep sailors from falling off yardarm."

Hayakawa, S. L. Language in Action, Harcourt, Brace: 1941. pp. 27-28, 30-31, 39.

1. Can you think of or find a modern example of the confusion of symbol and thing symbolized which Hayakawa describes?
2. How about the Picasso bulletin board? Some of you say a picture or a sculpture is beautiful, some say it is ugly. Is it either, neither, or both?
   What makes you decide?
   What might you do to make your choice clearer?
   Look again? Describe it to yourself? Try to find out what the artist was trying to say?
   What feelings does it give you?
   Can you compare this to anything else you are more familiar with?

Value Sheet

Holy Land of gastronomy, where one still eats so well and so badly; Olympus of viniculture, where the grands crus are matchless but the daily "Beaujolais" is murderous; sanctuary of historic monuments where beauty lives neglected; the tourist paradise that travelers avoid; citadel of elegence where women dress badly; conservatory of masculine gallantry where young men now care only for their hair styles, older men only for their cars; homeland of gracious living but always lagging behind the times by one belle époque; haven of good taste where taste has turned bad and so drives creative people into solitude; the nation of proportion, of Cartesianism, of gently sloping hills and formal gardens, which in two hundred years has produced manifold examples of frenzy and illogicality- who will tell us who we are and what our country is all about?

Nourissier, François. The French, Alfred A. Knopf: 1968, p. 247.

Vraiment.... Comment définir ces gens qui passent leurs dimanches à se proclamer républicains et leur semaine à adorer la Reine d'Angleterre, qui se disent modestes, mais parlent toujours de détenir le flambeau de la civilisation, qui font du bon sens un de leurs principaux articles d'exportation, mais en conservent si

peu chez eux qu'ils renversent leurs gouvernements à peine debout, qui placent la France dans leur coeur, mais leurs fortunes à étranger, qui sont ennemis des Juifs en général, mais ami intime d'un Israélite en particulier...., qui se disent amoureux des lignes, mais nourrissent une affectueuse inclination pour la Tour Eiffel..., qui chantent la grace de leur campagne, mais lui font les pires injures,...enfin, qui sont sous le charme lorsqu'un de leurs grands homme leur parle de leur grandeur, de leur grande mission civilisatrice, de leur grand pays, de leurs grandes traditions, mais dont le rêve est de se retirer, après une bonne petite vie, dans un petit coin tranquille, sur un petit bout de terre à eux, avec une petite femme qui, se contenant de petites robes pas chères, leur mitonnera de bons petits plats et saura à l'occasion recevoir gentiment les amis pour faire une petite belote?

Daninos, Pierre. Les Carnets de Major Thompson, Hachette: 1954, pp. 21-22.

1. What idea of their countrymen do these two contemporary Frenchmen share?
2. Do you think this implies that all Frenchmen are alike? different? sometimes similar but not always?
3. Do you think an American writer would see the French as more homogeneous than a French writer does? What might explain this?
4. Do you think there might be contradictions in Americans as noticeable as the ones Daninos and Nourissier see in the French?
   How about Americans' desire to own the newest, biggest car he can, even though we know traffic jams and air pollution are fast making cities unlivable?
   Could you add others?

Value Sheet

In 1959, when the Algerians had launched a campaign of terrorism in metropolitan France, two Portuguese workmen who happened to be chatting one evening under the Pont d'Auteuil were shot and killed. "What happened?" the police were asked. "We saw some swarthy-looking people in the dark, and we fired." ----------François Nourissier. The French, Alfred A. Knopf, 1968, p. 221.

Union Principal, Police Criticized in Wake of Race Strife

"There are some questions that have to be asked," said Donald Holtrop, representing the Michigan Civil Rights Commission. "The simplest could be: How can it be, when it was reported that black and white students were fighting, that all but one student arrested were black?"

"If all these arrests can be accounted for, then you've done a real service but if they can't, then I think the school system must say, "We cannot say why whites were not arrested." ----------Grand Rapids Press, Saturday, December 28, 1968.

1. Does it seem to you that these two quotations have something in common?
2. Is it easier to avoid stereotyping if there is no color difference?

La campagne électorale a été un festival spirotechnique. En deux mois, Spiro, jusqu'alors connu seulement des spécialistes, se signalait à tous les collectionneurs d'impairs...A Chicago, où les Polonais sont nombreux, il emploie l'expression injurieuse de "polak".....Au cours d'une tournée à Hawaii, il désigne un journaliste de type asiatique qui dort: "Qu' est-ce que c'est que ce gros Jap?" Le mot blesse au coeur tous les Américains d'origine asiatique.....Chose confondante, cét ultra-nationaliste qui s'attaque au creuset américain (le melting pot) est d'origine grecque immédiate.

Paris-Match, 23 novembre, 1968

"Too many people settle for just a few friends without really getting to know many people. And people say things without really understanding what they are talking about."------Karen Humphries, Ottawa Hills High School senior

"I would like to see people stop thinking in generalities and start looking at each other as individuals. We should stop looking at a man's color and start to recognize each person for his merits." -------- Jennifer Sumner, Union High School senior

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Grand Rapids Press, Forum for Youth, Saturday, December 28, 1968

1. Are they saying something you agree or disagree with? Sort of or strongly?
2. How do you think you could use school as a means of "getting to know many people" more than you do now?
3. Do you feel most Americans, young and old, would agree with these girls? Young more than old or less?

La Ronde Autour du Monde

Si toutes les filles du monde voulaient s'donner la main, tout autour de la mer elles pourraient faire une ronde.

Si tous les gars du monde voulaient bien être'marins, ils f'raient avec leurs barques un joli pont sur l'onde.

Alors on pourrait faire une ronde autour du monde, si tous ies gens du monde voulaient s'donner la main.

Paul Fort

TEST

Please write SA in the space provided if you agree strongly withthe point of view expressed: A if you agree: D if you disagree: SD if you disagree strongly.

1. _____ All scots are stingy.
2. _____ Negroes do not have a distinctive smell.
3. _____ Most people like more things than they hate.
4. _____ We don't like people who threaten our security.
5. _____ French people are more interested in sex than Americans.
6. _____ I like people who dress more or less like I do.
7. _____ American Indians are getting the best treatment they can expect as a backward people.
8. _____ I wouldn't want to try "tripes à la mode de Caen" if I knew it was the lining of a calf's stomach.
9. _____ The French would be better off if their form of government was more like ours.
10. _____ Outsiders tend to agree that Americans are friendly, generous and shallow. Do you agree with this estimate?
11. _____ Epithets like nigger, kike and wop are ways to put down minorities.
12. _____ People whose ancestors came over on the Mayflower are better than people whose ancestors came to America more recently.
13. _____ If I had a friend who wanted to grow a moustache, I would try to persuade him not to.
14. _____ Mexican men are lazy.
15. _____ You have to have a college education to be a valuable person.
16. _____ Americans are better than Europeans because they have more bathrooms.
17. _____ Wearing very little clothing would be an acceptable mode of behavior if I were an Australian aborigine.
18. _____ People who enjoy going to the ballet are queer.
19. _____ Teachers are not willing to listen when you express an opinion which differs from theirs.
20. _____ The leaders of the political party I support are right and the leaders of the other party are wrong.

This test is keyed to the Specific Objectives of the unit (See Grid) as follows:

Objective I	Questions 1, 2, 14, 19, 20
Objective II	Questions 7, 8, 11, 18
Objective III	Questions 9, 13, 16, 17
Objective IV	Questions 3, 4, 6, 10, 12, 15

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A CURRICULUM UNIT IN VALUE EDUCATION

An Attempt to Improve the Value of Tolerance for Other People in Teen-agers

by

Charles S. Chamberlain
(classroom teacher)

Specific Value:	Tolerance
Subject Area:	English Literature
Grade Level:	Tenth grade adjusted class
School:	Northview High School
District:	Northview Public Schools
Time:	September 25-November 17, 1967 (eight weeks)
Directed by:	Walter L. Thomas, Project Director
Sponsored by:	Project on Student Values 3860 Plainfield, N.E. Grand Rapids, Michigan 49505

AN ATTEMPT TO IMPROVE THE VALUE OF TOLERANCE

FOR OTHER PEOPLE IN TEEN-AGERS

The folowing study seems to demonstrate that it is possible to use the classroom for value teaching. The general objective of the study was to increase the value of tolerance for other people in teen-agers. The assumption was that an English program, because of its high concentration of literary content, is an excellent place to demonstrate concepts of desirable behavior and the rationale behind them. The communication skills stressed in an English program provide ample opportunities for student interaction concerning the problems presented. Literature provided the conflicts necessary for forcing decision-making upon the student. The study supports the English classroom as a logical environment for instruction in values.

The general objectives of the study were general improvement in the communication skills and an insight into concepts presented in literature.

The specific value objective was an observable difference in the behavior of the students towards other people or "tolerance."

The study took place in a tenth grade Adjusted English class in the Northview High School, Grand Rapids, Michigan.

The study involved a series of short stories and three plays, all which provide an opportunity to study tolerance.

The methods of instruction used were ordinary classroom techniques, the only difference being the selection of the questions to be discussed or written on.

The study took eight weeks and probably should have taken twelve if completed as planned in the beginning.

The students were pre-tested and post-tested using the same instrument. The test shows no improvement in most students. Observation, however, seems to suggest as successful study.

Although seemingly successful, the study could stand improvement. A better method of testing must be devised, by someone who knows how to construct such tests. Time should not be a factor, other than generally, and a teacher should have greater latitude for adjustment and improvement as he goes along.

Values can be taught. This study is simply a beginning step in the right direction as to how it must be done.

AN ATTEMPT TO IMPROVE THE VALUE OF TOLERANCE FOR OTHER PEOPLE IN TEEN-AGERS

Statement of Philosophy

The concepts of values and value-teaching certainly fit into the English program. Seemingly there is no better way to bring out discussions on values than literature. The study of literature and its components enables the student to make "value judgments" of others while at the same time comparing them to himself. He judges, infers, criticizes and evaluates the behavior patterns of others in his literature study. The problem of decision making---be it large or small---is illustrated in the literature of any age. The addition of the other communication skills (reading, writing, speaking and listening) to the English program offers ample opportunity for the student to express his ideas on what should or shouldn't be done. A good English teacher can help youngsters in their search for a personal value system with the possibilities at his disposal. The teacher should be able to guide the students toward desirable, socially accepted patterns at the same time. The potential of the English program in the discussion and transmission of value concepts is almost limitless.

Statement of General Objectives

The general objectives of the curriculum unit in which the value study took place were two-fold. The educational objectives were to improve the students' communication skills, that is reading, writing, speaking and listening, and to show them the inherent values of reading in general, which are the gaining of facts and knowledge, the entertaining aspects of reading, the overall appreciation of the various types of literature and the purposes each serves. The 'application to life' objective was the one primarily designed to enhance the awareness in the students of the particular value chosen for this study. Hopefully this recognition will move into a stage of acceptance of the chosen value through this study. No miracles were expected but exposure to various situations involving the specific value objectives hopefully helped the students to begin the long climb towards acquiry of this value into their value systems. They should begin to see it as desirable and worthy of consideration. The second half of the general objectives was, of course, the value-related objective. The general value objective concerned a tolerance for other people. It could also be stated as a realization of the worth of the individual person or a respect for other's differences. The selected methods and materials used at various times provided the conflict necessary to force decision making on this general premise. It was expected that the student move from his presently fixed station on the value continuum to a more desirable position--that of a positive improvement in the tolerance of other people.

The overall general value this study intended to concentrate on was called a tolerance for other people. It could be further described as an attempt to get students to respect the differences of the individual. The student in the

Advanced Adjusted English Program at Northview High School generally reflects a low tolerance point for the people around him. He seems to have little respect for others' ideas which presupposes that he feels nonchalant about the worth of the individuals around him. His behavior is boisterous, at times almost unruly. He interrupts with his own comments and prejudices when a discussion on controversial issues is being carried on. He forces his ideas on others not caring about or even listening to what might possibly be a better solution to the problem at hand. He becomes a times very rude and impolite. He will not accept differences in what people read, the apparent nervousness of some speakers, and sometimes ridicules even the clothes others in the class wear. Therefore a good report on a different type of a book than he reads becomes a nuisance to listen to rather than a learning experience. The idea of making conditions a little easier for the nervous speaker performing before the class and essentially for him never occurs to him. He usually makes it more difficult. The possibility that the oddity in others' clothes could be economic or maybe stylistic (in the so-called mod apparel today it is sometimes difficult to distinguish between the well-dressed and the poorly dressed) never enters his mind. Then he wonders why others do the same to him when it is his turn to perform. These were types of behavior one wished to alter and improve through the study of certain materials in this value project.

A study of selected short stories, poems, novels and non-fiction literary works should open the door to more responsible behavior by this type of student towards other people. Literature offers contrasting behavior patterns which a student can evaluate and criticize. It helps to promote reflection of the meaning and purpose of life. It can contribute to and influence certain behavior patterns which then become acceptable or unacceptable. It brings about possibilities of making choices and decisions at the same time involving emotions and imagination. Literature is a tremendous source for providing the opportunities to make decisions and value judgments. It becomes an excellent tool through which to contribute to an understanding of behavior and an awareness of behaviors which are desirable. It can be used to demonstrate the whys or reasonableness of certain patterns of behavior as opposed to others.

Statement of Specific Objectives

Specific goals to be considered under the general goal of respect for the individual were listed as:

1) To help the student develop critical thinking habits regarding the ideas of others as well as his own. (respect for others)

2) To help the student consider objectively evidence on both sides of a question and then present evidence to support his own conclusions, judgments and opinions. (open-mindedness)

3) To help the student develop respect for the rights of others in the classroom, in discussion and in individual performances.

4) To help the student develop an acceptance of the differences in other people, their opinions and solutions to problems.

One could suspect that it was highly doubtful that all these noble characteristics would be acquired in one short value project, but the attempt was made to see if some of what was offered wouldn't at least begin the student's long climb up the ladder of obtaining a tolerance for other people.

Statement of Context

The proposed unit of study took place in a sophomore Advanced Adjusted English Class at Northview High School in Grand Rapids, Michigan. As such it is a "bedroom: suburban area consisting of numerous new developments but minimal industry. The community itself is educationally orientated as evidenced by the fact that its residents have never failed a millage vote, even though school taxes are unusually high in comparison with neighboring school districts. Suprisingly enough, however, its socio-economic classification is upper-lower class. The ability level of the Advanced Adjusted English students is considered very low. These students are the "underachievers" discussed so often in recent educational literature. The past experiences of these students in the academic English program at Northview warrant this educational classification. They have generally been unsuccessful in an academic English program. It should be noted, however, that the students select the Advanced English program voluntarily. Some are "guided" in that direction, but most of them realize they have some limitations concerning English, be it reading, writing, speaking or listening. The classes are kept small, usually fifteen to twenty students, and classroom conditions concerning lighting, ventilation, chairs, desks, etc., are no different than any other high school classroom at Northview. These classes are predominately male students in number, but the problems of all the students are generally the same. This class meets four seventy-minute periods a week and a study of this type should be completed in twenty-eight of these class periods or about seven weeks, barring interruptions. All these tenth grade students participated in this study.

Statement of Content

The outline of the content presented and the methods used are in the attached curriculum guide. Generally it was a progression through various types of literature which demonstrated conflicting situations which a student criticized, judged and evaluated. The student determined the right and wrong or the "ought" behavior in certain situations.

Statement of Methods

The methods were normal classroom procedures of lectures, discussions, group experiences, reading, written assignments and evaluations. Anything too far out of the ordinary might tip a student off to the attempted behavioral changes themselves. These changes should sneak up on them subtly, and hopefully, become a part of their own behavioral repertoire.

Time Schedule

The study involved twenty-four class periods of instruction. These twenty-four hours were allottted during the time period of September 25 to November 17. The class met thirty-two times during this period and this allowed for eight hours of interruptions or "change of pace" activity. This eight week period allowed enough time for evaluation and additional planning that was needed. The four specific value objectives were given equal weight in the study and so an equal amount of time, approximately six class periods, was spent on each objective. The general objective, that of tolerance for other individuals' differences, was hopefully improved upon during this eight week period. The students were pre-tested and post-tested during this period and the entire study was evaluated upon completion. See grid for course emphasis.

Evaluation Data

Behavioral change was evaluated in two ways, teacher-student observation and written testing. Although observation is somewhat a shaky instrument it was presupposed that for some specific types of change expected (i.e. respect for others in the classroom, during discussions or individual performances) observation was a valid tool for evaluation. The student's growth in these areas should be evident if the study has had any impact upon him. The written evaluation involved choice making situations which evaluated the student's behavioral pattern towards others (see evaluation procedure in curriculum section). The students were pre-tested and post-tested as an index of evaluating the change, if any, that took place.

The students participating in the study were given pre and post tests. (Sample is included elsewhere.) The same test was administered each time. The object was to see if any movement was made toward an acquiry of the overall value objectives, a tolerance for other people. The test consisted of forty questions, ten each for the individual value "performance targets." The tolerance index, as it was called, was scored on the four choices of strongly agree, agree, disagree and strongly disagree. The rating was two, one and one and two respectively. It was assumed that if a student obtained a higher score on a particular value objective than he had obtained on the pre-test, he had absorbed some of the value instruction presented. The scores of students taking both tests appear elsewhere.

Another method of evaluation used was simply observation. The teacher looked for improvement in the various social skills explained earlier in this paper. Such observable behavior is rather subjective, but it can be evaluated, I think, when considering the specific value objectives strive for in this study. Open-mindedness, self-respect, respect for others and critical thinking all can be seen when in the classroom through the observation of a student's social skills. It may appear to be a weak approach, but it was considered important and necessary in the course of this study.

The pre-test and post-test differences do not seem to bear out any of the hoped for conclusions. The reasoning was that a higher score on any specific objective on the latter test meant an improvement in that value proved false thinking. As one can see, upon looking over the test, the majority of the students either went down on the second test or stayed the same. Nine students scored nearly the same on both tests. Eight students went down in almost all the objectives and only four went up. Seventeen of the twenty-one tested then, either lost or stayed the same concerning these values. This was hardly the results hoped for. The test scores alone, if properly interpreted, seem to suggest failure of the study.

Observation, however, provides a brighter outlook. Considering the type of student involved, I think several noticeable changes in behavior have taken place, and these changes are desirable in nature. The majority of the students seem to question blanket generalizations. They no longer accept flat statements, but request evidence which supports one's opinions. They seem to recognize the necessity of supporting reasons when one gives a judgment, opinion or conclusion. This seems to suggest that some improvement has taken place concerning our open-mindedness, specific value number two. The social behavior of the students when in the classroom, as a whole, shows great improvement. A majority of the members evidence growth in this area most of the time. They are less quick to criticize fellow members on small things, such as dress, wrong answers or forgetfulness. They raise their hands before blurting out an answer. They listen when spoken to for longer periods of time. All these seem to suggest that an improvement has been made in our "respect for others" values, which are specific objectives one and three. The students as a whole, seem to have a greater acceptance of the differences in other people, their opinions, and solutions to problems.

The evaluation and interpretation of data seems optomistic. The results of the test do not support this optomism, and observation is difficult to support at all. I would suggest, however, that some acceptance of the values presented took place. I make no claims for much of a movement, but considering the students involved, I would guess that some change has taken place. Whether the change is evident because of the study, or simply because of normal classroom procedures, I honestly do not know.

Recommendations

I feel that the test may be faulty, not knowing much about constructing such a test, it may be a poor one. I am optomistic about what I see, at least enough so that I know I will attempt something of this nature again when the opportunity arises..

Some recommendations are in order. It is very difficult to decide ahead of time what sort of student one will have in class. In the short time allotted for this study, I was not able to finish my entire curriculum program. The students progressed much slower than expected and therefore it took

Day by Day
Development of Curriculum
for Value Study Concerning
Tolerance for Other People

First day: Survey or Evaluation of student's attitudes towards othe people. Instrument used was tolerance test. Introduction to unit included such questions as:

How do you feel about football players?
What is your attitude towards racial prejudice?
What do you think about the South Vietnamese?
Why do you like or dislike some people?

Object: To get the students thinking about why they feel the way they do about some people.
Methods: First day was introductory. The test taking was preliminary and general discussion was simply a focusing procedure.

Second &
Third days: Objective: General objectives and specific value objective 2, 4.
Content: Short Story "Frame-up on the Highway" (text p. 16)
Methods: Discussion of story for understanding. Students concerned with text questions 2, 3, 6. Value discussion centered around the question, "Do you admire Jimmy Franklin, why or why not?"

Fourth &
Fifth days: Objective: General objectives and specific value objectives 3, 4.
Content: Short story "A Donkey in a World of Horses" (text, p. 55)
Methods: Discussion of story for understanding. Students concerned with text question 4. Value discussion centered around question, "How do people view the handicapped person and why?" Personal experiences with handicapped people were developed.

Sixth day: Objective: General objectives and specific value objective 3.
Content: Short story "The Day My Mother Burned Off" (text, p. 78.)
Methods: Discussion of story for understanding. Students concerned with text questions 1b, 2b, 5. Organized a panel discussion on question of what one can or cannot do without considering other people's feelings about a problem. Story helped develop idea of thinking of and about others first, or myself.

longer to cover suggested material. Maybe the results would have been clearer had the entire unit been accomplished. I would recommend that more time be given if reporting is necessary. If one does it for himself, time become unimportant. I would suggest that a study of this sort needs a better test than the one used here. Perhaps it should be formulated by someone else who knows the objectives or an overall value objective less comprehensive than tolerance for other people should be selected. Other than these items I feel that the study was a valuable experience for me and more than likely for the students also.

This study was seen as being a possible method of teaching values to high school students. That all people have value systems is readily accepted, however, that all the value systems are necessarily accepted is not. The study operated on the basis that some values are better than others, or more desirable, and that these more desirable values should be demonstrated to students. The rationalizations behind desirable values should help students to acquire them. It was presupposed that if they recognized these "better" values, became aware of their desirability and their worth, they would eventually internalize them themselves. A behavioral change should then take place which would benefit the individual as well as society. This study involved only one general value approach, but the results seem to suggest that the attempt was worthwhile. If we accept that it worked with this value, why not with any others? The results seem to show that we, as teachers, should at least attempt to teach values.

GRID

Objectives / Content	1	2	3	4	totals
Short stories	16	16	16	16	64%
Plays	9	9	9	9	36%
Totals	25%	25%	25%	25%	100%

Seventh day: Objective: General objectives and specific value objectives 1, 4.
Content: Previous day's short story and personal experience.
Methods: Panel discussion by class members was about "How much consideration do we give to others before we act?" Open Class Discussion.

Eighth & Ninth days: Objective: General objectives and specific value objectives 1, 2, (4)
Content: Short story "Best-Hated Man in Town" (text, p. 104).
Methods: Discussed story for understanding. Students concerned with questions 1-4. Value discussion centered around the question, "Why did the towns-people feel the way they did towards George?" and "Do you personally know any George Beebes and what is your reaction towards them?" Why?

Tenth day: Objective: General objectives and specific value objectives 1, 2.
Content: Short story "Why I Deprive My Children" (text, p. 131).
Methods: Students answered question 5 at the end of the story. They wrote a letter to the author agreeing or disagreeing with her treatment of the characters and why they feel the way they do.

Eleventh & Twelfth days: Objective: Continuation of the tenth day.
Content: Continuation of the tenth day.
Methods: Continuation of the tenth day.

Thirteenth through Seventeenth days:
Objective: General objectives and specific value objectives 1-4.
Content: Play "Five in Judgment" (text, p. 63).
Methods: Students read the play to themselves. Students select character parts and acted out the play. Students were concerned with text questions 4, 6. Value question centered around the hasty judgment made by characters in the play and the basis on which they made them. Ultimate question was "What would you have done?"

Eighteenth through Twenty-first days:
Objective: General objectives and specific value objectives 1-4.
Content: Play "Dino" (text, p. 326)
Methods: Read the play aloud as a class. Discussion of play for understanding. Value portion centered around a discussion of why some people treat others the way they do. The question became, "If you were Dino and in his situation, how would you have reacted to the social environment presented in the play?" The interactions and relationships of the characters presented offered much opportunity for discussion of all four specific value objectives.

Twenty-second &
Twenty-third days:

Objectives: General objectives and specific value objectives 1-4
Content: The play "Dino" (text, p. 326)
Methods: Students wrote papers on situation similar to the plays studied and their individual reactions.

Twenty-fourth day:

Evaluation of students' anticipated behavioral changes using tolerance test. Then interpretation and reporting procedures began.

Index Instrument

DIRECTIONS: signify whether you Strongly Agree (SA), Agree (A), Disagree (D), or Strongly Disagree (SD) with the following statements by placing the appropriate letter(s) in the blank to the left of the statement.

_____ 1. School teachers never try to help kids who have problems.

_____ 2. One should always agree with his parents on all matters of discipline.

_____ 3. A speaker deserves an audience that listens before they comment on his performance.

_____ 4. The current Hippie movement stems from the fact that a lot of people today remain uneducated.

_____ 5. Boys are usually more intelligent than girls.

_____ 6. Democrats are much more sensible than Republicans.

_____ 7. If I don't agree with a point made in discussion I should immediately voice my disagreement.

_____ 8. Tall girls are never as pretty as short girls because their clothes look ridiculous.

_____ 9. I should never judge people on appearance alone.

_____10. One is innocent until proven guilty.

_____11. It is acceptable to walk in a classroom when someone is speaking in front of the room.

_____12. Everyone is entitled to his own religious beliefs.

_____13. One should listen to other people to see if he can learn something from them.

_____14. I should believe everything my teacher says because he should know all the answers.

_____15. If I am warm in a classroom, I should open the windows.

_____16. It is important to get along with other people even if we don't agree with them.

_____17. The referees for the other team are usually prejudiced.

_____18. Adults always do whatever they can to prevent teenagers from enjoying themselves.

_____19. One should raise his hand when in the classroom if he wishes to say something or ask a question.

_____20. All Negroes believe that they should take over the country.

_____21. Girls are much smarter than boys.

_____22. Teachers make up rules for school behavior just to make students angry.

_____23. I should be quiet when someone else is talking.

_____24. Negores cause most of the trouble in our country today.

_____25. Sometimes my classmates are right and I am wrong.

_____26. Referees for the home football team usually rule in favor of their team.

_____27. During a group discussion is it important for all members to work together.

_____28. Overweight people are usually not as smart as thinner people.

_____29. If I disagree with another classmate, he must be wrong.

_____30. Policemen are out to get teenagers.

_____31. Our classroom shouldn't disturb the work going on in another classroom.

_____32. Teachers know all the answers to everything.

_____33. Redheads have terrible tempers.

_____34. Most teachers are unfair.

_____35. It is all right to get up to open a window when someone is talking.

_____36. I never get along with anyone I disagree with.

_____37. I should look at both sides of a problem before making a decision.

_____38. Polish people are smarter than Dutch people.

_____39. A pencil found on the floor by me can be considered'finders keepers, losers, weepers."

_____40. I should feel sorry for handicapped people no matter what they are able to do.

INDEX INSTRUMENT RESULTS
TOLERANCE FOR OTHER PEOPLE

student	Test #1 specific objectives				differences				Test #2 specific objectives			
	1	2	3	4	1	2	3	4	1	2	3	4
1	12	14	10	13	+1	0	0	+2	13	14	10	15
2	11	11	11	11	-1	+1	-1	+1	10	12	10	10
3	11	12	10	11	+2	-2	0	-1	13	10	10	10
4	11	13	12	12	-1	-1	+1	+2	10	12	11	10
5	15	15	13	12	-2	-2	+3	-2	13	13	10	10
6.	14	13	14	12	-3	0	-2	-1	11	13	12	11
7.	12	14	10	13	+1	+2	+1	-1	13	12	11	12
8	14	14	15	19	+1	-2	+1	-4	15	16	16	15
9	13	15	10	11	0	0	0	0	13	15	10	11
10	16	13	14	17	0	+1	0	0	16	14	14	17
11	14	15	14	15	-3	+1	-3	+3	11	14	11	12
12	12	15	10	12	-2	-3	0	-2	10	12	10	10
13	14	14	17	11	-1	-2	-5	+1	13	12	12	12
14	15	18	15	13	-4	-5	-3	-1	11	13	12	12
15	11	13	12	13	+3	0	0	+1	14	13	12	14
16	13	14	11	12	-4	-3	-1	-1	9	11	10	11
17	14	14	14	16	-1	-1	-3	-5	13	13	11	11
18	12	14	14	16	+2	0	+5	-1	14	14	19	15
19	16	14	13	13	-2	-3	-1	-2	14	11	12	11
20	10	11	12	10	+1	+2	+1	0	11	13	11	10
21	13	12	11	12	-1	+5	+1	0	12	17	12	12
totals	273	288	262	274	-15	-14	-16	-23	258	274	246	251

AN AWARENESS OF THE IMPORTANCE OF SELF-RESPECT: A FORERUNNER OF RESPECT FOR OTHERS AND THE NEEDS OF OTHERS THROUGH READING*

Specific Value:	Self-esteem and the dignity and worth of others
Subject Area:	Literature
Grade Level:	Tenth
Time:	Sixteen Weeks

Project on Student Values
3860 Plainfield Ave., N.E.
Grand Rapids, Michigan 49505

*Materials prepared by Margaret Champion

A[illegible] AWARENESS OF THE IMPORTANCE OF SELF-RESPECT: A [illegible]
[illegible]RT FOR OTHERS [illegible]D THE NEEDS OF OTHERS THROUGH [illegible]EALIN[illegible].

Abstract

I. Philosophical Statement. Basic to all living are the values of the individual, and education must be vitally involved in teaching the student awareness and use of the valueing process if it's function for the child is aiding in self-actualization.

II. Statement of General Objectives. The general aim of this unit is to improve the student's self-concept and respect for others through active participation in a values oriented Literature program.

III. Statement of Specific Objectives. More specifically this unit is designed to aid students:

A. in attaining a positive self-concept.
B. in becomming aware of the worth of every human being.

IV. Statement of Context. The students involved in this project will form a somewhat homogeneous group [illegible] the standpoint of I.Q.'s, grade, and past performance and achievements.

V. Outline of Content. Selected writing in prose which exemplify the universality of human needs and worth, despite human differences will constitute the basis for this unit.

VI. Methods. Administration of a preliminary test, two progress tests, and a post test; silent and oral reading intergrated with discussion dramatizations, individual presentations, open-end stories, three act plays, value clarification, value continium, problem solving, oral reaction to pictur[illegible] stimulus, the interview, field trip, prepared reading and recording, and organized and directed use of library books.

VII. Time Schedule. This unit is designed for sixteen weeks.

VIII. Evaluation Data. Through value inferences in all activities, pre-post testing, other written work, individual evaluation and goal sheets, degree of involvement sheets, a record will be amassed for evaluation.

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AN AWARENESS OF THE IMPORTANCE OF SELF-RESPECT: A FORERUNNER OF RESPECT FOR OTHERS AND THE NEEDS OF OTHERS THROUGH READING

I. Philosophical Statement. The learner must be brought in direct relation with his world. His need to participate in the learning is as crucial as his need of knowledge. Inert knowledge must be made an experience which commands the learner to test, evaluate, question, and act in direct relation to the norms, ideals, mores, folkways, fears, prejudices and modes of his society.

My educational philosophy must force me to be not a transmitter of knowledge per. se., rather a guiding instrument of knowledge that develops the awareness to ask critical and crucial questions central in exploring possible alternatives. Commitment must be made by me as an educator with the knowledge that it is necessary for every man to act individually and collectively in our democratic society with its overwhelming group pressures. To act in a particular way, or not to act must be based on a rationale.

II. General Objectives. The general objectives the teacher would try to achieve are:

A. Help the students to read critically.
B. Make them aware that all actions have consequences.
C. Call attention to the fact that people in the same situation will act differently because of past experience, differences in values and differences in desired outcome.
D. Help them understand that characters, as well as, people reveal much through what they say, do and think.
E. Stimulate interest in reading by demostrating that reading can be enjoyable yet informative.
F. Allow as wide of a variance of interpretation of the material as possible as long as opinions are substantiated by evidence from the material.
G. Help them to relate what they read to their own life and current situations.
H. Have them realize that the outcome of any piece of Literature is only one possible solution by allowing them to change and rewrite endings.
I. Through a study of character analysis and comparisons, make them aware that certain values dictate particular types of actions.
J. Direct them towards an emotional involvement in prose and narrative reading.
K. Try to negate the "all black or all white" - "all bad or all good" stereotyping of events and characters (which these lower level students so frequently express.)
L. Help them to recall the main events they read and the relationship between events.

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No attempt has been made to arrange the foregoing objectives in hierachical order. Almost automatically the initial discussion must begin with the central characters values to determine answers to their questions of "Why" the character did do or allow or did not do these particular things. The alternate possible actions of the characters become pivotal points of discussion and revelation. This is why Literature is a very natural area for presentation of specific value emphasis.

The student's main effort will be directed towards an investigation and study of the various selections so as to coerce him to formulate some opinions and ideas about the values, actions and consequences of the characters values and choices as well as his own.

III. Specific Objectives. Behaviorally speaking, the value of individual worth will manifest itself by some improvement in the following:

A. Respect for one's body (cleanliness of body and dress.)
B. Modesty in dress and action.
C. Respect for the ideas and opinions of others (especially when they differ dramatically from their own.)
D. Willingness to perform.
E. Willingness to attempt to make informed choices.
F. Negation of chiding of the lower ability students.
G. Negation of name calling.
H. Lessening of aggressive-fighty and withdrawal behavioral patterns.
I. Increase in preparedeness for class (bring tools: books, pencils paper and do assignments.)
J. Allowing others to speak.
K. Listening attentively (especially while low-level students read and perform.)
L. Greater participation in discussion.
M. Greater degree of over-all involvement in classroom activity.
N. Ability to recall the main events they read in a specific piece and are able to relate apparent cause and effect relationships.
O. Realize that all actions have consequences.
P. Awareness that people act differently in the same situation because of differing backgrounds, experiences, sets of values and desired outcomes.
Q. Understand ways people reveal what they are, desire, etc., through what they do, say and think.
R. Stimulate an increased interest in reading.
S. Formulation of an opinion on what is read, backed by specific evidence from the piece.
T. Realization that Literature is a reflection of life.

IV. Context. This unit on individual worth and dignity of man was developed for the practical English class, where the variance in reading level is a major consideration. Also of great import is the fact that these classes on the whole are less

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homogenious than the so called average or regular classes. It is comprised of slow-learners academically speaking, disinterested average level students, and some with average intelligence and many with considerably less than average intelligence who have a school history of failure and borderline failure attempts. They arrive in a classroom prejudiced and suspicious of teachers. They have feelings of mistrust of others. (They have been, they feel, abused by the world in general, and by adults specifically. They have related incidents of physical abuse, real or imaginary, by adults in all roles which were completely unjustified in their minds. They are naturally hostile and aggressive as a result. They have not enjoyed many successful relationships and they have negative self-concepts.) Low-level students, perhaps more than any others, have an unmet need for approval of themselves by themselves and by others. To aid them in their attempts to acquire a sense of more personal worth, the teacher must provide them opportunities where there is an apparent chance for success.

This unit would be introduced to a low-level English class of about twenty-five students comprized of both boys and girls, who in the main come from low socio-economic groups of the city. There is one negro, one Indian, and one physically handicapped individual in the class. The I.Q. of the students ranges from 71 to 94 according to the Lorge-Thorndike Verbal and Non-Verbal Intelligence Tests. The reading level is to be tested in the near future, but based on past testing and classroom contact, an educated guess would be from third grade to eigth grade level.

V. Content. The content developed in this unit was not taken from the regular textbook. Most of these selections are too difficult or too dull. The selections were compiled, therefore from other books and magazines to insure student interest and participation. Selected writings in prose that exemplified the universality of human needs and worth, dispite human differences will constitute the basis for this unit. The area is world Literature and writings, therefore, no limitations are imposed as to form, area, or time element. Characters with various limitations mental and physical and/or exceptional abilities from different social classes, times, and ethnic groups are used.

The selections include:

A. There Was Once A Slave. Shirley Graham. (Frederick Douglass).

1. Explanation of the time, situation and conditions explored.
2. Locate setting on a map.
3. Picture Stimulus - Large and small plantations will be used.
4. Teacher reading first two chapters of the book.

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5. Consideration of the moral traits of the two male characters.
6. Comparisons made between the life setting and situation of the two men.
7. Investigation made of the lack of agreement between the Christian concepts and plantation owners lip service to it.
8. Film used in conjunction with reading: Frederick Douglas: The House on Cedar Hill. (J-S) (A stirring biography of one of America's epic fighters for human dignity and freedom in scenes of dramatic inspiration. Douglas' great contributions are portrayed as writer, orator, statesman and leader of the Negro people. (17 min., rental $10. Contemporary Films, Inc. 828 Custer Ave. Evanston, Ill. 60202.)

B. Death Be Not Proud: A Memoir, John Gunther.

1. A biographical sketch given of the author.
2. The relationship of the boy to his father and to his mother examined.
3. The concept of respect for the ideas and opinions of the boy by the parents will be discussed.
4. The development of events, as they actually happened, related to one another and examined in view of the inevitable end.
5. Thought sheets would be introduced asking for a personal reaction to the reading. The idea of "free thought" sheets would be explained. Any thought or idea of concern to you is worthy of consideration.

C. "Little Christmas." Jean Guttery Fritz. Literary Cavalcade, December, 1968. Appendix #4.

1. Understand the plot of a story. Trace step by step.
2. Recognize that a story is a series of related chain of events and actions.
3. Recognize point of view and some advantages and disadvantages of using first-person point of view.
4. Acknowledging that persons with different temperment and personalities have different points of view and a right to that point of view.
5. Consider how the values of the main character are made known to the reader.
6. Contrast the backgrounds of the two boys and consider how their backgrounds and past experiences might result in a different outlook on life.
7. Accepting the importance of self-discovery type of knowledge as opposed to that which is communicated vicariously.

D. "Flowers for Algernon." Daniel Keys. Literary Cavalcade, January 1966.

1. Understanding the idea that every story must have a

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conflict. Examine points and issues of conflict.
2. Discovering unspoken details that give us insight into the character of Charley.
3. Discover how the character's values motivated his actions.
4. Compare the major technique of this story with other stories examined and discover the advantages and disadvantages of usage.
5. Stress the questioning of the moral issue here. (Tampering with the human intelligence by surgical means.)
6. Relate incidents as chain of events or causes and effects.
7. Examine causes of Charley's behavior.

E. Book Report: One outside required reading from provided book list. These books have been screened for degree of difficulty and relation to stated value objectives of the unit. Dittoed book report forms given to students when they are half-way through reading their book. Appendix #1. Due at conclusion of unit.

Book report format Appendix #2.

An additional book list was formulated for the students who would like to earn extra credit. It is planned to be an expansion of the value areas of consideration. Appendix #3. A written or oral book report (student's choice) would also be required for this extra credit.

F. "Requiem For A Heavyweight." Two Part Play presented in Scope, December 7, 1968, Scope, December 13, 1968.

1. Consider the importance of the dignity of the main character.
2. Interpret the relationship of the idea of indebtiveness to another and self-respect.
3. Realize the importance of the mood to the main idea.
4. Consider how outside influences and considerations could and sometimes do make one act against one's better judgment.
5. Listinguish that one's own view of one's self influences others reactions towards us.

G. Tony Mason Speaks to Teenagers - Recording (45 min.)

(Tony Mason, of the University of Michigan, Speaks to Teenagers is a record that makes students ask themselves the most vital of the value questions at their age level. He is blunt, vibrant, and most respected by teenagers. Past experience with this record has been outstanding. Many students requested a replay later in the year to help remind them to question "what they were doing about the important things in life." It had such an impact on the school that teachers borrowed it, coaches borrowed it

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and played it for their teams, and the principal and the superintendent requested to listen to it.)

1. Consider the language level of Mr. Mason.
2. Establish his reason for making the record.
3. Recognize his position.
4. Consider the parallels drawn between playing football and living. "It matters how you play the game."
5. Establish the effect he as a person could have on his men as their coach.
6. Discuss the concept of "All-American."
7. Accepting for consideration the truth and import of this communication. Discussion of specific lines. See methods.

H. "Coming to Town." Benjamin Franklin. Episode from <u>Benjamin Franklin's Autobiography,</u> pp. 41-50.

1. Investigate the place and setting.
2. Past made more meaningful.
3. Details analyzed and related to one another.
4. Compare the happenings with the mythical idea in America, "Any boy can become president."
5. Consider the characteristics of Benjamin Franklin which helped to make him a great man.
6. Discuss the hardships of a poor seventeen year old boy coming to a big city, Philadelphia, in his day in search of a job.
7. Need to persevere in the face of great difficulties.

I. <u>The Big Sea,</u> Langston Hughes. 1940.

1. Discover major differences between fiction and non-fiction.
2. Discuss the differences between autobiography, biography, novel and short story.
3. Important details of character in the lives of Franklin, Hughes, Gunther, and Douglas discussed.
4. Consideration of what makes one risk his life.
5. Consider concrete actions to develop his talent.
6. Compare types of "handicaps" Franklin, Hughes, Gunther and Douglas had to overcome.

J. Quotations to be used:

1. "And though I have the gift of prophecy, and understand all mysteries, and all knowledge; and though I have all faith so as to move mountains, and have not charity; I am nothing."

   a. Examine words: mystery, prophecy, knowledge, faith, love and charity.
   b. Understand difficulty of defining abstract words.
   c. Brief discussion on general understanding of the meaning of quotation.

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c. Examples of individuals who performed outstanding acts of charity to prod student interest in outside reading:
<u>Albert Schvitzer, Genius of the Jungle,</u> Joseph Hollomb.
<u>Man of Molokai,</u> Ann Roos.
<u>Florence Nightingale,</u> Cecil Woodham-Smith.
<u>Clara Barton of the Red Cross,</u> Jannette Nolen.
<u>God's Troubadour,</u> Sophie Jewette.
<u>Angel of the Battlefield,</u> Isabel Ross.
<u>Her Name Is Mercy,</u> Sister Marie DelRey.
e. Individually led discussion of specific questions. See methods.

2. "...(Every Man's) conduct is an unspoken sermon that is forever preaching to others." Amiel.

a. Explain metaphorical language.
b. Introduce various examples of metaphore.
c. Stress the importance of conduct.
d. Consider conduct as a reflector of values.
e. Introduce concept of value sheets.

3. "Love is a spiritual quality which gives to every other quality its warmth, gentleness, tenderness, compassion, kindliness, thoughtfulness. It is a strong, vital, virile active quality... Love finds its expression in words and deeds of unfailing and ever-present good-will." Grace Langdon and Irving W. Stout.

a. Reinforce foregoing discussion on love and charity.
b. Extend the idea that if you have a value you act on that value.
c. Discuss the three quotations.
d. Discuss love as a motivator of actions.

K. <u>The Diary of a Young Girl.</u> Anne Frank, translated by B. M. Mooyaart-Doubleday. pp. 11-57. pp. 274-285.

1. Examine the geographical locations of Germany and Holland.
2. Class contribute existing knowledge of Hitler and his philosophy.
3. Summerize the position of the Jew when the Nazis occupied Holland.
4. Picture stimulis arouse student interest and realization of importance of past historical events.
5. Comparison by projection of todays American teenager and Anne's position.
6. Likeness of human needs and desires explored.
7. Value sheet used. See methods.
8. Examine different major techniques of writing used in the material in the unit. Discuss the advantages

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and disadvantages of each: "Flowers for Algernon," - progress reports. The Big Sea, - autobiographical narrative. The Diary of a Young Girl, - diary.

L. "Willie Comes Home." One Act Open-ended Play. Scope. October 4, 1958. pp. 10-13.

1. Provide opportunity to realize the importance of stage directions.
2. Acknowledging that needs are motivators of actions.
3. Provide opportunity for creative thinking and expression.
4. Discuss why boys from the same family have differing opinions about the same goal, "a way out of the ghetto."
5. Discuss long range goals and short range goals.

M. "The Miracle Worker." William Gibson. Adventures In Appreciation, Laureate Edition. pp. 144-500.

1. Realize to some extent what it must be like to be blind and deaf.
2. Realize the difficulties of staging.
3. Appreciate their need for sight and language in the learning situation and the difficulties with the lack of both.
4. Detecting motives and causes of behavior.
5. Building and accepting attitude towards physical handicaps.
6. Realize that life has difficulties for everyone but that the great face and conquer them and become great by doing so.
7. Realize that it is because of handicaps that some individuals have become great as well as in spite of them.
8. Consider that discipline is necessary for learning.
9. Intelligent love demands and restricts in order to teach and have one learn.
10. Noting character traits and how they are revealed by one's actions.
11. Degree of Anne's love and commitment to Helen.
12. Realizing that charity and love made Annie also a great person.
13. Determination discussed as "one of the greatest forces on earth."
14. Consider Helen without Annie and realize that this great person would be "as an animal."
15. Relating the difficulties of believable character portrayal in acting situation, in movies, television, etc.
16. Realize the need of and the difference in the language in the drama.

VI. Methods. In the presentation of methods the strategies that will be used in the academic field (facts and concepts) as well as those employed to achieve the desired behavioral

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objectives are included.

Discussion questions are often included so that the direction of the discussion be fully understood. Controlled directed discussion is a must if desired specific objectives are to be attained.

Thought sheets would be required for one (the first selection on a specific subject) so that these low-level students would get an idea of the thought sheet. Then we move to free thought sheets with some examples given. These students must have concrete basis on which to start anything new and different. Thought sheets would be used regularily on a once a week basis for five weeks, then as the students needs dictated. The teacher would hope that the need of student support, comment and/or direction would be reflected in their continuance.

A. <u>There Was Once a Slave.</u> Shirley Graham. Julian Messner.

A brief explanation of the time, situation and conditions given by students after reference reading from Junior History Books of the period 1834-1850.

Student volunteers, arriving early to class, would be requested to locate Maryland on the map.

Direct thought provoking questions would start this introductory selection to the unit: "What would you be like if you 'remembered' touching your mother once. And after you were four or five years old never saw or heard of her again?" If your "first years were spent in a kind of a breeding pen, where, with dogs and pigs and other young of the plantation," you "were raised for the fields." Quotes taken from the Prologue of <u>There Was Once a Slave.</u>

Teacher would read the first two chapters of the book. Pictures of plantations and plantation workers would help to make the selection more vivid.

Film would be viewed: <u>Frederick Douglas: The House on Cedar Hill.</u> The following value sheet would be completed in class immediately after viewing film to raise important questions.

Value Sheet #1.

1. Write your reaction to this movie in a few sentences.
2. Does it produce a strong emotion in you? What emotion does it produce?
3. Do you think you ought to admire Mr. Douglas? If yes, for which of his accomplishments? If no, move on to next question.
4. Can you name other individuals who have had strong convictions and lived up to them in the face of danger? Death?

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5. Does this movie suggest some problems that you should be concerned with? Are there some things that you personally can do about it? Are you doing any of these things now? What?

A general discussion on the moral traits of the two male characters presents opportunity for a comparison between the lives and situations of the two men. This would lead to the disparity in the holding of the Christian concepts through lip service and the grave discrepancies in his actions.

Value sheets would be returned with individualized comments on them.

Another discussion based on the hardships Douglas had to overcome would lead to the resourcefulness and importance of him and the potential greatness of each individual.

B. <u>Death Be Not Proud: A Memoir.</u> John Gunther.

A biographical sketch of the author would be given by the teacher and various individual students would do the reading, depending on their mood, occasionally the teacher would read a chapter to speed up reading and to increase listening skills.

A directed discussion will be held and the following questions used to determine understanding of what was read:

1. How does Johnny act when he finds out he has a brain tumor?
2. Do you feel that he is aware he is going to die? What evidence did you use to come to that decision?
3. How does he feel about the school work he has missed at Deerfield? Why?
4. In what ways does he plan for the future?
5. How do you know that Johnny was loved by his friends at school?
6. How do Johnny's friends act at his graduation?
7. How do you know that despite all Johnny has a sense of humor? Tell about one incident.
8. Why do you think people loved him?

Questions for general consideration:

1. The title of the book is taken from the words of the 16th century poet-priest, John Donne. In the beginning of the book Doone's thoughts about death are given. What meaning can these have for Johnny's story?
2. Donne says, "No man is an island entire of itself," how can Johnny's life prove this? Does your life reflect this?

Write a paragraph on one of the following:

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1. Johnny has above average intelligence but he still has problems. What problems do you think he has that most teenagers have? Select one (it may be one that you have or had) and consider some of the possible ways to solve it? Which solution do you think is the best for you?

2. How does Johnny feel about his parents divorce? Is there evidence in the story that a broken home can still be a happy place to live? Give good examples to prove your opinion. Do you agree or disagree? Explain.

C. "Little Christmas." Jean Guttery Frita. Literary Cavalcade. December, 1968. Appendix #4

Quick questions to trace plot would include these and others using a graph to indicate rising action, conflict and resolve on the board, as actions were identified:

1. Why does Gary go walking in Central Park?
2. Why does he haunt the mailbox?
3. Why does Gary send his work away in the first place?
4. Why was Gary mugged in the park?
5. How did Gary come to meet his new friend?

Panel discussions would be organized with three students per group to discuss:

1. When Pete asks Gary "Is it like they say? I mean your father being a minister. Is it tough on you?" Gary answers, "My parents, they're just parents; they can't help being that." What does he mean?
2. What can it mean when Gary's father said, "a person has to find out what's important for him. And sometimes he may even have to discover what he is by what he isn't. Sometimes he finds a yes in the middle of a no. Does that make any sense Gary?" Do we ever find out what we are by trying to be what we are not?
3. What are the differences between Pete Jacob's family life and Gary's family life? How do we know that Pete Jacobs is somewhat understanding? Would you expect them to have different outlooks on life?
4. How do we know what Gary really values?
5. When Gary thinks "Suddenly I wanted to take that cranberry bowl and throw it out the window. No, I wanted to twist it into something else, - into my own words - all of it, the cranberry bowl and the knoll at Central Park, the newsstand man and Pete and his father and the kid with the cat's cradle," has he made his important decision? What were some of the influences that made him decide the way he did? What do you think of his decision?

D. "Flowers for Algernon," Daniel Keys. Literary Cavalcade. January 1966.

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The major moral issue was thrown out in the Devil's Advocate fashion for quick emotional involvement and reaction. Selection read aloud: the slow readers would be asked to read the beginning and as the degree of difficulty increases it leads itself to the better readers level and then to teacher reading the more difficult middle part and then lends itself to the reverse strategy for unique variation in reading.

This list of specific questions would be given the students before reading the selection.

Questionnaire: Select a question you would like to discuss with the class, one on which you have a definite opinion.

1. Charlie Gordan had an I.Q. of 68. Why did he bother to go to school?
2. Were Joe and Frank really Charlie's friends? Has anyone ever done this to you? Have you ever done it to anyone?
3. What does it mean to pull a "Charlie Gordan?"
4. Why did they allow Charlie to go with them to get a beer?
5. Why did Charlie want to do something for science? If you had the opportunity Charlie had what would you do?
6. Did Charlie feel sorry for Algernon at the beginning of the story?
7. This story technique the "progress reports" were used for many purposes. Can you tell why this was a good or poor way to tell the story?
8. Why did the world look different to Charlie Gordan? Did he like what he saw?
9. What did Charlie value more then anything in the entire world? Did he always act in a way to gain this?
10. How do you account for the fact that Charlie Gordan was more lonely and isolated after he became brilliant?
11. Why were people afraid of Charlie? The two doctors? His fellow workers? The landlady?
12. When Charlie realized that Algernon was getting dumber and he realized that this would soon happen to him, what did he do? What do we get to know about Charlie from this? What would you have done?
13. How do we know that Charlie can empathize with people?
14. The story closes with Charlie leaving all that he has known and his last words are "if you get a chance put some flowers on Algernon's grave." What might this tell us about Charlie? Does it tell us what might happen to Charlie? Would you like to be like Charlie in any way?
15. What kind of a person do you think Charlie Gordan is?
16. If you saw someone mocking someone else as Charlie did, would you join them? Ignore them? Try to stop them?

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The idea of thought sheets would be explained. Maybe they would like to write on this or some other idea.

Students would be asked to rewrite the ending of the story. Instructions would be as follows: You may change the ending in any way you wish. Remember that we act out of our past experiences, values and desires. We will read some of these out loud omitting the name of the writer. You may identify yours if you wish. Some of these would be read aloud and discussed in relationship to the character of Charlie and his past experiences and his values.

E. Book Report: One outside required reading from provided book list. See Content: E.

F. "Requiem For a Heavyweight." Two-Part Play presented in Scope, December 7, 1968. Scope, December 13, 1968.

This selection would be introduced with the zig-zag technique. Pride in oneself comes from and is reflected in pride in one's work and accomplishments. Quick questions: How many of you watch T.V.? How many of you ever saw a live boxing match? How many of you ever put on a pair of boxing gloves? Have you ever considered how much work and pain it takes to make a champion?

Because students in lower level classes enjoy role playing we often have more than one student volunteer for a part. Plays are student cast and votes are taken if more than one person desires the role. Students are asked to consider the physical characteristics and the voice qualities of the character and choose the person who most closely fits the part.

At the end of Part I of the play specific questions would be posed to check for insight into character, situation and value oriented thinking.

1. Mountain McClintock once came close to being the champion of the world, but now he is told to quit. Why?
2. What do we find out about Maish, his manager, that makes us like or dislike him?
3. Why does he bet against his own man?
4. When Mountain asks Maish to help him find something to do why doesn't he do it? Who goes with him to the employment office?
5. Why doesn't Army, McClintock's friend want to tell him what Maish has cooked up for him?
6. Why does McClintock beg Maish not to make him be "a clown and a fake" in the wrestling ring? Does he do what Maish asks? Why or why not?
7. McClintock tells us why he has never had a girl or been married. Why?
8. McClintock feels he owes Maish something. Do you agree?

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Part II of the play would be dramatized at this point and circular discussion questions would be issued.

1. What is the turning point in the story?
2. What does McClintock mean when he says to Maish, "Because I wouldn't go down I've got to pay for it like this?" Is this really why?
3. When Army tells the social worker, "He's been chasing a ghost too long now," what is he implying?
4. Compare the character traits of McClintock, Maish and Army. Before I accept your trait for the list on the board you must be able to give me an instance where the trait is evident in the play.
5. Were you satisfied with the ending?

G. <u>Tony Mason Speaks to Teenagers</u> - Recording.

This would be introduced with a value continium. (Respect for the human body - respect for others.)

A complete outline of the talk would be distributed to students before the record is played. They would have this outline to refer to and respond to the Listening for Understanding and Changing Values questions:

1. Why do you think that the teenage students to whom Mr. Mason spoke gave him a standing ovation?
2. Would you have stood up in tribute to Mr. Mason if you had been in the audience? Why?
3. Tony Mason uses the language of teenagers. What does he mean when he says "if you wear your hair long, make fun of those who play football or do the very best they can in school, you're a punk?"
4. Why does he say if you do your job whatever it is with all the drive that's in you, it doesn't matter if you are an A, B, or C student but it does mean you have what it takes to be an "All-American?"
5. Do you feel it true that "it is not a sign of weakness to tell someone you love them?" Do you?
6. When he says, "the most precious gift you have is your body; respect it," does he tell you some of the things that can destroy a healthy and strong body?
7. Does it surprise you that football players pray? Cry? Go to church? Love someone?
8. What does he mean when he says that "not everyone can be an "All-American"; it takes courage and guts?"
9. Why do you think he challenges you?
10. Would you like to be one of Tony's men?
11. Do you think you can be an "All-American?" Would you want to? Are you going to do anything about this idea? What are you going to do?
12. Do you feel that everyone has a right to try to be all that he can be? Can you help others be all that they could be? In what specific ways?

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Write a brief paragraph discussing what the listening meant to you personally. (Some of the things you may want to consider: Do you think more teenagers could benefit from listening to this record? Are you personally glad that you heard this record? Did it make you stop and think about any important aspects of you life? What ones? Do you think it will make you act differently? In what ways? If you were a teacher would you use class time to let your classes listen to this record?)

H. "Coming to Town," Benjamin Franklin. Episode from <u>Benjamin Franklin's Autobiography,</u> pp. 41-50

Introduction to the piece - Film - "Greenfield Village: Where Yesterday Lives Today." (10 min. sound, color, 16mm. film.) Obtain free of charge from The Education Department, Henry Ford Museum and Greenfield Village, Dearborn, Michigan. 48124. Attn: Audio-Visual Services.

Two students would be given extra credit short easy reading materials to investigate Philadelphia in the days of Franklin. Compare what is reported to the movie.

A trip to Greenfield Village would be planned on a Saturday to make the past come alive for them. (Reservations are required two weeks in advance. Cost to student would be $.25 entry fee to Greenfield Village and $.25 entry fee to Henry Ford Museum. There is a requirement that every ten students have an adult sponsor. Sponsor-teachers are admitted free of charge and adult sponsors, non-teachers, are admitted at the student rate. There is a hot lunch program for which reservations are required. Cost $1.60. Snacks etc. are available. Provisions are also available for school groups who would like to bring their own lunches. Vending machines are available for drinks. It takes five hours if one plans on eating lunch and taking both tours with a group.)

Attention would be directed to details by the teacher. The visit would be related to the reading and the ambiguous past would be discussed in conjunction with the reading. An open value discussion would be held. The following are the types of questions that would be posed:

1. Investigate the "what" that prompted Benjamin to leave his native Boston to embark on a whole new life.
2. Consider what it must be like to arrive in a strange place without friends, money or position at age seventeen in this time.
3. Do you personally feel that he was foolish or brave and daring?
4. What do you think it takes to be great?
5. Do you now or would you ever want to be great? The best in any field? Mechanic? Homemaker? Clerk?
6. If the answer to five above is yes, what are you doing now about it?

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I. The Big Sea, Langston Hughes. 1960.

Some of the easier of Hughes' poems would be introduced by teacher reading and student reading.

Students would be asked to compare the type of slavery that Douglas suffered in 1819 to the type that Hughes suffers in 1966-67.

The rights of man and man's inhumanity to man would be the basis of a lively discussion as many of these students are suffering from parent taught prejudices against the Negroes. To round out this discussion and to lead into a more personalized commitment open-ended questions would be written on the board. The major purpose would be to provoke personal involvement and examination of individual value by the students. Class time would be given to do the work.

1. If I am going to be great I would want to be the person who ...
2. If, like Johnny Gunther, I had only a short time to live ...

To return them to the Literature piece and to examine the degree of commitment of Langston Hughes the students would be asked how Langston Hughes would answer these same two questions. The student answers, a comparison of results, and justification of answers could be an exciting and provocative tool for judging depth of understanding and degree of commitment and involvement.

J. Quotation # 1. See Content.

Students would be asked to locate and write down definitions for next class so that there would be a variety of definitions for each word. These would be examined in the light of the difficulty of defining abstract words. This would lead into a general brief discussion of the meaning of the quotation.

The concept of charity would be expanded and examples would be given by the teacher of some outstanding acts of charity. (See Content.) Students would be asked to bring in one name of a person who was in their opinion charitable. Each would explain to the class their example.

The quote plus one of the following specific numbered questions would be passed out to each student, to be used the following day after due consideration could be given it. Individual students would each be leaders of the discussion on their questions after giving their reaction to the question. Care must be taken to move quickly from question to question as soon as interest wains and before repetition begins.

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Questions to be used:

1. If you understood all mysteries, what things would you be able to explain that we cannot as yet explain?
2. What would you do if you knew all things?
3. What could you be if you knew all things? What would you be?
4. Why would you be "nothing" if you could not and did not love anyone or anything? Do you think you know anyone like this? (Do not use any names) What is this person like?
5. If you do have charity towards people how would you act:
   a. When someone said something?
   b. When someone was uncharitable or mean towards you?
   c. When you best friend made fun of you?
   d. When someone's opinion is very different than yours?
   e. When you find out that someone has no mother?
   f. When you find out that someone has a mother with loose morals?
   g. When you find out that one of your friends has a drunk for a father?
   h. When you find out that no one is friendly with a certain (boy - girl) because they have a physical handicap and therefore they can not do all the things a physically healthy (boy - girl) can do?
   i. When you see that the students constantly make fun of a student because he or she is different from most of the others?
   j. When you know someone has a grave problem?
   k. When someone thinks that the problem they have is important but you think it is silly or unimportant?
   l. When your mother is very tired and perhaps a bit cross after a difficult day?
   m. If your little brothers or sisters were being a pest?
   n. If the teacher did something that hurt your feeling on purpose?
   o. If the teacher did something that hurt your feelings without knowing it?
6. Has charity something to do with love? What?
7. How do you know that your parents love you?
8. If your dad refuses you the keys to the car on a snowy night, could this possibly be because he loves you? Explain.
9. Is love important to you? How? Why?
10. Is love important to the world? In what ways?

Time would be taken to introduce the students to <u>All Men</u>

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Are Brothers, Charlie M. Simon, and A Seed Shall Serve, Charlie M. Simon. These are books on the student book list.

Introduce the "Five-minute Quote Without Comment" technique. Explain purpose and how it functions. Make students aware that they may ask for one of these at any time. To involve more students allow them to do these from their seats. (Many fear performing in front of the class but in the security of their own seat, they do sometimes venture.)

Reminders would be given throughout the unit that there may be something said of something that they wanted to say about their own thiking problems etc. and that thought cards are sometimes helpful.

Quotation # 2. See Content.

The quotation and a value sheet would be issued at the same time. Students would be asked to read, think and write.

Value Sheet # 2.

1. How can a man's conduct be a sermon?
2. How can other people tell what we feel, think oy what we say and do?
3. Do you learn from what others do? If yes give an example.
4. If someone does something against the law and gets away with it, do you think it makes others take the same chance? Did you ever do something like this because someone else did? Did you go along with a group because you didn't want to be embarrassed or thought to be chicken and do something you felt you should not have done?
5. Did you ever go along with the group and do something you would not have done on your own? Something you really are ashamed of?
6. Do you feel that you personally can influence (for good or evil) the actions of other people? Your friends? Parents? Sister, brother?
7. What does this tell you about your actions?
8. What does this tell you about the type of friends you want?
9. What does this tell you about the type of friends you have?
10. Who do you think in this class influences the students for the good?
11. Who do you think influences the students for good at this school?
12. Are you going to try to make friends with any particular student in this class? Why? Why not?
13. Are you going to try to make friends with any particular student in this school? Why? Why not?

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Quotation # 3. See Content.

The public interview technique would be explained, making sure that the students understand that they may "pass" or end the interview without question at any time.

Try to make them realize the seriousness of a glimpse of a real life, a life that must be respected. The line of beginning questioning would be: What does love mean to you? If you had a choice between being the best loved person in the world or the most intelligent which one would you choose? Do you really love anyone now? If you really love someone how would you prove to that person that you love them? How do you prove your love for your parents? The purpose of the interview would be to make the students realize that commitment to a value means action in accordance with that value.

Love would be examined as a motivator of actions. Intelligent love as a restrictor and limitator for the sake of the beloved would be seen as the desired outcome. The lover would be understood not as the giver of all things but as the educated lover who would determine what is best and give after deliberate thought and weighing of alternatives.

K. <u>The Diary of A Young Girl</u>, Anne Frank, translated by B.B. Mooyaart-Doubleday. pp. 11-57. pp. 274-285.

Students would be asked to locate Germany and Holland and the teacher would begin a short summary of the position of the Jew when the Nazis occupied Holland. Students would be encouraged to add whatever knowledge they had of the period and the philosophy of Hitler. Pictures of some of the released prisoners of the labor camps would be shown. Man's past inhumanity to man would be concretely demonstrated through these pictures and some descriptions of the tortures and the experimental surgery done.

The girls of the class would be asked to read one entry. They would be encouraged to take the book home and preread their entry. The teacher would have a second copy of the book and would read the entry if the assigned reader was absent.

"The you can change the world approach" would be used--the idea that for better or for worse every individual has an impact on the world. These atrocities are the result of the impact of one person devoid of humanism, love, charity and compassion.

After reading pp. 11-57, the projection technique would be used and the students would try to "put yourself in her shoes." A comparison of the position of today's American teenager and Anne's would be made. The likenesses of the

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needs of man in general and teenagers imparticular would be discussed.

Elaborate on the everyday things which we take for granted that Anne had to do without, food, clothes, books, etc.

The teacher would read the last three entries pp. 274-285. A value sheet which would include both value and non-value oriented questions would be used.

Value Sheet # 3.

1. Have you ever kept a diary? Why do people keep diaries? Would you like to keep a diary? Why not?
2. Do you sometimes wish you had someone with whom you could discuss some deep thought or emotion?
3. Do you sometimes feel it necessary to hide some deep thoughts that are of vast concern to you?
4. Would you have somethings today that you would write in your diary if you knew that nobody would read it? Will you write this idea on a thought card? If no why not?
5. What did Anne want more than anything else from life?
6. We all want something from life. What things do you want? What ways might you get these things? Now? In the future?
7. Does everyone want the same things from life? Should they? What might life be like if they did?
8. If I told you what I want from life you might laugh. What makes people want and value very different things? Should you be able to take other people's goals and desires seriously?
9. Does each person have a <u>right</u> to desire and aim towards different goals?
10. Anne was a Jew and was proud of it. Do you think you should be proud of your race whatever it is? Your religion? Are you?
11. Anne felt that all of the adults with whom she came in contact with did not take her seriously. Do you feel this way? Do you want to be taken seriously?
12. Anne says, "...I have a better side. I'm afraid they'll laugh at me, think I'm ridiculous and sentimental, not take me seriously but its only the 'light-hearted' Anne thats used to it and can bear it; the 'deeper' Anne is too frail for it." Do you have a better side that you hide like Anne, which you are afraid to show? Consider the obstacles the truly great people we have talked about had to overcome. Can your greatness begin here?
13. Anne writes that somewhere in a book she read and found it to be true that "For in its innermost depths youth is lonelier than old age." Do you think this is true? Is it true for you? What might you do about it?
14. What qualities did Johnny Gunther and Anne Frank have in common?

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15. Johnny was seventeen and Anne was fourteen; both are near to your age. Would you act differently if you were in their places? Explain?
16. Open-end statement: Finish Anne's statement in any way you would like: Anne ended her diary almost her life with the words: "...and keep on trying to find a way of becoming what I would so like to be, and what I could be, if...?"

As a transition the different techniques in the way the pieces in the unit were written along with some of the advantages and disadvantages of each would be discussed. ("Flowers for Algernon" - progress reports. Diary of a Young Girl - Diary. The Big Sea - autobiographical direct narrative.)

L. "Willie Comes Home." One act open-ended play. Scope, October 4, 1960. pp. 10-13.
The following questions would be placed on the board and students be asked to react to them as they arrived in the classroom. These would be used to motivate interest and involvement in the conflict area of the story:

1. What do you think is meant by the sayings: "Money is power," "Money talks," "Money is freedom."
2. Could these things be said for education? "Education is power," "Education talks," and "Education is freedom?"

A brief description of the scene would be given and explain that the play has no ending and the actors must continue the play when the dialogue runs out. They have to identify with the character and know what he would say. To keep going in your own words is not easy but a lot of fun. After the play has been acted out each of the students would be asked to write their own ending. After dividing them into two groups decided upon by whom they had escape the ghetto, Willie or Johnny, they would be asked as a group to write down all the reasons why they chose money over education or vice versa.

Some of the endings would be read aloud without identifying the writer to show diversity and uniqueness. This reading would pose the final moral issue. Is it ever wise to lose purpose for monetary gain?

M. "The Miracle Worker," William Gibson. Adventures In Appreciation, Laureate Edition. pp. 144-500.

The students would be told that to make the next selection more meaningful and to understand if only to a tiny degree what it is like to be blind, they would have to experience a simulation of blindness. They would be asked to go about for two hour in the evening, resisting all temptation to peek, and with the understanding and cooperation of the family, blindfolded. They would be asked to

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rite a paragraph on what it was like for them without sight. The next evening, the students would be asked to o without the use of language. They would be told to prepare their family so that they would cooperate but no preplanned signals. They would try to make all of their needs and desires known without any use of the spoken or written language.

The resultant discussion would be opportune to introduce the class to Helen Keller through pictures, and acquaint them with the degree of her handicaps. Helen's family and home situation would be mentioned and the introduction of Annie Sullivan, the miracle worker, would stimulate the students to the noisy activity of creating a fullsize backdrop for the play. All students love to be involved in this activity. The students would be asked to look the play over a bit and they would be asked to bring some small props which would make the dramatization more realistic. Some small props can make the play come alive for these lower level students. (Doll, eating utensils, sunglasses, suitcase etc.) This is also another way to get students involved.

Some of the difficulties in the staging would be discussed as well as a brief character sketch of the major players. There are enough parts in this play for each student to have a role and some of the "bit" players can play two roles.

The play would be dramatized. Brief discussion after each act would be held. Six to eight questions would be posed to insure that students did not miss major actions or character traits. The questions in the "Thinking It Over" section p.500 are particularly well posed. Some of these would be used. Act I Questions: 1, 3, 4, 5. Act II Questions: 8, 10, 11, 13, 14, 16, 17. Act III Questions: 19, 20, 22, 23, 24, 25.

Lines to react to: taken from "Lines to Talk About."

1. Annie: "The more I think, the more certain I am that obedience is the gateway through which knowledge enters the mind of the child." Explain what you think she means. Do you agree?
2. Annie: "...she'll live up to just what you demand of her an no more." Do you think that most of us live up to only what is demanded of us? Explain.
3. James Keller to Annie: "Sooner or later, we all give up don't we?" What do you think of James' attitude towards life? What do you think might make people feel this way? Have you ever felt this way? About what? Did you give up?
4. Annie: "...words. Why, you can see five thousand years back in a light of words, everything we feel, think, know - share in words, so not a soul is in darkness, or done with, even in the grave." What

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does Annie mean by this line? What have you learned from this play about words and language?

5. Annie says that "... obedience without understanding is a blindness, too." Can you give an example of such blindness? One which we discussed in this unit? Do you think this idea has merit? Why?

So that they could more fully appreciate the miracle and obtain a visual immage of the amazing Helen Keller the teacher plans to conclude the unit with the film.

Film: "Helen Keller," narrated by Katharine Cornell. This is Louis de Rochemont film and may be obtained from them or from the Indiana University, Audio-Visual Center.

The students would be encouraged to read Catherine C. Peare's The Helen Keller Story or J. W. and Anne Tibble's Helen Keller.

VII. Time Schedule. This unit will cover five one-hour periods each week for a total of sixteen weeks. (Eighty total class hours.) A general breakdown of the time per selection follows as well as the total amount of time proposed spent on each selection.

A. "There Once Was A Slave" - Total 5 hours.
Reading 2 hrs. Value Sheet 1 hr. Movie 17 min. Discussion 1 hr. 40 min.

B. Death Be Not Proud - Total 7 hours
Reading 4 hrs. Discussion 3 hrs.

C. "Little Christmas" - Total 4 hours.
Reading 1 hr. Discussion-panel 2 hrs. Reading for Understanding 1 hr.

D. "Flowers for Algernon" - Total 6 hours.
Reading 2 hrs. Discussion 2 hrs. Comp Writing 1 hr.

E. Book Report - Home Assignment.

F. "Requiem For A Heavyweight" - Total 4 hours.
Dramatization 2 hrs. Discussion 1 hr. Indiv. Reports 1 hr.

G. "Tony Mason Speaks to Teenagers" - Total 4 hours
Listening 1 hr. Value Continium 1 hr. Discussion 2 hrs.

H. "Coming to Town" - Total 3½ hours.
Teacher Reading 1 hr. Film 15 min. Indiv. Reports 15 min. Discussion 2 hrs.

I. The Big Sea - Total 4 hours.
Reading 2 hrs. Discussion 1 hr. Writing 1 hr.

J. Quotations - Total 4½ hours.
Public Interview - Value Sheet 1½ hrs. Examining Language ½ hr. Discussion 2½ hrs.

K. The Diary of a Young Girl - Total 12½ hours.
Reading 4½ hrs. Discussion 4½ hrs. Teacher Reading ½ hr. Projection ½ hr. Value Sheets 2 hrs. Open-end Statement ½ hr.

L. "Willie Comes Home" - Total 3½ hours.
Dramatization 1½ hrs. Write Play Ending 1 hr. Discussion ½ hr. Reading Student Endings ½ hr.

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ECT ES	RESPECT OF SELF SELF CONCEPT	RESPECT FOR OTHERS IDEAS	WILLINGNESS TO PERFORM	HUMAN WORTH OF INDIVIDUAL	INFLUENCE OF VALUES PAST EXPERIENCE	CAUSAL RELATIONSHIP OF ACTION	LITERATURE REFLECTION OF LIFE	INCREASE INTEREST IN READING	TOTAL
SS AND GROUP ISCUSSIONS	8	5	3	10	2		1		29
DING NON-FICTION	13			3				1	21
ERIALS FICTION	3			1					
ILMS	1			1					2
OTATIONS AND NT SHEETS	3	1		1					5
CORDINGS	1								1
E PLAYING DRAMA	5	4	4	5		1			19
ALUE HEETS	2	1		1					4
EN-ENDED TATEMENT		1		1					2
ALUE NTINIUM	1	1		1					3
ECTURES				1/2					1/2
WRITING NDINGS	1			1					2
ART	1		1						2
D TRIPS OTHER TIVITIES	1						1		2
RITING	2			1					3
ESTING	2 1/4	1/2	1/2	1.		1/4			4 1/2
TAL S	44 1/4	13 1/2	8 1/2	27 1/2	2	1 1/4	2	1	100

M. "The Miracle Worker" - Total 14½ hours.
Dramatization 8 hrs. Discussion 4 hrs. Creating Backdrop 1 hr. Film 1 hr. Writing ½ hr.
N. Testing - Total 4 hours.

This is a total of seventy six and one half hours and allows for flexibility.

VIII. Evaluation Data. The proposed evaluation data which would aid in the interpretation of the degree of attainment of the desired objectives:

A. Preliminary Test - Self-Concept - Dr. William Thomas.
B. Post Test - Self-Concept - Dr. William Thomas.

This entire unit pivots on the point of worth of each individual. Without a degree of achievement in this value the worth of the remainder of the unit is dubious. These tests would be used as indicators to establish where the student stood in the evaluation of self, in relation to himself and others and the desired standard to be achieved. The students opinion of his own self-worth should give insight into the personality and performance of the youngster.

C. An individual evaluation sheet would be kept for each student by the teacher. Any notable behavorial changes in the area of physical cleanliness, modesty, respect for self, respect for others ideas and opinions, willingness to perform, decrease of name calling, agressiveness etc. would be recorded.
D. Class Discussion. Class discussions can be a determiner of marked and even slight improvement in the areas of interest in reading, willingness to perform, respect for the opinions and ideas of others, as well as, the major concern, self-respect. Notes would be taken by the teacher of any significant behavorial changes and evaluated. By their reaction and response to directed discussions questions, the teacher also would be able to formulate some ideas and opinions about their understanding of the relationship between actions or behavior and individual past experience and values.
E. Value Techniques. Value sheets, value continium, open-ended statements and rewritten endings etc. would also give evidence of a degree of commitment toward stated value objectives.
Willingness to perform in discussion, role playing etc. and preparedness for the learning experience would not only give some definite idea of the interest and degree of commitment but also indicate the success of the teaching-learning experience. With the motivational factor primarily dependent on the major and most important objective of the unit some degree of success must almost be achieved in this area before the unit progresses too far.
F. Dramatizations. During the dramatizations students will

have to show respect for others while performing and learn to empathize with other individuals through projection. Reaction to mistakes, misreadings, and missed cues would be prime indicators and be compared to past experience and evaluated for sympathetic understanding.

G. Individual Contact. Informal talks with students and thought sheets also would be used as indicators. A generalized opinion as to the clarifying values and the seeking of alternatives in the values area would be formulated.

H. Listening. (Records - Films - Discussion) The effort of quiet listening, as well as, thoughtful involvement in this part of the communication process is also a useful tool for evaluation for the major values in question. Most of these students are nervous and high strung. Sitting quietly and listening a major effort for them.

I. Book Report. Some conclusions can be drawn from the students writing on the concept of human worth and dignity of man. The books consist of biographies and auto-biographies of individuals from different ethnic groups, social classes and settings, as well as, individuals who have had mental and/or physical limitations and men and women who have made contributions large and small to society. Individuals who displayed strong disposition towards the values stressed were selected on this basis.

J. Goal Sheets would be kept by the individual student and by the teacher. A co-parative study of these would be done at the conclusion of the unit.

K. Two Tests would be administered during the unit. (See Appendix # 5 -# 6.)

APPENDIX # 1 BOOK LIST

Students are to select books from this list for reports for this unit.

Anderson, Marian. My Lord What A Morning.
Ansley, Delight. The Sword and the Spirit.
Arnold, Elliot. Blood Brothers.
Arnow, Harriette. Dollmaker.
Baker, Louise M. Out On A Limb.
Baker, Rachel. The First Woman Doctor.
Benary-Isbert, Margot. The Ark.
Bleuveiss, Robert M. ed. Marching To Freedom: The Life of Martain Luther King Jr.
Bourke-White, Margaret. Portrait of Myself.
Brooks, VanWyck. Helen Keller.
Brickhill, Paul. Reach for the Sky.
Brill, Ethel C. Madeline Takes Command.
Bruckner, Karl. The Day of the Bomb.
Burgess, Perry. Who Walk Alone.
Campanello, Roy. It's Good To Be Alive.
Cather, Willa. My Antonia.
Cronin, Archibald. Green Years.
Dahl, Borghild. Finding My Way.
DeGering, Etta. Seeing Fingers: The Story of Louis Braille.
Douglass, Frederick. Narrative of the Life of Frederick Douglass, An American Slave.
Edmonds, Walter D. The Matchlock Gun.
Forbes, Esther. Johnny Tremain.
Frank, Anne. The Diary of a Young Girl.
Gollomb, Joseph. Albert Schivetzer, Genius of the Jungle.
Graham, Shirley. There Once Was A Slave.
Hersey, John. The Wall.
Hulano. Isoho and Ichiro: Mother and Son.
Hume, Ruth F. Florence Nightingale.
Jewette, Sophie. God's Troubadour.
Kane, Harrett. Miracle In The Mountains.
Kugelmass, Alvin J. Ralph J. Bunche, Fighter for Peace.
Maria Del Rey, Sister. Her Name Is Mercy.
Martin, Betty. Miracle At Carville.
Marshall, Alan. I Can Jump Puddles.
McNeer, May. Martin Luther.
Mehta, Ved P. Face to Face.
Murphy, Audie. To Hell and Back.
Myers, Elisabeth P. Angel of Applachia: Martha Berry.
Nolan, Jannette. Clara Barton of the Red Cross.
Peare, Catherine. The F. D. R. Story.
Mary Mcleod Bethune.
Petry, Ann. Harriet Tubman, Conductor.
Piersall, Jim. Fear Strikes Out.
Pyle, Ernie. Brave Men.
Ross, Ann. Man of Molokai.
Ross, Ishbel. Angel of the Battlefield.

Schoor, Gene. Young John Kennedy.
Simon, Charlie M. All Men Are Brothers.
A Seed Shall Serve.
Tunis, John. The Kid Comes Back.
Van Slochum, Hilda. Winged Watchman.
Walker, Mildred. Winter Wheat.
Whitehouse, Arch. Billy Mitchell.
Woodham-Smith, Cecil. Florence Nightingale.

APPENDIX # 2

BOOK REPORT FORM — Biography (Informal)

Student_____ Title of Book_____

Author of Book_____ Publisher_____

Where Published_____ When Published____ No. Pages____

Who is the subject of this biography?_____

Why do you think the author wrote this book?_____

What makes this biography enjoyable for the reader?_____

Is the subject typical of a certain group or class of people? Give examples to prove your answer._____

State the subject's most outstanding personality trait, such as courage, common sense, ambition, honor, love, pride, etc..

Give evidence from the book to illustrate and support you statement:_____

What major problems confronted the subject's lifetime/career? What did he/she do about them?

Give a brief but frank criticism of the book. Include reasons for your statements.

As a result of this reading, state whether you are favorably or unfavorably impressed by this person, then explain why you have that impression._____

Which of the subjects experiences made the greatest impression on you? Explain._____

As a result of reading this book, what have you gained that will help your formulation of a better personal philosophy of life?

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APPENDIX # 3 EXTRA CREDIT BOOK LIST

You may read and report on any book on your unit list or this list. (Distribute to individual when book report (required) is turned in.)

Bixby, William.	The Race to the South.
Borham, Frank,	Burma Rifles.
Burford, Sheila.	Incredible Journey.
Byrd, Richard E.	Alone.
Clark, Ann.	Santiago.
Curie, Eve.	Madame Curie.
Daringer, Helen F.	Adopted Jane.
DeJong, Meindert.	The House of Sixty Fathers.
De Leeuw.	Expandable Browns.
DuSoe, Robert C.	Three Without Fear.
Evens, Eva.	People Are Important.
George, Jean.	My Side of the Mountain.
Gray, Elizabeth.	The Cheerful Heart.
Haime, Robert.	Visit to a Chief's Son: An American Boy's Adventure.
Forbes, Kathryn.	Mama's Bank Account.
Gates, Doris.	North Fork.
Heaps, Willard.	The Bravest Teenage Yanks.
Hersey, John.	Here to Stay.
Killilea, Marie L.	Karen.
Klumgold.	Joseph, Onion John.
Lewis, Elizabeth.	To Beat a Tiger.
Malamud, Bernard.	Assistant.
Melissa, Mather.	One Summer In Between.
Moody, Ralph.	Man of the Family.
Treacher, Ripa[illegible]k.	Eskimo Boy.
Wong, Jade Snow.	Fifth Chinese Daughter.
Wright, Anna P.	Room For One More.

APPENDIX # 4 GOAL SHEET

Pupil _____ Teacher _____

	Check
Cleanliness of body	
Cleanliness of dress	
Demonstrates modesty in dress	
Demonstrates modesty in action	
Respect ideas of others	
Respect opinions of others	
Willingness to perform	
Willingness to attempt to make informed choices	
Negation of chiding the lower ability students	
Negation of name calling	
Lessening of aggressive-fighty and withdrawal behaviorial patterns	
Increase in preparedness for class	
Does assignments	
Allows others to speak	
Listens when others speak	
Participates in discussions	
Involves himself in classroom activity	
Can recall the main events of specific material read	
Can recognize some of the causes and effects of specific actions in material read	
Recognize that all actions or lack of have consequences	
Demonstrate an awareness that people act differently in the same situation because of differing backgrounds, experiences, and sets of values	
Realize some of the ways people reveal themselves	
Demonstrates an increase in interest in reading	
Uses evidence from the materials read to formulate an opinion	
Recognizes that Literature is a reflection of life	

COMMENTS:

APPENDIX # 5 TEST I

NAME_____GRADE____DATE_____

Part I. Underline the one item you think most important:

1. Good clothes, expensive car, expensive house, good friends.
2. Understanding, cooperation, good food, good manners.
3. Politeness, respect for others, generosity, good job.
4. Good education, self-respect, toughness, ability to fight.
5. Compassion and love, politeness, sense of duty, high intelligence.

Part II. Fill in the blanks:

1. Being truthful, what is the nicest thing you can say about your best friend?

2. Do bad things just happen to you without any cause or reason?

3. If someone said that it is a sign of weakness to listen to the opinions and ideas of others, what would you say to them?

4. If you have a negative opinion of yourself others will react negatively towards you. React to this statement.

5. Tony Mason told us that it's not a sign of weakness to tell someone that you love them. He says his toughest men do. Could it be a sign of strength?

Part III. Write true or false in the space provided.

____1. People, as well as characters reveal what they value by the way they act.

____2. If two students were placed in the same situation they would probably react differently if they had different values.

____3. Characters, like people, sometimes say one thing and do another.

____4. Even a slave raised with pigs can, because of the dignity of man, become great.

____5. Everyone in the world changes part of that world for the better or worse.

____6. If you don't take any action at all in regards to a certain

issue, you have made a choice.

____7. Literature is not life but must be understood as a reflection of life.

____8. The only time you should respect others ideas or opinions is if they respect yours.

____9. In Literature as in life, a single action sometimes can be the cause of a chain of reactions.

____10. At times, we see only one in this long chain of reactions and we make judgments without enough evidence.

____11. One of the ways you can feel better about yourself is by not giving up in the face of difficulty.

____12. If two boys, brothers, are raised in the same family they should have the same point of view on almost everything.

Part IV. Thought Questions: answer with as many ideas as possible.

1. In the story "Little Christmas" two boys from the same town had different views on life. How do you account for this?

2. If you had the chance to find out something very important about yourself, do you think the best way would be through self-discovery, or by someone telling you? Explain.

3. Just as we found out much about Charley through unspoken details, you can find out or know something about a person by ...

4. If people were going to judge your worth as a human being by the friends you now keep you would ...

5. Mountain McClintock almost sold his dignity as a man. He caught himself just in time. What two values did he have mixed up? Which did he value more?

6. Do you think a very selfish person like Naish could ever understand Mountain? Why or why not?

7. We say that every story must have a ...

8. Not every story ends by having the characters "live happily ever after." Should they? Why or why not?

9. Why is the language that you use when you speak to a teacher-

your friends - small brother - different?

10. React to this statement. If you really respect yourself, you won't wear dresses that are too short to sit down in or cut initials in your arm with a razor.

11. Tony Mason said, "A punk can never be an "All-American". Do you agree? Why or why not?

12. Would you want to be Tony's kind of an "All-American? If you were going to start today what would you do?

13. Which selection in this unit thus far brought up the most important issues for your consideration?

14. What kinds of handicaps have we seen overcome so far in this unit by the type of "courage and guts" Tony talks about? List some.

15. How large are your handicaps compared to these? Can you overcome them and be a better person? How?

This test would be administered after the first seven selections had been studied.

APPENDIX # 6 TEST II

NAME_____GRADE_____DATE_____

Part I. Discuss:

1. Why is it ridiculous to say that <u>all</u> Negroe are dumb, or all Italians are stupid?

2. You can great. How?

3. Is love iiportant to you? In what specific ways do you prove that it is?

4. If you had true charity and a student gave the wrong answer in class or couldn't read a word in his oral reading, how would you act?

5. If you saw some of your friends making fun of a classmate, a slow-learner, and you joined them, which would you value more friendship or charity?

Part II. Respond to each of the following by putting the first letter of one of these in front of the number. Agree Neutral Disagree

1. Charity has something to do with love.

2. If your parents love you they will restrict your actions.

3. If someone's problem seems stupid, you should tell them so.

4. I would never make a five minute quote to the class because, I don't have anything worthwhile to say.

5. My ideas and opinions are important to me.

6. Life does become completely useless for people who do not care about anyone.

7. People make judgments about other people without knowing the persons background experiences and values.

8. I influence to some extent for good or evil the people with whom I come in contact frequently.

9. This unit has forced me to think about some important things and issues that I had not thought about before.

10. Sometimes our limitations make us strong.

11. My actions influence others.

12. If I do not respect myself no one else will.

13. I really want to be proud of myself.

14. I can be proud of my accomplishments if I put forth my best effort.

15. I sincerely don't care waht I become in the future.

16. The choices I make now, are important for my future because I am learning some good or bad habits that I will carry over into my adult living.

17. If I have an opinion about something I should expect anyone who has any brains at all to agree with me.

18. I have a great deal more to work with than Helen Keller had, and therefore, I feel that I too can become a success as a person.

19. Helen Keller had some charistics that I know I have and should use to become a more useful member of society.

20. The fact that millions of people were murdered by Hitler's men was a direct result of his teaching that Jews were less than human.

Part III. React to each statement in one sentence:

1. You can accomplish things beyond what you ever expected if you put your whole mind and self into your effort.

2. If I try I can change the world in some small way for the better.

3. What I do dosen't really matter.

4. I have always been a failure, and will always be a failure.

5. I don't have any friends because basicly people are mean and cruel.

6. I can have more friends if I concentrate on the feelings of others rather than my own.

7. If you are good, kind, and thoughtful, you will always be repaid by kindness.

8. Each person dosen't have a right to voice his opinion because

not everyone knows what he is talking about.

9. A diary could be a good way to make me record my thoughts and make me think about some important things.

10. I can become more considerate of my parents in small ways.

Part IV. Select one of the above statements and discuss why you selected the answer you did.

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"Flowers for Algernon" quite likely is the most extraordinary short story ever published in *LC*. We ran it the first time four years ago and were besieged by requests for back copies to such an extent that our warehouse completely exhausted its supply. Then began the requests from teachers that we reprint the story. So, here it is — a science-fiction masterpiece that won *The Magazine of Fantasy and Science Fiction*'s Story-of-the-Year Award. Its imaginative power and poignant yet brilliant psychological insight make it an absolutely unforgettable contemporary short story. It has been adapted into a compelling television drama for the "U.S. Steel Hour" and will appear as a novel this year, published by Harcourt, Brace and World, Inc.

FOR ALGERNON



By DANIEL KEYES

progris ripert 1—martch 5, 1965

DR. STRAUSS SAYS I SHUD RITE DOWN what I think and evrey thing that happins to me from now on. I dont know why but he says its importint so they will see if they will use me. I hope they use me. Miss Kinnian says maybe they can make me smart. I want to be smart. My name is Charlie Gordon. I am 37 years old. I have nuthing more to rite now so I will close for today.

progris ripert 2—martch 6

I had a test today. I think I faled it. And I think maybe now they wont use me. What happind is a nice young man was in the room and he had some white cards and ink spillled all over them. He sed Charlie what do yo see on this card. I was very skared even tho I had my rabits foot in my pocklt because when I was a kid I always faled tests in school and I spillled ink to.

I told him I saw a inkblot. He said yes and it made me feel good. I thot that was all but when I got up to go he said Charlie we are not thru yet. Then I dont remember so good but he wantid me to say what was in the ink. I dint see nuthing in the ink but he said there was picturs there other pepul saw some picturs. I couldnt see any picturs. I reely tryed. I held the card close up and then far away. Then I said if I had my glases I could see better I usally only ware my glases in the movies or TV but I said they are in the closit in the hall. I got them. Then I said let me see that card agen I bet Ill find it now.

I tryed hard but I only saw the ink. I told him maybe I

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need new glases. He rote something down on a paper and I got skared of faling the test. I told him it was a very nice inkblot with littel points all around the edges. He looked very sad so that wasnt it. I said please let me try agen. Ill get it in a few minits becaus Im not so fast somtimes. Im a slow reeder too in Miss Kinnians class for slow adults but I'm trying very hard.

He gave me a chance with another card that had 2 kinds of ink spilled on it red and blue.

He was very nice and talked slow like Miss Kinnian does and he explaned it to me that it was a *raw shok*. He said pepul see things in the ink I said show me where. He said think. I told him I think a inkblot but that wasn't rite eather. He said what does it remind you – pretend something. I closed my eyes for a long time to pretend. I told him I pretend a fowntan pen with ink leeking all over a table cloth.

I dont think I passed the *raw shok* test

progris ripart 3—martch 7

Dr Strauss and Dr Nemur say it dont matter about the inkblots. They said that maybe they will still see me. I said Miss Kinnian never gave me tests like that one only spelling and reading. They said Miss Kinnian told that I was her bestist pupil in the adult nite school becaus I tryed the hardist and I reely wantid to lern. They said how come you went to the adult nite scool all by yourself Charlie. How did you find it. I said I asked pepul and sumbody told me where I shud go to lern to read and spell good. They said why did you want to. I told them becaus all my life I wantid to be smart and not dumb. But its very hard to be smart. They said you know it will probly be tempirery. I said yes. Miss Kinnian told me. I dont care if it herts.

Later I had more crazy tests today. The nice lady who gave it to me told me the name and I asked her how do you spellit so I can rite it my progris riport. THEMATIC APPERCEPTION TEST. I dont know the frist 2 words but I know what *test* means. You got to pass it or you get bad marks. This test lookd easy becaus I coud see the picturs. Only this time she dint want me to tell her the picturs. That mixd me up. She said make up storys about the pepul in the picturs.

I told her how can you tell storys about pepul you never met. I said why shud I make up lies. I never tell lies any more becaus I always get caut.

She told me this test and the other one the raw-shok was for getting personality. I laffed so hard. I said how can you get that thing from inkblots and fotos. She got sore and put her picturs away. I don't care. It was sily. I gess I faled that test too.

Later some men in white coats took me to a difernt part of the hospitil and gave me a game to play. It was like a race with a white mouse. They called the mouse Algernon. Algernon was in a box with a lot of twists and turns like all kinds of walls and they gave me a pencil and a paper with lines and lots of boxes. On one side it said START and on the other end it said FINISH. They said it was *amazed* and that Algernon and me had the same *amazed* to do. I dint see how we could have the same *amazed* if Algernon had a box and I had a paper but I dint say nothing. Anyway there wasnt time because the race started.

One of the men had a watch he was trying to hide so I wouldnt see it so I tryed not to look and that made me nervus.

Anyway that test made me feel worser than all the others because they did it over 10 times with different *amazeds* and Algernon won every time. I dint know that mice were so smart. Maybe thats because Algernon is a white mouse. Maybe white mice are smarter than other mice.

progris ripart 4—Mar 8

Their going to use me! Im so exited I can hardly write. Dr Nemur and Dr Strauss had a argament about it first. Dr Nemur was in the office when Dr Strauss brot me in. Dr Nemur was worryed about using me but Dr Strauss told him Miss Kinnian rekemmended me the best from all the people who she was teaching. I like Miss Kinnian becaus shes a very smart teacher. And she said Charlie your going to have a second chance. If you volenteer for this experament you mite get smart. They dont know if it will be perminint but theirs a chance. Thats why I said ok even when I was scared because she said it was an operashun. She said dont be scared Charlie you done so much with so little I think you deserv it most of all.

So I got scaird when Dr. Nemur and Dr. Strauss argud about it. Dr. Strauss said I had something that was very good. He said I had a good *motorvation*. I never even knew I had that. I felt proud when he said that not every body with an eye-q of 68 had that thing. I dant know what it is or where I got it but he said Algernon had it too. Algernons *motor-vation* is the cheese they put in his box. But it cant be that because I didnt eat any cheese this week.

Then he told Dr Nemur something I dint understand so while they were talking I wrote down some of the words.

He said Dr. Nemur I know Charlie is not what you had in mind as the first of your new brede of intelek** (coudnt get the word) superman. But most people of his low ment** are host** and uncoop** they are usually dull apath** and hard to reach. He has a good natcher hes intristed and eager to please.

Dr Nemur said remember he will be the first human beeng ever to have his intelijence tripled by surgicle meens.

Dr. Strauss said exakly. Look at how well hes lerned to read and write for his low mentel age its as grate an acheve** as you and I lerning einstines therey of **vity without help. That shows the inteness motor-vation. Its comparat** a tremen** achev** I say we use Charlie.

I dint get all the words but it sounded like Dr Strauss was on my side and like the other one wasnt.

Then Dr Nemur nodded he said all right maybe your right. We will use Charlie. When he said that I got so exited I jumped up and shook his hand for being so good to me. I told him thank you doc you wont be sorry for giving me a second chance. And I mean it like I told him. After the operashun Im gonna try to be smart. Im gonna try awful hard.

progris ripert 5—Mar 10

Im skared. Lots of the nurses and the people who gave me the tests came to bring me candy and wish me luck. I hope I have luck. I got my rabits foot and my lucky penny. Only a black cat crossed me when I was comming to the hospitil. Dr Strauss says dont be supersitis Charlie this is science. Anyway Im keeping my rabits foot with me.

I asked Dr Strauss if Ill beat Algernon in the race after

the operashun and he said maybe. If the operashun works Ill show that mouse I can be as smart as he is. Maybe smarter. Then Ill be abel to read better and spell the words good and know lots of things and be like other people. I want to be smart like other people. If it works perminint they will make everybody smart all over the wurld.

They dint give me anything to eat this morning. I dont know what that eating has to do with getting smart. Im very hungry and Dr. Nemur took away my box of candy. That Dr Nemur is a grouch. Dr Strauss says I can have it back after the operashun. You cant eat befo. a operashun . . .

progress report 6—Mar 15

The operashun dint hurt. He did it while I was sleeping. They took off the bandijis from my head today so I can make a PROGRESS REPORT. Dr. Nemur who looked at some of my other ones says I spell PROGRESS wrong and told me how to spell it and REPORT too. I got to try and remember that.

I have a very bad memary for spelling. Dr Strauss says its ok to tell about all the things that happin to me but he says I should tell more about what I feel and what I think. When I told him I dont know how to think he said try. All the time when the bandijis were on my eyes I tryed to think. Nothing happened. I dont know what to think about. Maybe if I ask him he will tell me how I can think now that Im suppose to get smart. What do smart people think about. Fancy things I suppose. I wish I knew some fancy things alredy.

progress report 7—mar 19

Nothing is happining. I had lots of tests and different kinds of races with Algernon. I hate that mouse He always beats me. Dr. Strauss said I got to play those games. And he said some time I got to take those tests over again. Those inkblots are stupid. And those pictures are stupid too. I like to draw a picture of a man and a woman but I wont make up lies about people.

I got a headache from trying to think so much. I thot Dr Strauss was my friend but he dont help me. He dont tell me what to think or when Ill get smart. Miss Kinnian dint come to see me. I think writing these progress reports are stupid too.

progress report 8—Mar 23

Im going back to work at the factery. They said it was better I shud go back to work but I cant tell anyone what the operashun was for and I have to come to the hospitil for an hour evry night after work. They are gonna pay me mony every month for learning to be smart.

Im glad Im going back to work because I miss my job and all my friends and all the fun we have there.

Dr Strauss says I shud keep writing things down but I dont have to do it every day just when I think of something or something speshul happins. He says dont get discoridged because it takes time and it happins slow. He says it took a long time with Algernon before he got 3 times smarter than he was before. Thats why Algernon beats me all the time because he had that operashun too. That makes me feel better. I could probly do that *amazed* faster than a reglar mouse. Maybe some day Iil beat him. That would be something. So far Algernon looks smart perminent.

Mar 25 (I dont have to write PROGRESS REPORT on top any more just when I hand it in once a week for Dr Nemur. I just have to put the date on. That saves time)

We had a lot of fun at the factery today. Joe Carp said hey look where Charlie had his operashun what did they do Charlie put some brains in. I was going to tell him but I remembered Dr Strauss said no. Then Frank Reilly said what did you do Charlie forget your key and open your door the hard way. That made me laff. Their really my friends and they like me.

Sometimes somebody will say hey look at Joe or Frank or George he really pulled a Charlie Gordon. I dont know why they say that but they always laff. This morning Amos Borg who is the 4 man at Donnegans used my name when he shouted at Ernie the office boy. Ernie lost a packige. He said Ernie for godsake what are you trying to be a Charlie Gordon. I dont understand why he said that.

Mar 28 Dr Strauss came to my room tonight to see why I dint come in like I was suppose to. I told him I dont like to race with Algernon any more. He said I dont have to for a while but I shud come in. He had a present for me. I thot it was a little television but it wasnt. He said I got to turn it on when I go to sleep. I said your kidding why shud I turn it on when Im going to sleep. Who ever herd of a thing like that. But he said if I want to get smart I got to do what he says. I told him I dint think I was going to get smart and he puts his hand on my sholder and said Charlie you dont know it yet but your getting smarter all the time. You wont notice for a while. I think he was just being nice to make me feel good because I dont look any smarter.

Oh yes I almost forgot. I asked him when I can go back to the class at Miss Kinnians school. He said I wont go their. He said that soon Miss Kinnian will come to the hospitil to start and teach me speshul.

Mar 29 That crazy TV kept up all night. How can I sleep with something yelling crazy things all night in my

(Continued on page 23)



Flowers for Algernon

(Continued from page 7)



ears. And the nutty pictures. Wow. I don't know what it says when Im up so how am I going to know when Im sleeping

Dr Strauss says its ok. He says my brains are lerning when I sleep and that will help me when Miss Kinnian starts my lessons in the hospitl (only I found out it isn't a hospitl its a labatory.) I think its all crazy. If you can get smart when your sleeping why do people go to school. That thing I don't think will work. I use to watch the late show and the late late show on TV all the time and it never made me smart. Maybe you have to sleep while you watch it.

progress report 9—April 3

Dr Strauss showed me how to keep the TV turned low so now I can sleep. I don't hear a thing. And I still dont understand what it says. A few times I play it over in the morning to find out what I lerned when I was sleeping and I don't think so. Miss Kinnian says Maybe its another langwidge. But most times it sounds american. It talks faster then even Miss Gold who was my teacher in 6 grade.

I told Dr. Strauss what good is it to get smart in my sleep. I want to be smart when Im awake. He says its the same thing and I have two minds. Theres the *subconscious* and the *conscious* (thats how you spell it). And one dont tell the other one what its doing. They don't even talk to each other. Thats why I dream. And boy have I been having crazy dreams. Wow. Ever since that night TV. The late late late show.

I forgot to ask him if it was only me or if everybody had those two minds.

(I just looked up the word in the dictionary Dr Strauss gave me. The word is *subconscious. adj. Of the nature of mental operations yet not present in consciousness; as, subconscious conflict of desires.*) There's more but I still dont know what it means. This isnt a very good dictionary for dumb people like me.

Anyway the headache is from the party. My friends from the factery Joe Carp and Frank Reilly invited me to go to Muggys Saloon for some drinks. I don't like to drink but they said we will have lots of fun. I had a good time.

Joe Carp said I shoud show the girls how I mop out the toilet in the factory and he got me a mop. I showed them and everyone laffed when I told that Mr. Donnegan said I was the best janiter he ever had because I like my job and do it good and never miss a day except for my operashun.

I said Miss Kinnian always said Charlie be proud of your job because you do it good.

Everybody laffed and we had a good time and they gave me lots of drinks and Joe said Charlie is a card when hes potted. I dont know what that means but everybody likes me and we have fun. I cant wait to be smart like my best friends Joe Carp and Frank Reilly.

I dont remember how the party was over but I think I went out to buy a newspaper and coffe for Joe and Frank and when I came back there was no one their. I looked for them all over till late. Then I dont remember so good but I think I got sleepy or sick. A nice cop brot me back home Thats what my landlady Mrs Flynn says.

But I got a headache and a big lump on my head. I think maybe I fell but Joe Carp says it was the cop they beat up drunks some times. I don't think so. Miss Kinnian says cops are to help people. Anyway I got a bad headache and Im sick and hurt all over. I dont think Ill drink anymore.

April 6 I beat Algernon! I dint even know I beat him until Burt the tester told me. Then the second time I lost because I got so exited I fell off the chair before I finished. But after that I beat him 8 more times. I must be getting smart to beat a smart mouse like Algernon. But I dont *feel* smarter.

I wanted to race Algernon some more but Burt said thats enough for one day. They let me hold him for a minit. Hes not so bad. Hes soft like a ball of cotton. He blinks and when he opens his eyes their black and pink on the eges.

I said can I feed him because I felt bad to beat him and I wanted to be nice and make friends. Burt said no Algernon is a very specshul mouse with an operashun like mine, and he was the first of all the animals to stay smart so long. He told me Algernon is so smart that every day he has to solve a test to get his food. Its a thing like a lock on a door that changes every time Algernon goes in to eat so he has to lern something new to get his food. That made me sad because if he coudnt lern he would be hungry.

I don't think its right to make you pass a test to eat. How woud Dr Nemur like it to have to pass a test every time he wants to eat. I think Ill be friends with Algernon.

April 9 Tonight after work Miss Kinnian was at the laboratory. She looked like she was glad to see me but scared. I told her dont worry Miss Kinnian Im not smart yet and she laffed. She said I have confidence in you Charlie the way you struggled so hard to read and right better than all the others. At werst you will have it for a littel wile and your doing something for science.

We are reading a very hard book. Its called *Robinson Crusoe* about a man who gets merooned on a dessert Iland. Hes smart and figers out all kinds of things so he can have a house and food and hes a good swimmer. Only I feel sorry because hes all alone and has no friends. But I think their must be somebody else on the iland because theres a picture with his funny umbrella looking at footprints. I hope he gets a frend and not be lonly.

April 10 Miss Kinnian teaches me to spell better. She says look at a word and close your eyes and say it over and over until you remember. I have lots of truble with *through* that you say *threw* and *enough* and *tough* that you dont say *enew* and *tew*. You got to say *enuff* and *tuff*. Thats how I use to write it before I started to get smart. Im confused but Miss Kinnian says theres no reason in spelling.

Apr 14 Finished *Robinson Crusoe*. I want to find out more about what happens to him but Miss Kinnian says thats all there is. *Why*.

Apr 15 Miss Kinnian says Im lerning fast. She read some of the Progress Reports and she looked at me kind of funny. She says Im a fine person and Ill show them all. I asked her why. She said never mind but I shouldnt feel bad if I find out everybody isn't nice like I think. She said for a person who god gave so little to you done more then a lot of people with brains they never even used. I said all my friends are smart people but there good. They like me and they never did anything that wasnt nice. Then she got something in her eye and she had to run out to the ladys room.

Apr 16 Today, I lerned, the *comma*, this is a comma (,) a period, with a tail, Miss Kinnian, says its important, because, it makes writing, better, she said, somebody, coud lose, a lot of money, if a comma, isnt, in the, right place, I don't have, any money, and I dont see, how a comma, keeps you, from losing it,

Apr 17 I used the comma wrong. Its punctuation. Miss Kinnian told me to look up long words in the dictionary to lern to spell them. I said whats the difference if you can read it anyway. She said its part of your education so now on Ill look up all the words Im not sure how to spell. It takes a long time to write that way but I only have to look up once and after that I get it right.

You got to mix them up. she showed? me" how. to mix! them (and now; I can! mix up all kinds" of punctuation, in! my writing? There, are lots! of rules? to lern; but Im gettin'g them in my head.

One thing I like about, Dear Miss Kinnian: (thats the way it goes in a business letter if I ever go into business) is she, always gives me' a reason" when—I ask. She's a gen'ius! I wish I cou'd be smart" like, her;

(Punctuation, is; fun!)

April 18 What a dope I am! I didn't even understand what she was talking about. I read the grammar book last night and it explanes the whole thing. Then I saw it was the same way as Miss Kinnian was trying to tell me, but I didn't get it.

Miss Kinnian said that the TV working in my sleep helped out. She and I reached a plateau. That's a flat hill.

After I figured out how punctuation worked, I read over all my old Progress Reports from the beginning. Boy, did I have crazy spelling and punctuation! I told Miss Kinnian I ought to go over the peges and fix all the mistakes but she said, "No, Charlie, Dr. Nemur wants them just as they are. That's why he let you keep them after they were photostated, to see your own progress. You're coming along fast, Charlie."

That made me feel good. After the lesson I went down and played with Algernon. We don't race my more.

April 20 I feel sick inside. Not sick like for a doctor, but inside my chest it feels empty like getting punched and a heartburn at the same time. I wasn't going to write about it, but I guess I got to, because it's important. Today was the first time I ever stayed home from work.

Last night Joe Carp and Frank Reilly invited me to a party. There were lots of girls and some men from the factory. I remembered how sick I got last time I drank too much, so I told Joe I didn't want anything to drink. He gave me a plain coke instead.

We had a lot of fun for a while. Joe said I should dance with Ellen and she would teach me the steps. I fell a few times and I couldn't understand why because no one else was dancing besides Ellen and me. And all the time I was tripping because somebody's foot was always sticking out.

Then when I got up I saw the look on Joe's face and it gave me a funny feeling in my stomach. "He's a scream," one of the girls said. Everybody was laughing.

"Look at him. He's blushing. Charlie is blushing."

"Hey, Ellen, what'd you do to Charlie? I never saw him act like that before."

I didn't know what to do or where to turn. Everyone was looking at me and laughing and I felt naked. I wanted to hide. I ran outside and I threw up. Then I walked home. It's a funny thing I never knew that Joe and Frank and the others liked to have me around all the time to make fun of me.

Now I know what it means when they say "to pull a Charlie Gordon."

I'm ashamed.

progress report 11

April 21 Still didn't go into the factory. I told Mrs. Flynn my landlady to call and tell Mr. Donnegan I was sick. Mrs. Flynn looks at me very funny lately like she's scared.

I think it's a good thing about finding out how everybody laughs at me. I thought about it a lot. It's because I'm so dumb and I don't even know when I'm doing something dumb. People think it's funny when a dumb person can't do things the same way they can.

Anyway, now I know I'm getting smarter every day. I know punctuation and I can spell good. I like to look up all the hard words in the dictionary and I remember them. I'm reading a lot now, and Miss Kinnian says I read very fast. Sometimes I even understand what I'm reading about, and it stays in my mind. There are times when I can close my eyes and think of a page and it all comes back like a picture.

Besides history, geography and arithmetic, Miss Kinnian said I should start to learn foreign languages. Dr. Strauss gave me some more tapes to play while I sleep. I still don't understand how that conscious and unconscious mind works, but Dr. Strauss says not to worry yet. He asked me to promise that when I start learning college subjects next week I wouldn't read any books on psychology—that is, until he gives me permission.

I feel a lot better today, but I guess I'm still a little angry that all the time people were laughing and making fun of me because I wasn't so smart. When I become intelligent like Dr. Strauss says, with three times my I.Q. of 68, then maybe I'll be like everyone else and people will like me.

I'm not sure what an I.Q. is. Dr. Nemur said it was something that measured how intelligent you were—like a scale in the drugstore weighs pounds. But Dr. Strauss had a big argument with him and said an I.Q. didn't weigh intelligence at all. He said an I.Q. showed how much intelligence you could get, like the numbers on the outside of a measuring cup. You still had to fill the cup up with stuff.

Then when I asked Burt, who gives me my intelligence tests and works with Algernon, he said that both of them

so Burt says that the I.Q. measures a lot of different things including some of the things you learned already, and it really isn't any good at all.

So I still don't know what I.Q. is except that mine is going to be over 200 soon. I didn't want to say anything, but I don't see how if they don't know *what* it is, or *where* it is—I don't see how they know *how much* of it you've got.

Dr. Nemur says I have to take a *Rorshach Test* tomorrow. I wonder what *that* is.

April 22 I found out what a Rorshach is. It's the test I took before the operation—the one with the inkblots on the pieces of cardboard.

I was scared to death of those inkblots. I knew the man was going to ask me to find the pictures and I knew I couldn't. I was thinking to myself, if only there was some way of knowing what kind of pictures were hidden there. Maybe there weren't any pictures at all. Maybe it was just a trick to see if I was dumb enough to look for something that wasn't there. Just thinking about that made me sore at him.

"All right, Charlie," he said, "you've seen these cards before, remember?"

"Of course I remember."

The way I said it, he knew I was angry, and he looked surprised. "Yes, of course. Now I want you to look at this. What might this be? What do you see on this card? People see all sorts of things in these inkblots. Tell me what it might be for you—what it makes you think of."

I was shocked. That wasn't what I had expected him to say. "You mean there are no pictures hidden in those inkblots?"

He frowned and took off his glasses. "What?"

"Pictures. Hidden in the inkblots. Last time you told me everyone could see them and you wanted me to find them too."

He explained to me that the last time he had used almost the exact same words he was using now. I didn't believe it, and I still have the suspicion that he misled me at the time just for the fun of it. Unless—I don't know any more—could I have been *that* feeble-minded?

We went through the cards slowly. One looked like a pair of bats tugging at something. Another one looked like two men fencing with swords. I imagined all sort of things. I guess I got carried away. But I didn't trust him any more, and I kept turning them around, even looking on the back to see if there was anything there I was supposed to catch. While he was making his notes, I peeked out of the corner of my eye to read it. But it was all in code that looked like this:

WF + A DdF – Ad orig. WF – A
SF + obj

The test still doesn't make sense to me. It seems to me that anyone could make up lies about things that they didn't really imagine. Maybe I'll understand it when Dr. Strauss lets me read up on psychology.

April 25 I figured out a new way to line up the machines in the factory, and Mr. Donnegan says it will save him ten thousand dollars a year in labor and increased production. He gave me a $25 bonus.

to celebrate, but Joe said he had to buy some things for his wife, and Frank said he was meeting his cousin for lunch. I guess it'll take a little time for them to get used to the changes in me. Everybody seems to be frightened of me. When I went over to Amos Borg and tapped him, he jumped up in the air.

People don't talk to me much any more or kid around they way they used to. It makes the job kind of lonely.

April 27 I got up the nerve today to ask Miss Kinnian to have dinner with me tomorrow night to celebrate my bonus.

At first she wasn't sure it was right, but I asked Dr. Strauss and he said it was okay. Dr. Strauss and Dr. Nemur don't seem to be getting along so well. They're arguing all the time. This evening I heard them shouting. Dr. Nemur was saying that it was *his* experiment and *his* research, and Dr. Strauss shouted back that he contributed just as much, because he found me through Miss Kinnian and he performed the operation. Dr. Strauss said that someday thousands of neurosurgeons might be using his technique all over the world.

Dr. Nemur wanted to publish the results of the experiment at the end of this month. Dr. Strauss wanted to wait a while to be sure. Dr. Strauss said Dr. Nemur was more interested in the Chair of Psychology at Princeton than he was in the experiment. Dr. Nemur said Dr. Strauss was nothing but an opportunist trying to ride to glory on *his* coattails.

When I left afterwards I found myself trembling. I don't know why for sure, but it was as if I'd seen both men clearly for the first time. I remember hearing Burt say Dr. Nemur had a shrew of a wife who was pushing him all the time to get things published so he could become famous. Burt said that the dream of her life was to have a big shot husband.

April 28 I don't understand why I never noticed how beautiful Miss Kinnian really is. She has brown eyes and feathery brown hair that comes to the top of her neck. She's only thirty-four! I think from the beginning I had the feeling that she was an unreachable genius—and very, very old. Now, every time I see her she grows younger and more lovely.

We had dinner and a long talk. When she said I was coming along so fast I'd be leaving her behind, I laughed.

"It's true, Charlie. You're already a better reader than I am. You can read a whole page at a glance while I can take in only a few lines at a time. And you remember every single thing you read. I'm lucky if I can recall the main thoughts and the general meaning."

"I don't feel intelligent. There are so many things I don't understand."

She took out a cigarette and I lit it for her. "You've got to be a *little* patient. You're accomplishing in days and weeks what it takes normal people to do in a lifetime. That's what makes it so amazing. You're like a giant sponge now, soaking things in. Facts, figures, general knowledge. And soon you'll begin to connect them, too. You'll see how different branches of learning are related. There are many levels, Charlie, like steps on a giant ladder that take you up higher and higher to see more and more of the world around you.

JANUARY, 1966

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"I can see only a little bit of that, Charlie, and I won't go much higher than I am now, but you'll keep climbing up and up, and see more and more, and each step will open new worlds that you never even knew existed." She frowned. "I hope . . . I just hope to God—"

"What?"

"Never mind, Charles. I just hope I wasn't wrong to advise you to go into this in the first place."

I laughed. "How could that be? It worked, didn't it? Even Algernon is still smart."

We sat there silently for a while and I knew what she was thinking about as she watched me toying with the chain of my rabbit's foot and my keys. I didn't want to think of that possibility any more than elderly people want to think of death. I *knew* that this was only the beginning. I knew what she meant about levels because I'd seen some of them already. The thought of leaving her behind made me sad.

I'm in love with Miss Kinnian.

progress report 12

April 30 I've quit my job with Donnegan's Plastic Box Company. Mr. Donnegan insisted it would be better for all concerned if I left. What did I do to make them hate me so?

The first I knew of it was when Mr. Donnegan showed me the petition. Eight hundred names, everyone in the factory, except Fanny Girden. Scanning the list quickly, I saw at once that hers was the only missing name. All the rest demanded that I be fired.

Joe Carp and Frank Reilly wouldn't talk to me about it. No one else would either, except Fanny. She was one of the few people I'd known who set her mind to something and believed it no matter what the rest of the world proved, said or did—and Fanny did not believe that I should have been fired. She had been against the petition on principle and despite the pressure and threats she'd held out.

"Which don't mean to say," she remarked, "that I don't think there's something mighty strange about you, Charlie. Them changes. I don't know. You used to be a good, dependable, ordinary man—not too bright maybe, but honest. Who knows what you done to yourself to get so smart all of a sudden. Like everybody around here's been saying, Charlie, it's not right."

"But how can you say that, Fanny? What's wrong with a man becoming intelligent and wanting to acquire knowledge and understanding of the world around him?"

She stared down at her work and I turned to leave. Without looking at me, she said: "It was evil when Eve listened to the snake and ate from the tree of knowledge. It was evil when she saw that she was naked. If not for that none of us would ever have to grow old and sick, and die."

Once again now, I have the feeling of shame burning inside me. This intelligence has driven a wedge between me and all the people I once knew and loved. Before, they laughed at me and despised me for my ignorance and dullness; now, they hate me for my knowledge and understanding. What in God's name do they want of me?

They've driven me out of the factory. Now I'm more alone than ever before. . . .

May 15 Dr. Strauss is very angry at me for not having written any progress reports in two weeks. He's justified because the lab is now paying me a regular salary. I told him I was too busy thinking and reading. When I pointed out that writing was such a slow process that it made me impatient with my poor handwriting, he suggested I learn to type. It's much easier to write now because I can type seventy-five words a minute. Dr. Strauss continually reminds me of the need to speak and write simply so people will be able to understand me.

I'll try to review all the things that happened to me during the last two weeks. Algernon and I were presented to the *American Psychological Association* sitting in convention with the *World Psychological Association*. We created quite a sensation. Dr. Nemur and Dr. Strauss were proud of us.

I suspect that Dr. Nemur, who is sixty—ten years older than Dr. Strauss—finds it necessary to see tangible results of his work. Undoubtedly the result of pressure by Mrs. Nemur.

Contrary to my earlier impressions of him, I realize that Dr. Nemur is not at all a genius. He has a very good mind, but it struggles under the spectre of self-doubt. He wants people to take him for a genius. Therefore it is important for him to feel that his work is accepted by the world. I believe that Dr. Nemur was afraid of further delay because he worried that someone else might make a discovery along these lines and take the credit from him.

Dr. Strauss on the other hand might be called a genius, although I feel his areas of knowledge are too limited. He was educated in the tradition of narrow specialization; the broader aspects of background were neglected far more than necessary—even for a neurosurgeon.

I was shocked to learn the only ancient languages he could read were Latin, Greek and Hebrew, and that he knows almost nothing of mathematics beyond the elementary levels of the calculus of variations. When he admitted this to me, I found myself almost annoyed. It was as if he'd hidden this part of himself in order to deceive me, pretending—as do many people I've discovered—to be what he is not. No one I've ever known is what he appears to be on the surface.

Dr. Nemur appears to be uncomfortable around me. Sometimes when I try to talk to him, he just looks at me strangely and turns away. I was angry at first when Dr. Strauss told me I was giving Dr. Nemur an inferiority complex. I thought he was mocking me and I'm oversensitive at being made fun of.

How was I to know that a highly respected psychoexperimentalist like Nemur was unacquainted with Hindustani and Chinese? It's absurd when you consider the work that is being done in India and China today in the very field of his study.

I asked Dr. Strauss how Nemur could refute Rahajamati's attack on his method if Nemur couldn't even read them in the first place. That strange look on Strauss' face can mean only one of two things. Either he doesn't want to tell Nemur what they're saying in India, or else—and this worries me—Dr. Strauss doesn't know either. I must be careful to speak and write clearly and simply so people won't laugh.

May 18 I am very disturbed. I saw Miss Kinnian last night for the first time in over a week. I tried to avoid all discussions of intellectual concepts and to keep the conver-

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blankly and asked me what I meant about the mathematical variance equivalent in Dorbermann's *Fifth Concerto*.

When I tried to explain she stopped me and laughed. I guess I got angry, but I suspect I'm approaching her on the wrong level. No matter what I try to discuss with her, I am unable to communicate I must review Vrostadt's equations on *Levels* of *Semantic Progression*. I find I don't communicate with people much any more. Thank God for books and music and things I can think about. I am alone at Mrs. Flynn's boarding house most of the time and seldom speak to anyone.

May 20 I would not have noticed the new dishwasher, a boy of about sixteen, at the corner diner where I take my evening meals if not for the incident of the broken dishes.

They crashed to the floor, sending bits of white china under the tables. The boy stood there, dazed and frightened, holding the empty tray in his hand. The catcalls from the customers (the cries of "Hey, there go the profits!" . . . "*Mazeltov!*" . . . and "Well, he didn't work here very long . . ." which invariably seem to follow the breaking of glass or dishware in a public restaurant) all seemed to confuse him.

When the owner came to see what the excitement was about, the boy cowered as if he expected to be struck. "All right! All right, you dope," shouted the owner, "don't just stand there! Get the broom and sweep that mess up. A broom . . . a broom, you idiot! It's in the kitchen!"

The boy saw he was not going to be punished. His frightened expression disappeared and he smiled as he came back with the broom to sweep the floor. A few of the rowdier customers kept up the remarks, amusing themselves at his expense.

"Here, sonny, over here there's a nice piece behind you . . ."

"He's not so dumb. It's easier to break 'em than wash 'em!"

As his vacant eyes moved across the crowd of onlookers, he slowly mirrored their smiles and finally broke into an uncertain grin at the joke he obviously did not understand.

I felt sick inside as I looked at his dull, vacuous smile, the wide, bright eyes of a child, uncertain but eager to please. They were laughing at him because he was mentally retarded.

And I had been laughing at him too.

Suddenly I was furious at myself and all those who were smirking at him. I jumped up and shouted, "Shut up! Leave him alone! It's not his fault he can't understand! He can't help what he is! But he's still a human being!"

The room grew silent. I cursed myself for losing control. I tried not to look at the boy as I walked out without touching my food. I felt ashamed for both of us.

How strange that people of honest feelings and sensibility, who would not take advantage of a man born without arms or eyes—how such people think nothing of abusing a man born with low intelligence. It infuriated me to think that not too long ago I had foolishly played the clown.

And I had almost forgotten.

I'd hidden the picture of the old Charlie Gordon from myself because now that I was intelligent it was something that had to be pushed out of my mind. But today in looking at that boy, for the first time I saw what I had been. *I was*

Only a short time ago, I learned that people laughed at me. Now I can see that unknowingly I joined with them in laughing at myself. That hurts most of all.

I have often reread my progress reports and seen the illiteracy, the childish naiveté, the mind of low intelligence peering from a dark room, through the keyhole at the dazzling light outside. I see that even in my dullness I knew I was inferior, and that other people had something I lacked —something denied me. In my mental blindness, I thought it was somehow connected with the ability to read and write, and I was sure that if I could get those skills I would automatically have intelligence too.

Even a feeble-minded man wants to be like other men.

A child may not know how to feed itself, or what to eat, yet it knows of hunger.

This then is what I was like. I never knew. Even with my gift of intellectual awareness, I never really knew.

This day was good for me. Seeing the past more clearly, I've decided to use my knowledge and skills to work in the field of increasing human intelligence levels. Who is better equipped for this work? Who else has lived in both worlds? These are my people. Let me use my gift to do something for them.

Tomorrow, I will discuss with Dr. Strauss how I can work in this area. I may be able to help him work out the problems of widespread use of the technique which was used on me. I have several good ideas of my own.

There is so much that might be done with this technique. If I could be made into a genuis, what about thousands of others like myself? What fantastic levels might be achieved by using this technique on normal people? On *geniuses?*

There are so many doors to open. I am impatient to begin.

progress report 13

May 23 It happened today. Algernon bit me. I visited the lab to see him as I do occasionally, and when I took him out of his cage, he snapped at my hand. I put him back and watched him for a while. He was unusually disturbed and vicious.

May 24 Burt, who is in charge of the experimental animals, tells me that Algernon is changing. He is less cooperative; he refuses to run the maze any more; general motivation has decreased. And he hasn't been eating. Everyone is upset about what this may mean.

May 25 They've been feeding Algernon, who now refuses to work the shifting-lock problem. Everyone identifies me with Algernon. In a way we're both the first of our kind. They're all pretending that Algernon's behavior is not necessarily significant for me. But it's hard to hide the fact that some of the other animals who were used in this experiment are showing strange behavior.

Dr. Strauss and Dr. Nemur have asked me not to come to the lab any more. I know what they're thinking but I can't accept it. I am going ahead with my plans to carry their research forward. With all due respect to both these fine scientists, I am well aware of their limitations. If there is an answer, I'll have to find it out for myself. Suddenly, time has become very important to me.

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May 29 I have been given a lab of my own and permission to go ahead with the research. I'm onto something. Working day and night. I've had a cot moved into the lab. Most of my writing time is spent on the notes which I keep in a separate folder, but from time to time I feel it necessary to put down my moods and thoughts from sheer habit.

I find the *calculus of intelligence* to be a fascinating study. Here is the place for the application of all the knowledge I have acquired.

May 31 Dr. Strauss thinks I'm working too hard. Dr. Nemur says I'm trying to cram a lifetime of research and thought into a few weeks. I know I should rest, but I'm driven on by something inside that won't let me stop. I've got to find the reason for the sharp regression in Algernon. I've got to know *if* and *when* it will happen to me.

June 4

LETTER TO DR. STRAUSS (*copy*)

Dear Dr. Strauss:

Under separate cover I am sending you a copy of my report entitled, "The Algernon-Gordon Effect: A Study of Structure and Function of Increased Intelligence," which I would like to have published.

As you see, my experiments are completed. I have included in my report all of my formulae, as well as mathematical analysis in the appendix. Of course, these should be verified.

Because of its importance to both you and Dr. Nemur (and need I say to myself, too?) I have checked and rechecked my results a dozen times in the hope of finding an error. I am sorry to say the results must stand. Yet for the sake of science, I am grateful for the little bit that I here add to the knowledge of the function of the human mind and of the laws governing the artificial increase of human intelligence.

I recall your once saying to me that an experimental *failure* or the *disproving* of a theory was as important to the advancement of learning as a success would be. I know now that this is true. I am sorry, however, that my own contribution to the field must rest upon the ashes of the work of two men I regard so highly.

Your truly,
Charles Gordon

June 5 I must not become emotional. The facts and the results of my experiments are clear, and the more sensational aspects of my own rapid climb cannot obscure the fact that the tripling of intelligence by the surgical technique developed by Drs. Strauss and Nemur must be viewed as having little or no practical applicability (at the present time) to the increase of human intelligence.

As I review the records and data on Algernon, I see that although he is still in his physical infancy, he has regressed mentally. Motor activity is impaired; there is a general reduction of glandular activity; there is an accelerated loss of coordination.

There are also strong indications of progressive amnesia.

As will be seen by my report, these and other physical and mental deterioration syndromes can be predicted with significant results by the application of my formula.

The surgical stimulus to which we were both subjected has resulted in an intensification and acceleration of all mental processes. The unforeseen development, which I have taken the liberty of calling the *Algernon-Gordon Effect*, is the logical extenison of the entire intelligence speed-up. The hypothesis here proven may be described simply in the following terms: Artificially increased intelligence deteriorates at a rate of time directly proportional to the quantity of the increase.

I feel that this, in itself, is an important discovery.

As long as I am able to write, I will continue to record my thoughts in these progress reports. It is one of my few pleasures. However, by all indications, my own mental deterioration will be very rapid.

I have already begun to notice signs of emotional instability and forgetfulness, the first symptoms of the burnout.

June 10 Deterioration progressing. I have become absent-minded. Algernon died two days ago. Dissection shows my predictions were right. His brain had decreased in weight and there was a general smoothing out of cerebral convolutions, as well as a deepening and broadening of brain fissures.

I guess the same thing is or will soon be happening in me. Now that it's definite, I don't want it to happen.

I put Algernon's body in a cheese box and buried him in the back yard. I cried.

June 15 Dr. Strauss came to see me again. I wouldn't open the door and I told him to go away. I want to be left to myself. I am touchy and irritable. I feel the darkness closing in. It's hard to throw off thoughts of suicide. I keep telling myself how important this journal will be.

It's a strange sensation to pick up a book you enjoyed just a few months ago and discover you don't remember it. I remembered how great I thought John Milton was, but when I picked up *Paradise Lost* I couldn't understand it at all. I got so angry I threw the book across the room.

I've got to try to hold on to some of it. Some of the things I've learned. Oh, God, please don't take it all away.

June 19 Sometimes, at night, I go out for a walk. Last night, I couldn't remember where I lived. A policeman took me home. I have the strange feeling that this has all happened to me before—a long time ago. I keep telling myself I'm the only person in the world who can describe what's happening to me.

June 21 Why can't I remember? I've got to fight. I lie in bed for days and I don't know who or where I am. Then it all comes back to me in a flash. Fugues of amnesia. Symtoms of senility—second childhood. I can watch them coming on. It's so cruelly logical. I learned so much and so fast. Now my mind is deteriorating rapidly. I won't let it happen. I'll fight it. I can't help thinking of the boy in the restaurant, the blank expression, the silly smile, the people laughing at him. No—please—not that again. . . .

June 22 I'm forgetting things that I learned recently. It seems to be following the classic pattern—the last things learned are the first things forgotten. Or is that the pattern? I'd better look it up again. . . .

I reread my paper on the *Algernon-Gordon Effect* and I get the strange feeling that it was written by someone else. There are parts I don't even understand.

Motor activity impaired. I keep tripping over things, and it becomes increasingly difficult to type.

June 23 I've given up using the typewriter. My coordination is bad. I feel I'm moving slower and slower. Had a terrible shock today. I picked up a copy of an article I used in my research, Krueger's *Uber psychische Ganzheit*, to see if it would help me understand what I had done. First I thought there was something wrong with my eyes. Then I realized I could no longer read German. I tested myself in other languages. All gone.

June 30 A week since I dared to write again. It's slipping away like sand through my fingers. Most of the books I have are too hard for me now. I get angry with them because I know that I read and understood them just a few weeks ago.

I keep telling myself I must keep writing these reports so that somebody will know what is happening to me. But it gets harder to form the words and remember spellings. I have to look up even simple words in the dictionary now and it makes me impatient with myself.

Dr. Strauss comes around almost every day, but I told him I wouldn't see or speak to anybody. He feels guilty. They all do. But I don't blame anyone. I know what might happen. But how it hurts.

July 7 I don't know where the week went. Todays Sunday I know because I can see through my window people going to church. I think I stayed in bed all week but I remember Mrs. Flynn bringing food to me a few times. I keep saying over and over I've got to do something but then I forget or maybe its just easier not to do what I say I'm going to do.

I think of my mother and father a lot these days. I found a picture of them with me taken at a beach. My father has a big ball under his arm and my mother is holding me by the hand. I dont remember them the way they are in the picture. All I remember is my father drunk most of the time and arguing with mom about money.

He never shaved much and he used to scratch my face when he hugged me. My Mother said he died but Cousin Miltie said he heard his dad say that my father ran away with another woman. When I asked my mother she slapped me and said my father was dead. I dont think I ever found out the truth but I dont care much. (He said he was going to take me to see cows on a farm once but he never did. He never kept his promises. . . .)

July 10 My landlady Mrs. Flynn is very worried about me. She says the way I lay around all day and dont do anything I remind her of her son before she threw him out of the house. She said she doesn't like loafers. If Im sick its one thing, but if Im a loafer thats another thing and she won't have it. I told her I think Im sick.

I try to read a little bit every day, mostly stories, but sometimes I have to read the same thing over and over again because I don't know what it means. And its hard to write. I know I should look up all the words in the dictionary but its so hard and Im so tired all the time.

Then I got the idea that I would only use the easy words instead of the long hard ones. That saves time. I put flowers on Algernons grave about once a week. Mrs. Flynn thinks Im crazy to put flowers on a mouses grave but I told her that Algernon was special.

July 14 Its sunday again. I dont have anything to do to keep me busy now because my television set is broke and I dont have any money to get it fixed. (I think I lost this months check from the lab. I dont remember)

I get awful headaches and asperin doesnt help me much. Mrs. Flynn knows Im really sick and she feels very sorry for me. Shes a wonderful woman whenever someone is sick.

July 22 Mrs. Flynn called a strange doctor to see me. She was afraid I was going to die. I told the doctor I wasnt too sick and I only forget sometimes. He asked me did I have any friends or relatives and I said no I dont have any. I told him I had a friend called Algernon once but he was a mouse and we used to run races together. He looked at me kind of funny like he thought I was crazy. He smiled when I told him I used to be a genius. He talked to me like I was a baby and he winked at Mrs. Flynn. I got mad and chased him out because he was making fun of me the way they all used to.

July 24 I have no more money and Mrs Flynn says I got to go to work somewhere and pay the rent because I havent paid for two months. I dont know any work but the job I used to have at Donnegans Box Company. I dont want to go back because they all knew me when I was smart and maybe they'll laugh at me. But I dont know what else to do to get money.

July 25 I was looking at some of my old progress reports and its very funny but I cant read what I wrote. I can make out some of the words but they dont make sense.

Miss Kinnian came to the door but I said go away I dont want to see you. She cried and I cried too but I wouldnt let her in because I didn't want her to laugh at me. I told her I didnt like her any more. I told her I didnt want to be smart any more. Thats not true. I still love her and I still want to be smart but I had to say that so she'd go away. She gave Mrs. Flynn money to pay the rent. I dont want that. I got to get a job.

Please . . . please let me not forget how to read and write. . . .

July 27 Mr. Donnegan was very nice when I came back and asked him for my old job of janitor. First he was very suspicious but I told him what happened to me then he looked very sad and put his hand on my shoulder and said Charlie Gordon you got guts.

Everybody looked at me when I came downstairs and started working in the toilet sweeping it out like I used to. I told myself Charlie if they make fun of you dont get sore because you remember their not so smart as you once thot they were. And besides they were once your friends and if they laughed at you that doesnt mean anything because they liked you too.

One of the new men who came to work there after I went

away made a nasty crack he said hey Charlie I hear you a very smart fella a real quiz kid. Say something intelligent. I felt bad but Joe Carp came over and grabbed him by the shirt and said leave him alone you lousy cracker or I'll break your neck. I didnt expect Joe to take my part so I guess hes really my friend.

Later Frank Reilly came over and said Charlie if anybody bothers you or trys to take advantage you call me or Joe and we will set em straight. I said thanks Frank and I got choked up so I had to turn around and go into the supply room so he wouldnt see me cry. Its good to have friends.

July 28 I did a dumb thing today I forgot I wasnt in Miss Kinnians class at the adult center any more like I use to be. I went in and sat down in my old seat in the back of the room and she looked at me funny and she said Charles. I dint remember she ever called me that before only Charlie so I said hello Miss Kinnian Im redy for my lesin today only I lost my reader that we was using. She startid to cry and run out of the room and everybody looked at me and I saw they wasnt the same pepul who use to be in my class.

Then all of a suddin I remembered some things about the operashun and me getting smart and I said holy smoke I reely pulled a Charlie Gordon that time. I went away before she come back to the room.

Thats why Im going away from New York for good. I dont want to do nothing like that agen. I dont want Miss Kinnian to feel sorry for me. Evry body feels sorry at the factery and I dont want that eather so Im going someplace where nobody knows that Charlie Gordon was once a genius and now he cant even reed a book or rite good.

Im taking a couple of books along and even if I cant reed them Ill practise hard and maybe I wont forget every thing I lerned. If I try reel hard maybe Ill be a littel bit smarter than I was before the operashun. I got my rabits foot and my luky penny and maybe they will help me.

If you ever red this Miss Kinnian dont be sorry for me Im glad I got a second chanse to be smart becaus I lerned a lot of things that I never even new were in this world and Im grateful that I saw it all for a littel bit. I dont know why Im dumb agen or what I did wrong maybe its because I dint try hard enuff. But if I try and practis very hard maybe Ill get a littl smarter and know what all the words are. I remember a littel bit how nice I had a feeling with the blue book that has the torn cover when I red it. Thats why Im gonna keep trying to get smart so I can have that feeling agen. Its a good feeling to know things and be smart. I wish I had it rite now if I did I would sit down and reed all the time. Anyway I bet Im the first dumb person in the world who ever found out somthing importent for science. I remember I did somthing but I dont remember what. So I gess its like I did it for all the dumb pepul like me.

Goodbye Miss Kinnian and Dr. Strauss and evreybody. And P.S. please tell Dr. Nemur not to be such a grouch when pepul laff at him and he would have more frends. Its easy to make frends if you let pepul laff at you. Im going to have lots of frends where I go.

P.P.S. Please if you get a chanse put some flowrs on Algernons grave in the bak yard. . . .

Little

[illegible] YORK, mailboxes are [illegible] of them, like envelopes in [illegible] name and a set of small perforated [illegible] a paper punch. When there's mail it [illegible] been down (twice already from the cut [illegible] tomorrow marked *The Rest and Mis* [illegible] *Garrison Lewis*. You [illegible] squinted but the inside [illegible] black. It figured. On the [illegible] upstairs in the apartment [illegible] [illegible] [illegible]

Well, this poem I'd given Daley Foster was the closest I'd ever come to cutting it. I mean, it's not easy. It's as if this very minute is made up of different instruments and I'm trying to hear through them and find something that maybe isn't even there. My mother, for instance, is part of the record. *whatdoyoumean, Gary, garbage?* and my college catalogues on the bureau: *yougoingtomakeit, Gary, yougoingtomakeit?* and my room full of broken phrases of old music (even my football helmet has a voice of its own, kind of like a tuba): *it's over, man, over, turn it over, man,* and outside the world with how many guys living and how many guys faking it?

What I like is to have the words come out hard and sure, like a person walking on a concrete pavement, or a guy catching a line drive. When that happens, it's not as though you made it up, it's as though you found it waiting. And the feeling inside when you've got something going—it's like a lot of little brush fires in your skull, suddenly they catch up with each other and your whole body gets turned on.

There's only one thing. I don't want to kid myself. There are a lot of guys who go around feeling great and writing rotten stuff. So two nights ago I took my poems and a stamped, addressed envelope and went to the Ninety-second Street Y where Daley Foster was reading. When he'd finished, I went backstage. I waited for the autograph crowd to cut out and then I approached him.

"Mr. Foster," I said, "I wonder if you have time to read this and tell me if you think I've got it. I mean if you think I should go ahead. There's no hurry or anything. I have a stamped envelope here and I thought maybe . . ."

At first Mr. Foster didn't dig the idea at all. He didn't think much of my phrase "if I've got it," but in the end, I don't know why, he said okay. In fact, he was very decent. He said if I wanted advice, he'd give me advice. He was going to Europe in a couple of days so he'd read the stuff that night and drop it in the mail the next day, which meant that I'd get it today.

ON THE way downstairs for the fourth time I told myself that no matter how bad Daley Foster thought I was, at least he'd see that I was using his language, trying to peel back layers, the way he did. All I hoped was that he'd show me how to do it better.

This time the mailbox was packed with Christmas cards. I fumbled through them until I came to the envelope with my name typed on it. I stuffed everything else back into the box, took the envelope to the corner by the potted palm and leaned against the wall, noticing as I did so that the palm was fake, the wall was cold and the lobby smelled of disinfectant.

Mr. Foster had written one sentence across the bottom of the page. *No one should write poetry unless he's fought against writing it.*

Above this my poem lay, raw, like some mummy sea animal escaped from its shell. A person wouldn't want to touch it with his bare foot, he wouldn't even want to look at it. I crumpled the page in my hand. *Thanks. Thanks a lot.* And without really knowing what I was doing, I went upstairs. I sat down in the living room in a straight chair as if I were a guest. I folded my hands in my lap and stared at the untrimmed Christmas tree across the room and smelled the turkey roasting in the kitchen and tried not to pin any names to anything, tried not to think in words at all. That's what Daley Foster was getting at, wasn't he? I shouldn't mess around. I leaned over to the record player and put on Coltrane's *Impressions.* I let the record fill the room with its sharp angles, its geometry of sound.

Almost immediately now my father came in. "Gary," he shouted, "do you have to play that stuff?"

I raised the arm of the record player.

"Besides," he said, "I thought you were going to get a haircut."

I snapped off the record player and grabbed my school jacket from the hall. At the front door I turned around and yelled at the apartment in general. I heard myself as if I were at the end of a long tunnel. "All you guys care about is the outside of my head," I shouted. "You don't care *what's* inside." And I slammed the door.

I WAS like a cat we had once when I was a kid. One summer this cat got stuck in flypaper. After the flypaper itself was off, the cat still couldn't get rid of the gooey stuff sticking to his fur. He tried licking, but that only fouled up his tongue; he tried shaking, but that was no good either. Then suddenly he just lit out. He looked as if he were really trying to run out of his skin. Well, I was that cat, see? I walked, ran, jaywalked, shouldered my way past people, zigzagged down one block and across another—West 118th Street, Amsterdam, West 116th, Broadway, 113th, 111th. *Forget it,* I told myself. *You picked out a guy who really knows the score, you showed him part of your insides, man. Whatever kind of second-rate stuff you're made of, keep it off paper.*

I found myself at the 110th Street subway station on the downtown side. On a Saturday afternoon there are plenty of seats in the train, but I didn't want to sit down. I wanted to hang on to a strap and let the subway knock me around and the noise deaden me. So I stood like that, I don't know how long, and then a few seats down I noticed this kid. He had some string and he was making a cat's cradle. His cap was pushed back and he was really concentrating. Over and under, step one to step two, around the outside and into the middle. Then he got stuck. He took the string off his hands and began from the beginning again. You could see how important it was. He kept trying to get the pattern but the pattern kept getting too complicated, and all the time the subway was roaring through the earth and everyone else was either sleeping or headless behind a newspaper. Only this kid was struggling. I don't know why, but the whole scene said something. I felt tangled in the string too, and if I stayed with it long enough, I thought, if I only stayed with it, I could do something. Set it in words that could sway like the subway.

Then I realized what I was doing. At the next stop I got off the subway and began walking again.

The street I found myself on was one of those crummy little side streets where garbage cans are always lined up on the curb waiting for the Great Chewer-Upper. And the buildings looked as though they'd been painted on cardboard and fire escapes had been tacked on to them. Near the corner there were a few stores, a delicatessen with a fake pig holding a fake apple in its mouth, a laundry with a plastic angel in the window, a newsstand, and then a barbershop. I stopped in front of it. It was still open. There was one guy in the chair but no one was waiting. I could get in the chair and close my eyes.

I looked at the clock over the mirror. Five-thirty. Everyone would be at the apartment now, trimming the tree. My mother was probably saying I'd be along any minute. Aunt Lucy would be thinking how typical of Gary, and she'd smile at her own Charlie, who was in the eighth grade and had a crew cut and a bow tie and a package of Camels at home locked in his boy scout box. "I just hope Gary didn't get run over," Charlie would say, snitching popcorn off a popcorn string before he hung it on the tree.

Of course, I knew I wasn't being quite fair. After a while they'd all be really worried, but the thing was I honestly didn't know whether I was going to get my hair cut or not. While I was trying to decide, I went next door to the newsstand and picked up a copy of *Cue* magazine. I turned to the movie section and noticed there was a rerun of *Thunderball* on the East Side. I'd liked it pretty well the first time around but had never had the urge to see it again. But suddenly it seemed to me that either I had to go to *Thunderball* or get my hair cut. I decided on *Thunderball*, the next thing was to figure how to get there. The quickest way to get across town was to cut through Central Park. I knew it wasn't exactly safe to walk through Central Park in the dark, but I didn't much care. I put the magazine back on the rack and checked the wallet in my hip pocket. What with the money I had for a haircut, I had enough cash for a movie. I also had some extra change in my jacket.

IT WASN'T until I was putting my wallet away that I became aware that the owner of the store was glaring at me. He was sitting on a high stool with his arms folded on the counter in front of him. It was kind of dark where he was (maybe he was economizing on electricity), but there he was with a glass case on one side of him and a cash register on the other. He looked as if he were sitting on guard in the mouth of a cave.

"You come in here to buy that magazine," he said, "or you gonna just dirty it up?"

"I didn't—" I began.

"Sure. Sure." He tapped the glass case that was covering up the candy. "You kids, you're all alike. Wanna go through life free. Don't wanna pay for nothing, do you?"

"I'll be glad—" I began again.

"Glad schmad. I know. You want everything t'come easy, doncha? Alla time, easy. Easy."

Suddenly I saw that this guy had really had it. He couldn't stand the sight of me. He pointed at the door. "Just go," he shouted. "Get out. Go. You make me sick. All you kids, you make me sick."

So I went. It was a couple of blocks to the park and all I could hear was the sound of my own footsteps, such a feeble sort of slap-slap that I was relieved when I got onto the frozen ground of the park and couldn't hear myself anymore. I wasn't alone; people are always walking their dogs around the rim of the park. It's weird when you think about it. At night Central Park is a jungle, with chihuahuas and poodles cowering around its edges because inside it's dark; inside the prowlers and stalkers hide.

Well, I went inside. I'd never explored Central Park when it wasn't green and when there weren't picnickers and ballplayers and couples making out on every slope. It was as if New York itself was suddenly stripped down to the bark and every twig was important. But it wasn't as wide as I'd remembered. I figured I was about in the middle when I climbed up on a knoll to see if there'd be a view.

There was all right. I felt as if I'd stepped into the center of the universe. All civilization was cupped around this sample piece of earth where I stood.

It was beautiful and sad. The kind of thing that starts the brush fires in your mind if you're stupid enough to let it. I found I was crying. I don't know why.

It was then I heard a movement somewhere at the foot of the knoll. I didn't pay much attention to it. I'd noticed there was a path down there and I decided to quit the cross-country bit and take that path to Fifth Avenue. And so I went down. There were a lot of bushes at the bottom and I was making my way around them when I began to feel as though the owner of that newsstand was watching me again. Then all at once, just before I got to the path, the bushes exploded and a whole bunch of guys with turtleneck sweaters pulled up over the lower part of their faces jumped me. It was quick. Unbelievably quick. All those arms and hands pinning me back, pushing me around, covering my mouth. I was a thing without a voice—just words going around and around inside, *I'm being mugged. This is what it's like to be mugged.* I remember thinking how quiet and efficient the whole business was, just a few muffled whispers and grunts. "Pipe the jacket," one of them said. "Private school jerk." "Give it to him." I noticed someone coming down the path. It seemed to me he was getting into the act, but I didn't quite know how because everything speeded up. Little squares of light closed in on me and that's all I knew.

COMING to was a slow kind of circling that began with the smell of the ground. I was face down, so very carefully I turned myself over. Then I lay still, breathing. It was as if I were in the eye of a hurricane. It was dead calm and I wanted to stay just as I was forever, flat on my back, staring at the stars, not moving, just *being*. I don't know how long I did stay, but after a while, I tried opening and shutting my jaw. It worked. Then I thought I'd try out my voice. It was only a whisper at first.

"Testing," I said. "One, two, three. Testing." I wasn't even sure it belonged to me, that voice. I tried again. Louder. "Testing."

That was all.

"You sound okay." It was another voice. I let the fact of the other voice sink into the calm.

"You feel okay?" The voice seemed to be on my left ground level. I accepted it.

"I've got a knock on my head," I said. "I don't think it's too bad. And maybe my face is scraped up some." Mentally I went over the rest of my body, piece by piece. "I think I'm in good shape," I said, "considering."

It was quiet again.

"Me too."

"You get it too?"

"Yeah."

There was a long silence while I tried to put the pieces together.

"You the guy who came along just before I got knocked out?"

"Yeah. I tried to help. There were too many."

(*Continued on page 25*)

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LITTLE CHRISTMAS

(*Continued from page 7*)

"You shouldn't have."

"Didn't have anything else to do."

I smiled up at the sky.

"They get your dough?" he asked.

Slowly I rolled over to my side. felt my hip pocket and rolled back again. "Yeah," I said. "You?"

"Yeah."

"Much?"

"About a buck and a half. My supper money."

I thought about this awhile. "My name's Gary Lewis," I said.

"Pete Jacobs."

"Hi."

"Hi."

A long pause. I traced the tail of the Big Dipper. "You live around here?" I asked.

"West Side. I live with my father."

There was a dull ache in the back of my head, but I knew I could get up easy enough if I wanted to. I could get up and see what this guy looked like. But I wanted to keep in the eye of the hurricane.

"I live uptown," I said. "Near Columbia."

"Your folks going to worry?"

"Maybe. Your dad?"

"Not a chance," he said. "He's drunk."

"Oh."

"I'm used to it." He waited a minute. "Your dad teach at Columbia?"

"No. He's a minister."

"You're a minister's kid."

"Yeah."

"Is it like they say? I mean your father being a minister. Is it tough on you?"

"No more than normal, I guess." I was surprised at how quickly I answered. "My parents. they're just parents; they can't help being that."

"I know. My father's a reporter. When he's sober. Only every now and then he's got to go out and hang one on for a week or two. Especially around Christmas."

"How come Christmas."

"Christmas is rough. I mean, at Christmas you gotta remember. Sometimes it's rough."

"I never thought of that."

"It's not advertised."

There was another pause. "In between it's okay," he went on. "He takes me on some of his out-of-town trips; that's really great."

"Yeah?" I thought of some of the trips we'd taken. The summer we went to Estes Park, for instance when all of us rode horses.

"Gary?"

"Yeah."

"You know this ground is getting cold."

"I know. We should do something about it."

"Think I should turn up the thermostat?"

"Good idea."

I studied the Milky Way and wondered how long a person could stay in the eye of a hurricane without feeling the wind.

(Continued on next page)

"Pete," I said. "why don't you come home for dinner with me?"

"Man, you don't have to do that just because I lost out on my supper money. I'll make out."

"I know But I want to."

"How about your folks?"

I thought of Little Christmas which was now in full swing I pictured me walking in, late, dirty, banged up, my hair not cut, and bringing a friend, dirty and banged up too- a friend I hadn't even seen yet. I waited a minute.

"It will be fine with them," I said. "Come on."

I got up slowly, first feeling the egg on the back of my head and then noticing that my pants were torn down one side. Pete was supporting himself against a tree while he wo- d his right leg up and down.

You okay?" I asked. Pete was a tall guy, six feet two maybe, and he was wearing chinos and a pea jacket. He had red hair and the beginning of a black eye.

"Stiff, that's all." He grinned.

"You think you can make it to the West Side subway?" I asked.

We'd already started walking and I could see that Pete was limping slightly. He said he could and I told him that they hadn't taken the change in my jacket pocket so at least we'd have subway fare. By the time we got to the station, we'd both decided what we needed most was food. I told Pete we'd be having turkey and tried to explain about Little Christmas as casually as I could so I wouldn't scare him off. While I was talking, I caught our reflection in the window across the aisle. My nose was scraped and raw-looking. Pete's eye was puffy. We were a pair of real winners, all right.

OUR apartment is arranged on a long hall with the rooms branching off one side. The dining room is at the far end. Pete and I slipped quietly in the door and stood listening for a minute. Everyone was in the dining room and we hadn't been heard. We could get to the bathroom and wash up before we made our appearance. I put a couple of Band-Aids across my nose and reached into a medicine cabinet for the aspirin.

"Have some," I said, "on the house."

Then, as we started down the hall, I prepared for our entrance.

"Hi," I called, very cheery. "I'm home. Sorry to be so late. And I've brought a friend."

By the time we walked into the dining room, my mother and father were both standing, starting up to meet me. Everyone else around the table was very quiet. For a minute I felt as if the whole room had contracted. Then the questions began -disjointed words—wanting to know what had happened, where, was I hurt, how. And how could I even begin? I'd have to explain why I had been in Central Park and that all went back to Daley Foster's telling me there was no point to my writing poetry.

"This is Pete Jacobs," I said finally. "We were mugged. That's about all there is to it. We're not hurt but we sure are hungry."

I tried to smile but all I could see was everyone reacting, not only out loud, but to themselves.

In the middle of it, my father introduced Pete around, pulled an extra chair up and had us sit down. I looked across the table and for the first time noticed my grandfather. He is a large, hearty man who always wears a red carnation in his button hole on Little Christmas He didn't have the red carnation tonight. Then it swept over me: this was his first Little Christmas without my grandmother. He was trying to be hearty, all right, but the little joke he made never reached his eyes. I couldn't stand to see his eyes they looked as if they'd been left in a room alone. They looked as if they were reading signs that said, *No. Never.*

"Good thing we waited to trim the tree, Gary," he said.

"You waited?"

"Sure. Couldn't go ahead without you. And now we've got someone tall enough to reach that star" He jerked his thumb toward Pete.

THEN I noticed the bowl of cranberry sauce on the table in front of me. I remembered that it was my grandmother who had always provided the cranberry sauce before—three different kinds, she used to laugh, and all made with real cranberries. Suddenly I wanted to take that cranberry bowl and throw it out the window. No. I wanted to twist it into something else—into my own words--all of it, the cranberry bowl and the knoll at Central Park and the newsstand man and Pete and his father and the kid with the cat's cradle. I closed my eyes. Why couldn't I keep it cool? I asked myself. Why?

"Your mother said you went out to get a haircut." It was Charlie talking to me.

"Yeah."

"You didn't get one, did you?"

"Doesn't look that way."

"Where were you then?"

I took a bite of turkey. "In Central Park."

Charlie whistled. "What were you doing there?"

"Walking."

Charlie turned to my father and grinned. "If Gary had gotten a haircut, he wouldn't have been mugged," he said. "He sure should have gone to the barbershop Right, Uncle John?"

"I don't know." My father acted as if Charlie weren't there. He leaned across the table in my direction, looking at me as if he really saw me and talking *between* his words (which may be the way most real talking is done).

"A person has to find out what's important for him," my father said. "And sometimes he may even have to discover what he is by what he isn't. Sometimes he finds a yes in the middle of a no. Does that make any sense, Gary?"

I nodded. I felt tired. It seemed to me that in some strange way my father and Daley Foster might be saying the same thing. I realized I hadn't paid much attention to the actual words Daley Foster had used and I was too tired to figure it out.

"There's a guy at school, he's got real long hair," Charlie went on. "He's going to be a jazz musician. You going to be a musician or something, Gary?"

"No, not a musician."

"You know what you're going to do?"

I took a deep breath. "Well, I'm going to try to write," I said.

I turned to Pete. "Have some more turkey, Pete," I said. Then I leaned across the table. "How about you, Grandpa? Turkey?" □

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REQUIEM FOR A HEAVYWEIGHT

Part I

By Rod Serling

CHARACTERS

MOUNTAIN McCLINTOCK, *fighter*
MAISH, *his manager*
ARMY, *ex-fighter*
DOCTOR
FOX, *a manager*
FIGHTER
MAN
BARTENDER

ACT I

Scene: The dressing room of Mountain McClintock, a fighter. It is just after a fight. McClintock is lying on the rubbing table. One eye is shut, the other is very swollen. He has bruises on his face and body. Maish starts to wipe away the sweat and blood.

"Requiem for a Heavyweight" by Rod Serling; from *Patterns, Four Television Plays* by Rod Serling. Copyright © 1955, 1956, 1957 by Rod Serling; published by Simon & Schuster, Inc.

MAISH: Mountain, can you hear me okay? (*The fighter nods.*) Give me some alum, Army.

ARMY (*bringing a small jar*): I don't think this will do it, Maish. I think that's going to take stitches.

MAISH (*looks at the fighter's face closely*): Yeah.

ARMY: Doc is going to be coming in a minute. He'll do it.

McCLINTOCK (*breathing hard*): Maish? Hey, Maish —

MAISH: Go easy. Go easy.

McCLINTOCK: Maish — too fast. Much too fast.

MAISH: Bum night, kid. There'll be others.

McCLINTOCK: Sure. Others.

(*The door opens, and the doctor comes in. He puts down his black bag.*)

DOCTOR: Mountain, haven't you had enough yet?

MAISH: It's his eye, Doc.

DOCTOR: I know. Just as well, Maish. If he hadn't folded, I wouldn't have let him out for round number eight. (*He reaches into his bag and starts to treat the fighter.*)

ARMY: How much longer you got, Doc?

DOCTOR: I leave Friday.

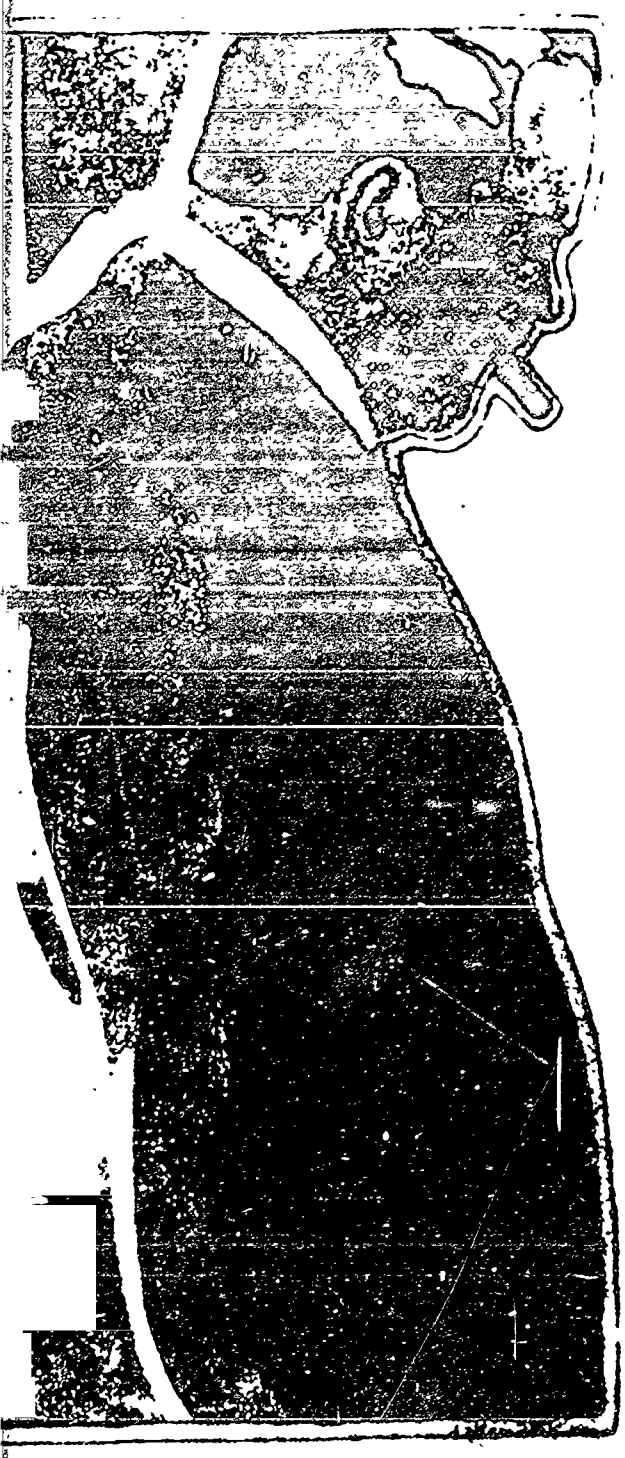
MAISH: Vacation?

DOCTOR: Retirement. I'm the one man in the fight business who walks away without a wobble. Wife says I ought to write a book. But who would buy it?

MAISH: You've seen some good ones.

DOCTOR: Good ones and bad ones. Live ones and a couple of

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dead ones. (*He points at McClintock.*) And almost dead ones. He's got no business in there, Maish. You hungry? Is that it?

MAISH: What do you mean hungry? In 1948 he was number five. That was only in 1948.

DOCTOR: That was eight years ago. Too bad he isn't a machine, Maish. (*He laughs softly.*) I've seen a lot of them. When I first came, they used to lay them out in front of me. They were human beings then. Do you know what it's like now? It's like a guy who grades meat in a packing plant. Beef. Understand? (*He points at McClintock.*) Couple of good solid rights to that eye — and you can buy him a tin cup and some pencils. Or maybe some night, he'll hang his head on a door and bleed to death. (*A pause.*) No more. Mountain and I will both retire this week.

MAISH: What do you mean?

DOCTOR: No more.

MAISH: He's fourteen years in this business. Suddenly he gets a cut. And we've got to put him out to pasture?

DOCTOR: It's not suddenly. And it's not one cut. It's fourteen years of cuts. (*He puts his things back in the bag.*) Yep, write me a book. All about my fighting friends.

MAISH: Big joker.

DOCTOR (*picks up bag and goes to the door*): Joker? (*He nods toward McClintock.*) Who's laughing? (*He goes out. Army and Maish stare at each other. Finally McClintock sits up.*)

McCLINTOCK: Doc here?

ARMY: He's left.

McCLINTOCK: It hurts, Maish.

MAISH (*turning his back*): I don't doubt it.

McCLINTOCK (*touches the bandage on his eye*): Deep, huh?

MAISH: You could hide your watch in there. Rest up a minute. Then take your shower.

(*McClintock gets his legs over the side of the table. He breathes deeply.*)

McCLINTOCK: I'm coming around now. Well, I caught it tonight, Maish. What did I do wrong?

MAISH: You aged. That was the big trouble. You aged.

McCLINTOCK (*not understanding*): What do you mean, Maish? Don't everybody age?

MAISH: Yeah. Everybody grows old, kid. I think a shower will do you good.

(*McClintock gets on his feet. He gets his balance, then walks out of the room. Army starts to pick up towels.*)

ARMY: What are you going to do?

MAISH: I don't know.

ARMY: Something is wrong, isn't there?

MAISH: Sure. I just lost a boy!

ARMY: Besides that —

MAISH: Besides that, nothing. I just have to find somebody else, that's all.

ARMY: I was just wondering —

MAISH: You want to pull out, huh, Army?

ARMY: I didn't mean —

MAISH: I know you're good, Army. You probably could work for anyone.

ARMY: Never mind about me. What about the Mountain?

MAISH (*looks down*): He'll find something.

ARMY: Fourteen years. Then one night — it's all over. And what have you got?

MAISH: You made a living, didn't you? You were a fighter. I gave you the name "Army." You came out of it with a name, at least.

ARMY: Still, a guy ought to have something to show for it besides the name. (*A pause.*) Mountain was good.

MAISH: One of the best. He had everything. Hands, legs, brains. He could take a cannonball in the face. And you could fix him up with an aspirin.

(*McClintock enters in a bathrobe.*)

McCLINTOCK: Feel better, Maish. Eye kind of feels funny, but it will be okay. Got a lot of spring yet, huh? (*He moves his feet and hands around, as if in the ring.*) Still there, huh?

MAISH: Mountain, sit down.

McCLINTOCK: Sure, Maish. (*He sits. Maish looks at Army, who looks away. Finally Maish speaks.*)

MAISH: The doctor looked you over.

McCLINTOCK: I thought he was in here. (*He taps his head.*) A little groggy, you know?

MAISH: Well, he looked you over good this time.

McCLINTOCK: Yeah?

MAISH: He figures you've had it. (*He turns away.*)

McCLINTOCK: What did you say, Maish?

MAISH: The doctor says you've got to leave now.

McCLINTOCK: Leave? Where?

MAISH (*shouts*): Army, lay it out for him, will you? Mountain, no more fights. This is where you get off. You leave.

MCCLINTOCK (*walks over to Maish*). Maish, that's crazy.

MAISH (*turns away*): Maybe it's crazy. But that's what the doctor says. (*Turns to Army.*) Have you got everything cleared up here, Army?

MCCLINTOCK: Maish, what will I do?

MAISH (*without turning*): You do whatever you want.

MCCLINTOCK: Maish, I don't know anything but fighting. I've been with you fourteen years.

MAISH: And before that?

MCCLINTOCK (*smiles and then shrugs*): Who remembers?

ARMY: Why don't you go back home, kid? You talk about it enough. The green hills of Tennessee. Go back home.

MCCLINTOCK: What's back there? I haven't been back in all those years. I don't know anybody. (*A pause.*) Maish, I'm sorry I lost tonight.

MAISH: That's okay, Mountain. Don't give it another thought. (*He goes out. Army starts to follow, then stops.*)

ARMY: We can go over to the hotel later on. We can talk this out, make some plans. (*McClintock nods. Army goes out. Camera cuts to the hall outside the dressing room. Maish is walking alone. He stops when he sees a figure ahead of him.*)

MAISH: Hey, Foxy! Fox!

FOX (*walks toward him*): Hey, Maish. You want to see the kid now? You said you might be interested —

MAISH: I said I *might* be.

FOX: He's a real sweetie. Middleweight. Good and fast, but I can't get him matched on account of the business.

MAISH: How is the business?

FOX: I got a bum rap. To pinch a guy like me for fixing fights. It's to laugh. I couldn't fix a parking ticket. But I got no license to manage, so I got no contract with the kid. If he could just hook up with someone — a solid guy to handle him for a bit —

MAISH: Foxy, don't dress it up. If he's here, let's take a look at him.

FOX (*turns and shouts*): Bobby! Mr. Loomis wants to take a look at you. (*A fighter walks out of the shadows.*) Here he is, Maish. Bobby Menzey.

MAISH (*looks him over*): Tell me about him.

FOX: Like I told you, he's a sweetheart. He's fought mostly out west.

MAISH: What's his record?

FOX: Like I say, he's fought mostly out west.

MAISH: Wins and losses. Lay them out. Is that hard?

FOX: Well, his record isn't so well known, Maish.

MAISH (*grabbing Fox*): What are you trying to pull off?

FOX: Go easy on the kid.

MAISH: Kid? I'd hate to have my hands in boiling water since he was a kid. (*To fighter*) What's your name?

FIGHTER: Bobby Menzey.

MAISH: The last time I saw you, your name wasn't Menzey. LaPlant, isn't it? In 1949 you were a lightweight — a real comer. Then you got knocked out. Then you lost six or seven straight. (*Fighter looks at Fox helplessly.*)

FOX (*with a big smile*): You got me, Maish. I had him change his name, but that doesn't prove anything about his fighting.

MAISH: It means you're trying to pass off a bum on me. (*He grabs Menzey's face and turns it to the light.*) I know a bleeder when I see one. One punch and his face falls apart.

FIGHTER: I'm as good as I ever was.

FOX: That's right, Maish.

MAISH: Knock it off.

FOX: Maish, give me a break.

MAISH: I won't split your head. That's a break. I'll see you around, Fox. (*He walks away. Camera [illegible] stops out from the wall.*)

MAN: Hey, Loomis!

MAISH (*stops*): I [illegible] the money! I told you I'd get it.

MAN: Mr. Henson would like to know *where* you'll get it.

MAISH: Mr. Henson will have to guess.

MAN: Mr. Henson will take it out of your skin, Loomis. Just remember that. (*He walks away. Maish watches him, frightened. But he forces a smile, when he sees Army walking toward him.*)

MAISH: Come on, I'll buy you a drink.

ARMY: I just saw Fox. You work fast, Maish.

MAISH: People have to eat. Are you different?

ARMY: I'm not drumming up trade five minutes after I get the word.

MAISH: I'm drumming it up for you, too, boy scout! Fox has got a boy and can't handle him. I've got no boy and I can handle him. (*Then his shoulders sag.*) What difference? He was a clinker. Let's have a drink.

ARMY: I'll wait for the kid.

MAISH: The kid. As long as they wear trunks and gloves, we think they're kids. They're old men. See you later, Army.

(*We cut to the inside of a bar. Many people there are in the fight business — mostly ex-fighters. McClintock and Army enter and sit on stools.*)

BARTENDER: How are you, Mountain? Army?

ARMY: Two beers, Charlie.

BARTENDER (*draws two beers*): How did you do, Mountain?

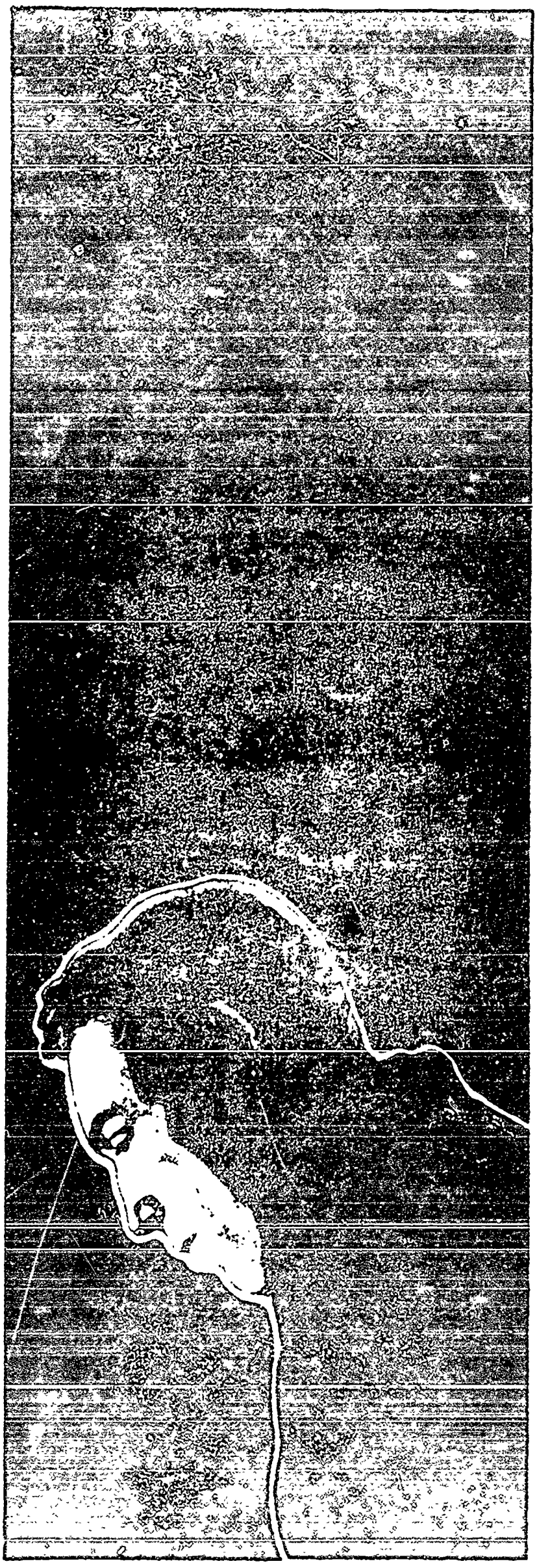
MCCLINTOCK: Not so good, Charlie. Doc says I'm over the hill.

BARTENDER: That's too bad. Have one on the house. (*He leaves two full glasses, then walks down the bar.*)

ARMY (*holds up his glass*): To Mountain McClintock. A hundred and eleven fights.

MCCLINTOCK: He wasn't no good, but he never took a dive.

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ARMY (*sees Maish in mirror and turns around*): Hey, Maish.

MAISH (*walks over*): Let's get a booth.

McCLINTOCK: How are you doing, Maish?

MAISH: I'll tell you when we get to the booth. (*The three men go to the rear and sit down. Maish turns to McClintock.*) What did you do with your dough, Mountain?

McCLINTOCK: You mean —

MAISH: The dough for the fight. You got six hundred bucks, didn't you? Where is it?

McCLINTOCK: Mostly gone. I owed the hotel half of it.

MAISH: What about the other half?

McCLINTOCK: Well, I've got some of it. (*He pulls out a roll of bills and counts them.*) Fifty-eight bucks, Maish. Here.

(*Maish picks up the money, then throws it back on the table.*)

ARMY: What's the matter, Maish? You in hock? (*Maish nods.*) How much?

MAISH: Three thousand.

McCLINTOCK: Gee, Maish, that's a lot of money. How are we going to get it?

MAISH: I don't know.

ARMY: How did you get yourself into that, Maish?

MAISH: Remember when Mountain was in the hospital with a bum hand? That came out of here. (*He pats his pocket.*) And the training camp. He wanted to go to New Jersey. How much do you think that cost me? A lot more than my cut, I'll tell you.

McCLINTOCK: Gee, Maish, I didn't know that.

MAISH: I'm not complaining. But the money goes. And one half of your take hasn't been much lately. It doesn't cover expenses. So I've been filling up the rest for you.

McCLINTOCK: Maish, if I could get a job —

MAISH (*turns to Army*). Jake Green has a lightweight Maybe

(*Continued on page 27*)

(Continued from page 15)

we could buy a piece. (*Looks at ceiling.*) Yeah. With what?

McCLINTOCK (*softly*): You want to get a new boy, Maish?

ARMY: Not for a while, Mountain. Just an idea.

McCLINTOCK: Oh. (*Looking around the room.*) I remember the first night I came in here. I had won my first fight. And you both stood up on the bar and shouted, "Everybody take a drink on Harlan McClintock, the next champ!" Remember, Maish? That was the night you gave me the name "Mountain."

ARMY: I remember.

McCLINTOCK: You asked me where I was from. I told you I lived in Tennessee on a mountain. That's when Maish says, "We'll call you Mountain." (*He looks around again.*) How many nights did we come in here, Maish? How many nights?

ARMY: A lot of them.

McCLINTOCK: We could sit and talk here by the hour. All of a sudden, it's different. I'm on the outside looking in. Like I didn't belong with you guys any more. (*He gets up slowly.*)

MAISH: Why don't you sit down and have another drink?

McCLINTOCK: I think I'll — take a walk. See you later. (*He turns to go. He stops when he sees a group of ex-fighters talking about their old fights. He suddenly looks sad.*) That's no way. That's no way, at all.

ARMY: What did you say?

McCLINTOCK: Nothing. I'll see you later. (*He goes out.*)

ARMY (*turns to Maish*): How did you lose the dough?

MAISH: How do you think?

ARMY: You bet against him, didn't you?

MAISH (*not meeting his eyes*): Something like that.

ARMY: Like what?

MAISH: I said he wouldn't go for four.

ARMY: Big disappointment, huh?

(Continued on page 31)

Crew-Saders: The hard to match socks that are easy to match.



What's hard to match is their softness, their strength and the way they seem to thrive in the washer and dryer instead of going matty and stiff. What's easy to match is the rest of your clothes. Because we make these great crews in about a half-a-hundred colors. 75% bulky Orlon® acrylic/25% stretch nylon. One size fits 10 to 13. And we insist on giving it to you for $1.50. We didn't get to be the greatest name in socks without putting our foot down. Interwoven®

THE GREATEST NAME IN SOCKS

(Continued from page 27)

MAISH: Look, he was matched against Gibbons. Gibbons! Thirty-one fights and thirty-one wins. And they match him against Mountain!

ARMY: They match him?

MAISH: Did I? I just go through the motions. Good fast brawl, they said. Two crowd-pleasers. Mountain McClintock, ex-leading heavyweight contender. Ex is right. Eight years ex. I take what I can find, Army. They say fight Gibbons — I say okay.

ARMY: You could have told them —

MAISH: Told them what? That I've got a has-been on my back?

(*A man walks up.*)

MAN: What's the good word, Maish?

MAISH: I'm busy.

MAN: Mr. Henson sent me.

(*Maish nervously knocks the ashtray off the table. He bends down to pick it up. The man steps on his hand.*)

MAN: When can Mr. Henson expect his dough?

MAISH: Three weeks.

MAN: You said two, didn't you?

MAISH: Two weeks.

(*The man lifts his foot and puts the ashtray on the table.*)

MAN: You dropped something, Mr. Loomis. See you in two weeks. (*He walks away.*)

ARMY: Good show.

MAISH: These guys play for real, Army. If I don't pay, you can take a spoon and scoop what's left of me off the wall.

ARMY: Who told you to bet?

MAISH: Who told me I had to eat? What can I do?

ARMY: What can the Mountain do?

MAISH: You tell me. It's a rotten business. He gives it a million dollars' worth of fighting, [illegible] truck to cart him away.

ARMY: You ever buy him a ticket back to Tennessee?

(Continued on page 34)

VALUABLE COUPO

Let's clear things up!



You don't have to suffer "teeny bopper skin". Not with Houbet Clear® the wonder bar, to help put ugly blemish and acne patches to sleep without drying out the problem-free areas of your skin. It's no soap. It's no detergent. That's why it leaves no "curtain" and won't dry your complexion.

The wonder ingredient in Houbet Clear is Synergel the nearest thing to the natural protein-gel of your skin. It makes the bacteria-killer work even harder. And it's the bacteria that feed and spread blemishes and acne.

Houbet Clear in the morning, to wake [illegible] skin; in the evening to gently [illegible] Houbet Clear [illegible] anywhere.

Get a [illegible] Clear

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SC15

Dazzling! Intimate! Emotional! Shakespeare's timeless story of passionate young lovers caught in a web of adult jealousies and wars. Dynamically portrayed by 15 year old Olivia Hussey and 17 year old Leonard Whiting.



On Capitol . . . All the tender eloquence and gusty richness of the dialogue and incidental music of the original motion picture soundtrack.

coming! an exciting holiday musical!

Burl Ives and Peter Noone

recording sensation of Herman's Hermits in

Pinocchio

seven sparkling new songs written especially for



90 MINUTES IN COLOR ON NBC-TV DECEMBER 8

consult your newspaper for time and channel.

(Continued from page 31)

MAISH: Don't stick it on me. I don't set up the rules. (*He stares at chair Mountain was sitting in.*) He sits there and asks me, "What'll I do, Maish?" I don't know what to tell him. I'm so scared right now —

ARMY: You lost a bank roll and a meal ticket. But this poor kid — did you ever figure out what he lost tonight?

MAISH: Look, I don't want to hurt him.

ARMY: Remember the time that big Swede knocked him out? We couldn't get him back on his feet. They took him to a hospital. You cried that night.

MAISH: All right, knock it off.

ARMY: Okay. But I'm telling you that I love this guy like he was of my own flesh. And if I don't watch for him and weep for him — no one else will. (*Army gets up and goes out the door. Then Maish rises and goes slowly toward the door.*)

(*Dissolve to the alley outside. McClintock is leaning against a wall covered with old fight posters. He turns and sees the picture of a boxer. He starts to spar with the picture. First lightly as if it were a joke. Then his hands hit the wall hard, and they hurt. Suddenly a hand comes down on his shoulder. He stops. We pull back to see Maish.*)

MAISH: Mountain, take it easy.

MOUNTAIN: Yeah. Yeah, Maish. Take it easy.

MAISH: The world didn't end tonight.

MOUNTAIN: Just stick around for a little, will you, Maish? I could always depend on you.

(*Maish nods. But his eyes go down the wall to another poster showing two clowns wrestling. Then he pats Mountain on the arm, and the two men walk down the alley. Fade out.*)

What will happen to Mountain? Read the exciting conclusion next week in *Scope*.

REQUIEM FOR A HEAVYWEIGHT

Part II

By Rod Serling



THE STORY SO FAR

Mountain McClintock is a heavyweight fighter. He once came close to being champ. Now, after 14 years in the ring, he is told to quit. He's too old. If he keeps on, he may go blind.

Mountain doesn't want to believe it. He doesn't know anything but boxing. He asks Maish his manager, to help him find something to do.

Maish is worried about his own neck. He has bet against Mountain, his own man—and lost! Now he has to scrape up $3,000 — fast. As he tells Army, his assistant, "If I don't pay, you can scoop what's left of me off the wall."

Maish begins to look for another fighter to manage. Army, an ex-fighter, knows how Mountain feels. He tries to cheer him up. He also takes Mountain to an employment office. That is where they are now.

CAST

MOUNTAIN McCLINTOCK, ***fighter***
MAISH, ***his manager***
ARMY, ***ex-fighter***
GRACE, ***social worker***
BARTENDER
PARELLI, ***wrestling promoter***
FOX, ***a manager***
MAN
FIGHTER
WOMAN
BOY

ACT II

Scene: A state employment office. McClintock and Army are sitting on a bench.

ARMY: Don't worry. You look fine.

McCLINTOCK: But what do I say?

ARMY: Just say you want a job.

"Requiem for a Heavyweight" by Rod Serling, from *Patterns, Four Television Plays* by Rod Serling Copyright © 1955, 1956, 1957 by Rod Serling, published by Simon & Schuster, Inc

(*A young woman appears at the door of an inner office.*)

GRACE: Mr. McClintock, please. (*McClintock gets up and follows her into the office.*) Sit down, Mr. McClintock. (*He sits.*) Now, your age is —

McCLINTOCK: Thirty-three.

GRACE (*writing it down*): Place of birth?

McCLINTOCK: Kenesaw, Tennessee.

GRACE: Your education?

McCLINTOCK: Ninth grade.

GRACE: Then you left?

McCLINTOCK: Then I left.

GRACE: Field of interest?

McCLINTOCK: What?

GRACE: What do you like to do?

McCLINTOCK: Almost anything. I don't much care.

GRACE (*looks down at his sheet*): Past employment. You have nothing written down here.

McCLINTOCK: Well, I've always been kind of on my own. Except, you might say, I've been working for Maish.

GRACE: Maish?

McCLINTOCK: You see, all I've been doing for the past fourteen years is prize fighting.

(*Grace stares at him for a moment. McClintock puts a hand to his face to hide the scar tissue. Grace sees this and looks down again at the paper.*)

GRACE: That sounds like interesting work, Mr. McClintock.

McCLINTOCK: Well, it's a living. And, well, anything you got's all right with me. Dishwashing, anything.

GRACE (*looks at him closely*): Maybe there's something you might like more. How about factory work?

McCLINTOCK: I wouldn't know anything about it.

GRACE: Anything in sales?

McCLINTOCK: I couldn't sell nothing. With my face, I'd scare away the customers. (*He laughs, then stands up.*) Look, Miss. I don't want to take up your time. Maish needs the dough. I can't do nothing for him any more, and I got to. Don't make any difference what I do.

GRACE: Mr. McClintock —

McCLINTOCK (*unaware of her now*): A guy fights for fourteen years. He don't know nothing but that. Then they tell him no more. What's he to do? (*Points to the paper on her desk.*) I don't fit into any of your jobs. Like that question about why did you leave your last job. I left my last job because I got hit so much, that I'd probably go blind.

GRACE (*softly*): I see.

McCLINTOCK: In 1948, they ranked me number five. Maish was sure that —

GRACE: Who's Maish?

McCLINTOCK: My manager. And that's a nice thing to do to a guy who's kept you going for fourteen years. (*He pauses.*) I'm sorry, Miss. I didn't mean to blow up like that.

GRACE (*tries to smile*): After the war, I did a lot of work with disabled veterans. (*Right away, she is sorry she has said this.*)

McCLINTOCK: For cripples?

GRACE: I didn't mean just that. I meant for people with special problems.

McCLINTOCK: I've got no special problems. I'm a big ugly slob, but I was almost the heavyweight champion of the world. (*He slams his fist on the desk. He looks down at his hand, then feels the bruise over his eye.*)

GRACE: Did you hurt your hand, Mr. McClintock?

McCLINTOCK: I guess I did. When you go for so long, you don't even feel them. You fight in the ring, and later you look in the mirror. You look like somebody just ran over you with a tractor. But somehow it doesn't seem to hurt. You know it's part of the bill you have to pay. Then after the last one — you do start to hurt. You know you've been paying that bill for nothing.

GRACE (*gets up and touches his arm*): Mr. McClintock, I think we can get you something you'll like. Just give us time.

McCLINTOCK: Do that, Miss. I don't want much. Just the heavyweight championship of the world. That's all. (*Suddenly he looks as if he wants to apologize, but he can't. He turns and walks out. Fade out.*)

(*Fade in on Maish's hotel room. Maish and Army have just finished a game of cards.*)

ARMY: Come on, I'll play you another hand.

MAISH: Don't do me any favors. (*Gets up and walks around.*)

ARMY: Want to watch television? There's a fight on.

MAISH: You don't get enough of that, huh?

ARMY: It's something to do.

MAISH: Army, what am I going to do?

ARMY (*shrugs*): Ask them for another week.

MAISH: They want their money now. (*The phone rings. Maish answers it.*) Hello. . . . Yeah. . . . Well, when he gets in, tell him I want to talk to him. . . . No, I want to talk to Parelli. . . . Thanks. (*He hangs up.*)

ARMY: Parelli handles wrestling.

MAISH: Is that a secret?

ARMY: What do you want with a wrestling promoter?

MAISH (*trying to smile*): We'll let the kid wrestle a few.

ARMY: Mountain?

MAISH: They pay good for that stuff. I could work up a routine for him. You know, something like Gorgeous George or the Mad Baron. He'd be — Mountain McClintock the Mountaineer. We could dress him up in a coonskin hat. (*A pause.*) So what's wrong? It's money, isn't it?

ARMY: Sure. But what kind of money is it, Maish?

MAISH: What difference does it make?

ARMY: A guy like him doesn't take getting laughed at.

MAISH: All of a sudden he's

sensitive! Since when does a guy get sensitive all of a sudden?

ARMY. Since we've known him!

MAISH: Maybe I've got no time to hold him on my lap.

ARMY: Maish, you stink.

MAISH: Sure. For fourteen years I nurse along a pug, instead of looking out for my old age. You want to know who owes who? Check the records. The Mountain owes me. And what do I ask of him? Stick on a costume and make a few people laugh. Is that going to kill him?

ARMY (*softly*): He's got only one thing left, Maish. His pride. You talk about him when he was number five fighter. Leave it so that's the way he remembers himself. He was a somebody. Let it go at that. Don't turn him into a clown.

MAISH (*kicks at a table*): So weep for him. Be holy. You can starve to death, wise guy! (*He goes out, slamming the door. Fade out.*)

(*Fade in on the same bar as in Act I. It is evening, and we see McClintock watching a group of old fighters talking about past fights. Suddenly Grace enters. She looks around nervously. McClintock sees her and walks over.*)

McCLINTOCK: What are you doing here?

GRACE: Well I — (*She becomes aware of all the men staring at her. McClintock takes her over to a booth.*) I just had dinner at a restaurant near here. And I —

McCLINTOCK: Yeah?

GRACE: And I remembered that this was your hotel, and —

McCLINTOCK: This ain't a bar for ladies. (*Nods toward the men at the back of the room, who are going through the motions of their old fights.*) Maish says that back there is a graveyard. Those guys are fighting their lives away inside their heads. That's what Maish says.

GRACE (*with a smile, leans toward him*): I didn't really eat at a restaurant near here. I came on



purpose. I've been thinking about you. (*A long pause.*) I was just wondering if you ever thought of working with children. Like a summer camp. You know, athletics.

McCLINTOCK: I — I never gave it much thought.

GRACE: Do you like children?

McCLINTOCK: Well, I haven't had much to do with kids. But I've always liked them.

GRACE: Soon there will be openings for summer camp jobs.

McCLINTOCK (*his hand goes to his face*): But they'd have to look at me, and —

GRACE: You should give it a try.

McCLINTOCK: Why did you come here tonight?

GRACE (*looking away*): I've been thinking about you. (*Then she grins.*) Could I have a beer?

McCLINTOCK: A beer? Here?

GRACE: Why not?

McCLINTOCK (*to bartender*): Hey, Charlie! Two beers!

GRACE (*pointing to jukebox*): How about some music?

McCLINTOCK: Why — sure. Sure, we can play some music. (*He puts a coin into the jukebox.*)

(*Bartender brings two beers.*)

BARTENDER: Who's the lady, Mountain?

McCLINTOCK: Go tend bar, Charlie. (*Bartender goes away. McClintock turns to Grace.*) The only music I know by heart is "The National Anthem." They play it before every fight. (*Holds*

up his beer.) Drink hearty. That's what Maish says.

GRACE: Drink hearty.

(*The two of them drink. His eyes don't leave her face.*)

GRACE: Maish was your — manager, wasn't he?

McCLINTOCK: Yeah, for fourteen years. He's been a real great friend, not just a manager. (*He stops.*) Why aren't you married?

GRACE: Should I be?

McCLINTOCK: You're pretty. Pretty as a young colt. That's what my father used to say.

GRACE: What was your father like?

McCLINTOCK: Big guy. Once I fought a guy — looked just like my old man. In the first two rounds I didn't want to hit him. Finally I shut my eyes —

GRACE: Mountain —?

McCLINTOCK: Yeah?

GRACE: Isn't there anything else besides fighting?

McCLINTOCK (*looks away*): No. There isn't. I'm sorry.

GRACE: Don't be sorry. It's just that there are other things you can enjoy now, too.

(*They smile at each other.*)

McCLINTOCK: Like this music. It's kind of nice, isn't it? (*The camera pulls away from them. Fade out.*)

(*Fade in on the alley outside. It is several hours later. Grace and McClintock walk slowly toward the street.*)

McCLINTOCK (*kicks a can out of the way*): A garden, ain't it?

GRACE (*suddenly*): It's late, Mountain. I've got to get home.

McCLINTOCK: I'll get you a cab. (*A pause.*) Grace, I — I've had a good time.

GRACE: I have, too.

McCLINTOCK: You know, when we came out of the bar, I heard Charlie say I had a pretty date.

GRACE: I'm glad I came tonight, Mountain.

McCLINTOCK: You know, I never had a real date in all this time. Not somebody I liked. (*A pause.*) One time, Army fixed me up with a girl in St. Louis. She took one look at my face — and ran away. (*Grace touches his arm.*) That shouldn't have hurt. I know what I look like. But it did hurt. I didn't want it to happen again, so I didn't let it happen.

GRACE (*kisses him gently on the cheek*): I must get home, Mountain. Remember what I told you. I think you'd like working with children. (*She walks quickly away. He stands there touching his face.*)

(*Dissolve to Maish's hotel room, the same night. McClintock enters. In the room are Maish, Army, and a fat man.*)

MAISH: It's about time. Somebody said you left the bar with a girl.

McCLINTOCK (*grins*): Yeah. Her name is —

MAISH: Tell me later. We've got business to tend to here.

McCLINTOCK: Army, it's the girl from the employment office.

PARELLI: How about it, Maish? I ain't got all night.

MAISH: Mountain, I'd like you to meet Mr. Parelli. He promotes wrestling matches.

McCLINTOCK: I'm glad to know you.

PARELLI: Maish here thinks you might be a good draw. Your name is pretty well known. I think we can line you up for some matches.

McCLINTOCK: I'm not supposed to fight any more.

(*Parelli looks at Maish. Maish turns to McClintock and forces a smile.*)

MAISH: This isn't for boxing, kid. This is for wrestling.

McCLINTOCK: I don't know how to wrestle.

PARELLI (*laughs*): You don't have to know how. Couple hours, and you can learn the holds. All you have to know is how to fake and how to make it look real.

McCLINTOCK: I don't get it.

MAISH: He's laying it out for you, Mountain. And listen to what else. We'll dress you up in a coonskin hat. You'll be billed as the Mountaineer. Even buy you a long squirrel gun.

(*McClintock turns away.*)

PARELLI: I don't think he goes for it, Maish.

MAISH: What about it, Mountain?

McCLINTOCK: I don't think I could win a match.

MAISH: They're all set up, kid. One night you win. The next night the other guy wins.

McCLINTOCK: A tank job.

PARELLI: Everybody knows there's a fix on these things. It's part of the game.

McCLINTOCK: I never took a dive for anybody.

PARELLI: They aren't exactly dives. (*A long pause.*) Look, you guys talk it over. Give me a call tomorrow, Maish.

MAISH: Get the contracts ready. We'll sign in the morning.

PARELLI: Nice meeting you, Mountain. (*He goes out.*)

MAISH (*turns his back to McClintock*): I figure you owe it to me.

McCLINTOCK (*grabs Maish*): But Maish, I was almost heavyweight champion of the world.

MAISH (*to his face*): Then you remember that. When I stick you in a silly costume, remember that you were almost heavyweight champion of the world. And I'll remember I was the guy who managed you. We'll do this one with our eyes closed. (*He turns away.*) Army, take him home.

McCLINTOCK: I'll go home by myself. (*He exits.*)

MAISH: He's upset. He'll come around.

ARMY: Sure. You'll fix it that way. (*He turns to go.*)

MAISH (*pleading*): Army, help me with him.

ARMY: If he sees me, he'll move faster — that the idea?

MAISH: He'll want both of us. It will help him, Army.

ARMY: Stop it! It ain't enough I have to watch him go down all these years.

(*Continued on page 26*)

(Continued from page 13)

MAISH. It doesn't have to be that way

ARMY (*grabs Maish*): Maish, he's a decent man. He has heart. You can't sell him on the market. (*He is almost crying.*)

MAISH: Army, for him, at least. Don't leave him alone.

ARMY: Of course not. He'll do it for you even if I'm not here. So I'll be there. (*A pause.*) Why do so many people have to feed off of one guy's misery? (*Fade out.*)

ACT III

Scene: A dressing room, something like the one in Act I. Parelli is looking over a suit of buckskin, a coonskin hat, and an old rifle. He laughs to himself. Maish enters.

PARELLI: Where is he?

MAISH: He's coming.

PARELLI: When the other guy gets a hold on him, have him look in pain, you understand? That's important. He's got to look as if he's giving up.

MAISH: Sure, sure. (*Parelli starts to leave. Maish stops him.*) The dough, Parelli.

PARELLI: You'll get it after the fight. I don't know how you talked me into this advance. Most people can't.

MAISH: With me it's an art.

PARELLI: It must be. (*Looks at his watch.*) He better get here soon.

MAISH: He'll be right along. I just talked to him.

PARELLI: Okay. See you later. (*He goes out. Maish looks at the buckskin suit. He picks up the rifle. Army enters.*)

ARMY: What are you hunting, Maish?

MAISH (*putting rifle down*): A wrestler named McClintock. Have you seen him?

ARMY: Not since last night.

MAISH: He's late.

ARMY: That's good to know. (*He sees the costume, frowns, and turns away.*)

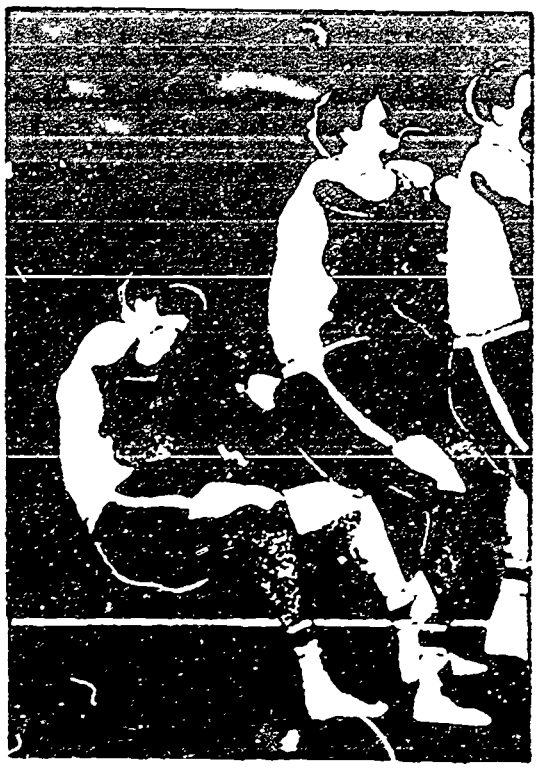
MAISH: Army, you know how I hate this.

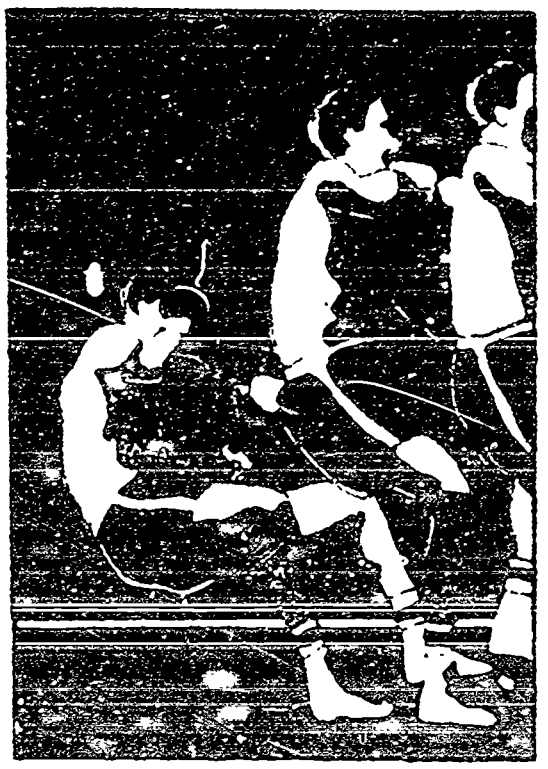
(*McClintock enters. He smiles at Army.*)

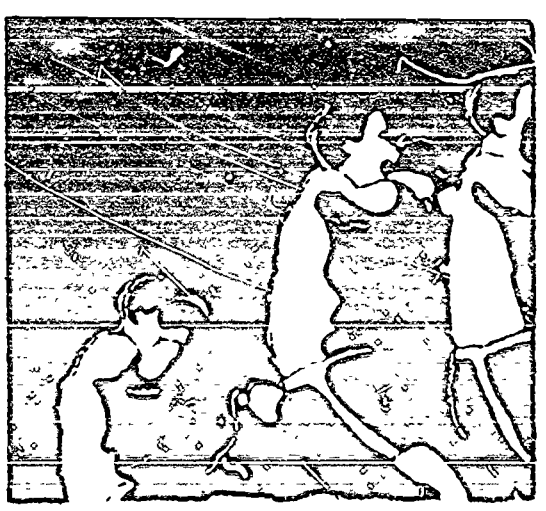
MCCLINTOCK: I was afraid you wasn't going to come.

MAISH: He's here. You better get into this thing. (*McClintock sees the costume. His face goes numb. Maish forces a smile.*) It's going to kill them. You walk around the ring a couple of times. Then you take it off.

MCCLINTOCK: Clown.







MAISH (*points at Army*): He called it that. Can't you think a thought for yourself?

MCCLINTOCK: He called it that, but I call it that, too. And everybody else will call it that. Clown! Maish, don't make me!

MAISH (*looks pained, then forces a laugh*) What do you mean? You don't do anything you don't want to do. If you don't think you owe it to me – okay.

(*Parelli enters.*)

PARELLI: I have a photographer outside, Maish. We need some pictures of the kid in his costume.

MCCLINTOCK: Pictures?

PARELLI: Part of the build-up, kid. We'll take them in the hall. So let's hurry it up. (*He goes out, closing the door.*)

(*McClintock picks up the coonskin hat and puts it on. Slowly, he puts on the jacket. Maish turns away. McClintock takes the rifle, then he stops and closes his eyes.*)

MCCLINTOCK (*a whisper*): Tell them to go away, Maish.

(*There's a knock on the door, then Parelli's voice.*)

PARELLI: What's going on in there? Get your boy out here, Maish. His match is on, and the photographer is waiting.

MAISH (*raises his voice*): He'll be right out, Parelli. (*He turns to McClintock.*) You cross me now and I'm dead.

MCCLINTOCK: I can't do this, Maish.

MAISH: I wouldn't be in this jam if it weren't for you.

MCCLINTOCK: Maish, I'll do anything you want, but —

MAISH: But it bothers you too much. Well, it didn't bother you last week to let Gibbons beat you up! It didn't bother you that I bet all I had that you wouldn't go for three!

MCCLINTOCK (*slowly understanding*): Maish, you bet against me! (*Maish turns away.*) Maish, why did you bet against me?

MAISH: Does it make any dif-

ference? You're not a winner any more, Mountain. And that means there's only one thing left — make a little off the losing.

(*McClintock walks over to Maish, who turns to face him.*)

McCLINTOCK: You fink! Because I wouldn't go down, I've got to pay for it like this. (*He pulls at his costume.*) In all the years I fought for you, I never felt ashamed. But now you make me feel ashamed.

ARMY: Mountain, listen — (*McClintock suddenly strikes out, hitting Army in the face. Army falls to the floor. Maish starts toward him. Army raises his head.*) Get away, Maish. (*Slowly, he gets to his feet.*)

McCLINTOCK: Army. Army, for the love of —

ARMY: That's all right. I rated it. I had no reason to be here. I had it coming. You better go, kid. Take what you've got left and get out of here.

(*McClintock turns and goes out. Army goes to the door and looks down the hall.*)

ARMY: Good night, Mountain.

(*Parelli comes in shouting.*)

PARELLI: He's walking out! What's with this? (*He goes over to Maish.*) You know what I'm going to do to you? (*Maish keeps his head down.*) I'm going to see that you don't get a license to walk a dog from now on. (*Camera moves back to Army, still looking down the hall.*)

(*Dissolve to the same bar as in Act II. McClintock stands near a group of men talking fight talk. The camera pulls away from him, until he is framed in the window. It keeps pulling away, until we see Army across the street, staring toward the window. Grace approaches.*)

GRACE: You're Army?

ARMY (*turns*): That's right. Thanks for coming.

GRACE: What happened?

ARMY: He walked out of a match. I want to see he keeps walking. I don't want him to stop at that graveyard over there.



GRACE: How can I help?

ARMY: By not conning him. He's been conned by experts. He'll listen to you. Give him this. (*Hands her an envelope.*)

GRACE: What's that?

ARMY: A train ticket to Kenesaw, Tennessee.

GRACE: Is that home?

ARMY: It was once. Maybe it will be again. (*A pause.*) Do you love him?

GRACE: I don't know. He's so decent, though.

ARMY: You tell him that. Tell him you think he's a decent guy, and you like him. But tell him, for the time being, you don't come with a kiss. He's been chasing a ghost too long now. The next thing he's got a hunger for — he ought to get. It's only fair. Thanks very much, Miss. (*He walks away. Mountain comes out of the bar. Grace goes over to him. The camera stays with Army, looking at them over his shoulder. We can see them talking, but can't hear them. Grace hands*

(*Continued on page 211*)

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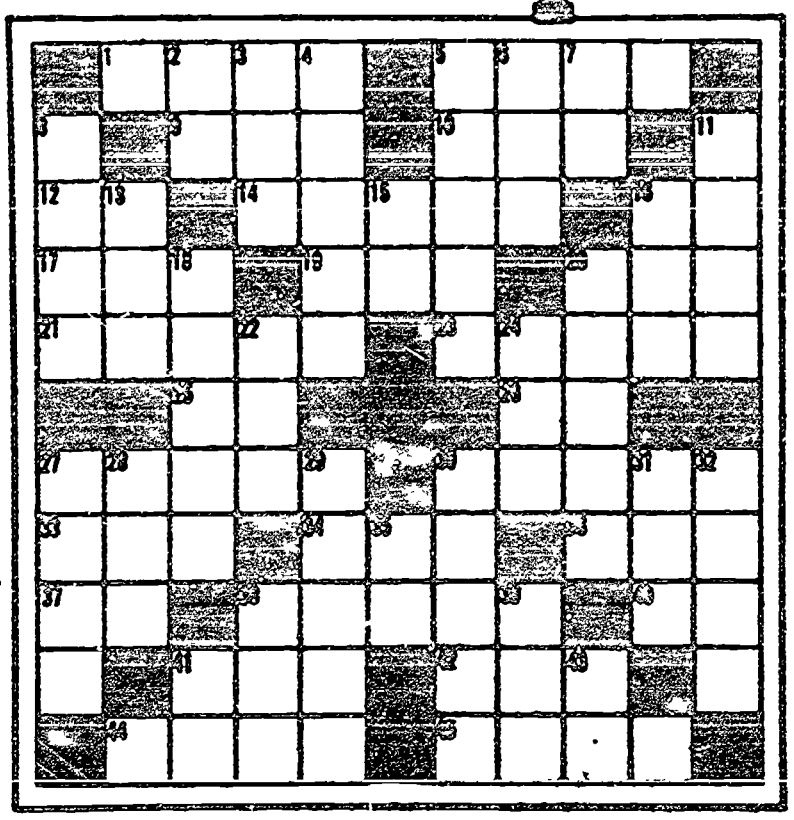
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CROSSWORD PUZZLE



Dr. Lawrence Charry

SILENT "B"

The letter "B" is silent when it follows "M" and comes at the end of a word. For example: *thumb* and *comb*. The letter "B" is also silent in the word *debt*. In this puzzle, eight words have a silent "B". They are starred (*) below.

ACROSS

*1. Opposite of *smart*.
*5. Used to arrange hair.
9. Ocean.
10. Used for rowing.
12. Vowel comb. in 5 DOWN.
14. Special event or gift.
16. Behold!
17. Prefix meaning *wrong*, as in *misspell*.
19. Used for catching fish.
20. Nickname for *Dominick*.
21. Make holy; make happy.
23. Wash by rubbing.
25. Roosevelt University (*initials*).
26. Vowel comb. in *fruit*.
27. Pound heavily.
30. Flat; even.
33. Meat of a pig.
34. Female name.
36. Male name.
37. To; near; in.
*38. Move upward.
40. Mary Martin, actress (*initials*).
41. Cow sound.
42. Except; however.
*44. Money due or owed.
45. Frozen white flakes.

DOWN

2. Another form of *we*.
3. Past tense of *meet*.
4. Farm buildings.
5. Clothing worn over suit or dress (*plural*).
6. Grain fed to horses.
7. Mister (*abbrev.*).
*8. Explosive weapon.
*11. Place for dead body.
13. Be ill; rhymes with *pail*.
15. Vowel comb. in *see*.
16. Nickname for *Louise*.
18. Liquid used to prevent a disease.
20. Make a car go; steer.
22. Total.
24. Signal to an actor.
27. Word used to compare; "He's taller _____ I am."
28. Covering for the head.
29. He steers airplanes.
*30. Young sheep (*plural*).
31. Tree; rhymes with *helm*.
*32. Branch of a tree.
35. Nickname for *Diane*.
38. Hard core of corn.
39. Sweet roll.
41. Myself.
43. Toward.

(Continued from page 27)

Mountain the envelope. Mountain starts to walk away. Grace starts away, then turns around.)

GRACE: Mountain!

(*Mountain turns. Grace runs over and kisses him lightly.*)

McCLINTOCK: Thanks for that. (*Unsure, he kisses her back.*) Thanks for not running away.

GRACE: When you get home, write me about what's happened.

McCLINTOCK (*looks at ticket*): I'll go there. But I don't know if it's home any more.

GRACE: Go find out. Because wherever home is, it's not over there. (*She points toward the bar. Then she hands him a slip of paper.*) It's my address. Please write. (*He takes the paper, then shakes his head. He crumples it up. She grabs his hand and guides it into his pocket.*) Goodbye, Mountain. (*He turns and walks away. Grace watches him, then quietly begins to cry.*)

(*Dissolve to dressing room. Maish sits alone by the rubbing table. Army appears at the door, sees Maish, and enters.*)

ARMY: You going to stay here all night?

MAISH: That's a thought.

ARMY: Fox is out there with some other guys. Get it over with, Maish.

MAISH (*studies Army*): What are you going to do, Army?

ARMY: Tomorrow I'll be for hire. You said yourself, Maish, I'm the best cut man around. After I patch up my millionth cut, maybe somebody will give me a gold watch. (*A pause.*) Come on, take your licking, and let's get out of here.

(*The two men walk out into the hall. Fox and two other men are waiting.*)

FOX: Maish! (*Maish stops dead.*) This isn't a payoff, Maish. Relax.

MAISH: You here to give me a medal?

FOX: We're here to give you an offer. This is Mr. Arnold. (*A man comes over. He is the same*

man who tried to collect money from Maish in the bar.)

MAISH: Mr. Arnold and I have met. You work for Henson?

MAN: Yeah.

FOX: Here's the deal, Maish. (*He brings over a young fighter, who looks the way Mountain must have looked early in the game.*)

MAISH: What does he want — a haircut?

FOX: Mr. Henson would like him managed. Managed good.

MAISH: Why me?

FOX: He wants a man who knows his business — and who will go along.

MAISH: I know my business.

MAN: And you'll go along?

MAISH: I've got a choice?

MAN: Yeah. You make a fighter out of this kid — or the commissioner learns you've been making bets.

FOX: They'd take away your license, Maish.

MAISH (*studies the young fighter*): Where you from, kid?

FOX: He's from Kentucky. You could call him Mountain.

FIGHTER: Who's Mountain?

MAISH: He was a good, fast kid. He talked like you do. Looked like you do. You better go back and work in a drugstore.

FIGHTER: I want to be a fighter.

MAISH: All right, check this. There are eight champions in this business. Everybody else is an also-ran. (*A pause.*) So we'll give it a whirl. Army, you're needed.

(*Army sighs and joins Maish. The two walk down the hall with the fighter between them.*)

(*Dissolve to inside of a train. McClintock sits across from a woman and a little boy.*)

BOY (*suddenly leaning toward Mountain*): Hiya.

MCCLINTOCK (*surprised*): Hiya.

BOY: You're a fighter, aren't you?

MCCLINTOCK: Yeah, I was a fighter.

BOY: I can tell by your ears.

MCCLINTOCK (*finally grins*): Yeah, cauliflower ears.

BOY (*grins back*): How do you get ears like that? I'd like ears like that.

WOMAN: Jeff, don't be rude.

MCCLINTOCK: That's all right, Ma'am.

BOY (*assuming a fight position*): Like this?

MCCLINTOCK (*straightens the boy's hands*): No, hold your right down. Keep that left up. Hunch your shoulder like this. Okay. Now lead. No, no — with the left. And don't drop your right. Okay, now lead again. (*The boy is delighted with all this.*)

WOMAN: I hope he's not bothering you.

MCCLINTOCK: Not a bit, Ma'am. I like it.

WOMAN: Where are you heading for?

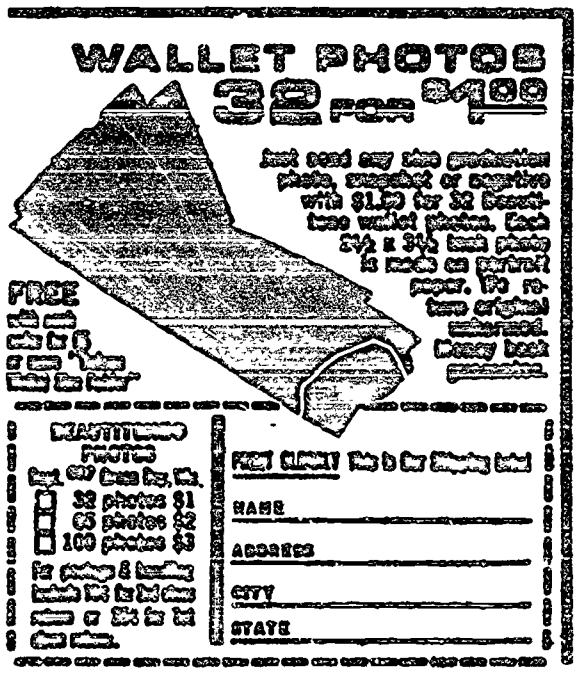
(*A pause. McClintock reaches into his pocket and takes out the slip of paper Grace has given him. Then he puts it back.*)

MCCLINTOCK: I'm heading home. I don't know for how long. I'll probably be taking a job soon. Work with kids like Jeff here.

BOY: Come on, let's spar.

MCCLINTOCK: Okay. Now lead again. That's right. Right from the shoulder. Okay, now cross with the left. No, don't drop your left. (*The camera pulls away slowly. Then a slow dissolve of the train as it disappears into the night. Fade out.*)

THE END



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CAST

JOHNNY — PA
MOTHER — WILLIE

Scene: The living room-dining room in a house that might be in New York, Chicago, Los Angeles — any big city in the United States. The table is set for dinner as Johnny enters, a couple of books under his arm.

MOTHER (*offstage, as Johnny enters*): Is that you, Willie?

JOHNNY (*as Mother enters, drying her hands on her apron*): No. (*He looks at the table, sits down in a chair, opens a book.*) It's me, Ma.

MOTHER (*not hiding her disappointment*): I thought it might be Willie. (*She wants to talk about Willie, but doesn't know how to begin.*) You've got a lot of reading to do?

JOHNNY: Always, Ma. Lots of reading. Lots of writing.

MOTHER: They give you too much homework.

JOHNNY (*looks up, surprised*): Never heard you say that before.

MOTHER: A person has got to have time for himself sometimes.

JOHNNY: I've got time, Ma. Do you want me to fix the salad or something?

MOTHER: No. Dinner's almost ready. Pa should be home soon. And Willie, maybe. (*Looks at Johnny, still can't say what she is thinking.*) College sure isn't like in the movies, is it?

JOHNNY: No, Ma.

MOTHER: Dancing and football and more dancing.

JOHNNY (*pleading*): I've got all this reading to do, Ma.

MOTHER: I know. (*She starts back to the kitchen, but stops.*) Johnny, I'm worried about Willie. Why didn't he come home last night?

JOHNNY: I don't know. But it isn't the first time he hasn't come home, and it won't be the last time, either. (*Softening*) He'll be home, Ma. He'll be home.

MOTHER: He didn't even call.

JOHNNY: It was a tough fight, Ma. Maybe he went to a hotel with his manager: Maybe they had things to talk about.

MOTHER: All night? All day?

JOHNNY: What do you want me to say, Ma? He'll be home.

MOTHER: He should have called.

JOHNNY: Maybe he did. Maybe you were out shopping or something when he called.

MOTHER: I've been home all day. The phone didn't ring once. Nobody knocked at the door, either. Willie's hurt, Johnny. Maybe badly. And nobody's telling me.

JOHNNY. He isn't hurt, Ma. I told you that last night. Willie knows how to take care of himself. You don't have to worry about him.

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MOTHER (*almost to herself*): Sure. Not until it happens. (*To Johnny*) He got a bad beating, didn't he?

JOHNNY: He lost, if that's what you mean. And he's lost before, and come home without a scratch. Hasn't he? Look, Ma, I've got a lot of work to do, and Willie's coming home, and I'd like to get some of it done before he does.

MOTHER: All right. Go ahead. Do your work. He didn't tell you he wasn't coming home, did he?

JOHNNY: I told you last night. I didn't ask him.

MOTHER: You didn't ask him. There's something you're not telling me, Johnny.

JOHNNY (*losing his patience*): Ma!

MOTHER: All right, Johnny. You just don't want to say.

JOHNNY (*calming down*): I'm sorry. I don't mean to shout. But there's nothing I can tell you.

MOTHER: No, of course not. Willie's in the hospital. Dying, maybe. Like that other fighter who died last month. They're always dying, being killed in the ring. But you can't tell me — you and your Pa. I'm only his mother.

JOHNNY: Ma! That's all in your imagination. Willie got knocked out. He's been knocked out before and come home and danced right here on this floor.

PA (*enters, aware of a sudden silence*): What goes on here? Isn't anybody going to say hello?

JOHNNY: Hello, Pa.

PA (*looks at Mother, knows what is on her mind, but tries to avoid it*): What's the matter, Millie? (*Sniffing the cooking*) Something burning in the kitchen?

MOTHER: Willie didn't call. He isn't home.

PA (*matter of fact, and no longer cheerful*): He'll be home. I was there, wasn't I?

MOTHER: You were there. At least that's what you told me.

PA: I was there. Johnny was there. What did you tell your mother, Johnny?

JOHNNY: What you told her. Willie got knocked out, but he didn't get hurt. That's the truth, Ma.

MOTHER: I'd like to believe you. (*To Pa*) You'd better wash up, Frank. Dinner is almost ready. You too, Johnny.

JOHNNY: Just a couple of pages. I don't need to wash up, anyway. My hands are clean.

MOTHER: Maybe Willie will get here for dinner.

PA: He will. He will.

MOTHER (*making her exit*): I hope so.

PA: We should have gone back to his dressing room, Johnny.

JOHNNY: What for?

PA: Maybe he *was* hurt.

JOHNNY: I hope he was. I hope he was, for his sake!

PA: He's your brother, Johnny! How can you want him hurt?

JOHNNY: That's why I want it, because he's my brother! I don't mean hurt like a broken nose or a broken jaw or something. I mean hurt where you can't see it. Really hurt! You know what I mean, Pa?

PA: It's a brutal game, Johnny. It's a brutal business. What's that you're reading?

JOHNNY: It's a math book.

PA: You need a lot of math for engineering, don't you?

JOHNNY: Yeah.

PA: Deep stuff?

JOHNNY: It isn't easy.

MOTHER (*offstage*): Frank!

PA: I'm getting ready. (*To Johnny*) I've been thinking all day of what I'm going to say to Willie.

JOHNNY: You can't say anything to Willie.

PA: I can try. (*He begins to exit. Stops.*) He's your big brother. He's got a couple of years on you. Not much. Do you think he might listen to what —? No. (*He exits.*)

(*Johnny can't get into his book right away. He stands up, looks out of the window, looks at the door, finally sits down to his book again. Then Willie, a patch under his eye, enters.*)

WILLIE: Well, where's the band? Hey, you!

(*Johnny looks up at him, says nothing, goes back to his book.*)

MOTHER (*entering in a hurry*): Willie! Where have you been?

WILLIE: Ma! (*He hugs her.*)

MOTHER (*examining Willie's face*): What did they do to you? Why didn't you call me? Are you hurt, Willie?

WILLIE: I'm fine, Ma. Where's Pa? What's that I smell cooking? I'm starved!

MOTHER: Sit down, son. Dinner is just about ready. (*She exits again.*)

PA (*entering, towel still in hand*): Hello, Willie.

WILLIE: Hello, Pa. What a fight, hey? I should have finished it!

JOHNNY: Why didn't you?

WILLIE (*moves to Johnny, punches the book out of his hands*). Because I didn't, that's why. Because I didn't.

(*Johnny picks up his book, and goes back to his reading.*)

WILLIE: Any more questions?

JOHNNY: Not just now.

WILLIE (*mimicking*): Not just now. Not just now. What are you studying to be now, a lawyer! I thought you were studying to be an engineer.

PA (*quietly*): That's what he's studying, Willie.

WILLIE: Lawyer! Engineer! Any way you spell it, it comes out a laugh. Take a look at your face, boy. Same color as mine. Who's going to hire you to be his lawyer? Who's going to hire you to build his bridge?

PA: Mr. Phillips is a lawyer.

WILLIE: Sure. Phillips and Jones and Macafee. How many? Count them on your fingers. (*He spars.*) That's the way a black man can make a living. Fighting, baseball maybe, football. Or maybe you can sing like Harry Belafonte. (*To Johnny*) What makes you think you're so hot you can break through this thing they call a ghetto? Why don't you get wise to yourself? (*Making two fists*) This is the only way you can break through, unless you want to run an elevator for thirty years like Pa. With your fists!

JOHNNY: The way you're doing it?

WILLIE: Not the way you're doing it!

JOHNNY: I didn't say I was doing it.

(Continued on page 27)



(Continued from page 13)

WILLIE: Then why all this book learning? What's this college bit?

JOHNNY: It's so I'll know.

WILLIE: Know what?

JOHNNY: Engineering.

WILLIE: And go knock on doors and have them shut in your face.

JOHNNY: I'll do the knocking.

WILLIE: And they'll do the shutting.

JOHNNY: Then they'll be the losers. I won't.

WILLIE (*mimicking*): I won't! You'll do the starving!

PA: That won't be necessary.

WILLIE: No. You'll run the elevator for another ten years to keep his stomach from drying up.

PA: I don't think that will be necessary. Times are changing.

WILLIE: Not fast enough for me.

JOHNNY: Not fast enough for anybody.

WILLIE: Oh! Changing your mind, hey?

JOHNNY: No. But I'm not going to make things go faster just hollering about it.

WILLIE: Who's hollering? I'm taking my cut. Don't you worry about me. I'm taking what I can get, and I'm not asking too many questions.

PA: That's what I thought.

WILLIE: What do you mean?

PA: There's something more important than money, Willie.

WILLIE: Sure. You tell me what it is. "Yes, Ma'am, no, Ma'am." That's not enough for me.

PA: Not enough for anybody, Willie.

WILLIE (*producing a bundle*

(Continued on page 28)

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(Continued from page 27)

of money): Then tell me what's wrong with this?

PA: Nothing wrong with money, Willie. Nice to have. Got to have it, too, to go to college and become an engineer.

WILLIE: Sure. Go to college. Be an engineer. Then run an elevator.

JOHNNY: Or maybe build a bridge.

WILLIE: Don't give me a laugh!

JOHNNY: At least I'll know I can build a bridge if I'm asked.

WILLIE (*showing his money*): This is money. This is what does the talking. And I'm getting it. As much as I can put my hands on.

PA: And it doesn't make any difference how you get it?

WILLIE: I didn't steal it.

PA: You didn't?

WILLIE: No! I worked for it! I worked hard for it!

JOHNNY: You wouldn't have had to work so hard if you'd finished him in the second round.

WILLIE: Now you're telling me how to fight!

PA: Someone needs to.

WILLIE: So I didn't finish him in the second round! So he got me in the fifth!

PA: You took a dive. You just lay down. You got paid off, didn't you? That's how you got that wad of bills.

WILLIE: I'm not saying I did and I'm not saying I didn't. But you don't have to touch this money, if you don't want.

PA: I don't. I don't want to touch it.

WILLIE (*his tone changed*): That's the only way I can do it, Pa. You want them to build you up, you've got to take a fall. You've got to play it their way, or you don't play it at all. All I have to get me what I want are these two fists. If I didn't do it, someone else would. What did you want me to do, Pa?

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RESPECT FOR HUMAN DIGNITY CAN BE UNDERSTOOD AND DEVELOPED THROUGH THE CONTENT AND CONDUCT OF A HIGH SCHOOL RELIGION COURSE*

Specific Value: Respect for Human Dignity

Subject Area: Religion

Grade Level: Eleventh

Time: Eleven Weeks

Project on Student Values
3860 Plainfield Ave., N.E.
Grand Rapids, Michigan 49505

*Materials prepared by Dorothy G. Clingman

RESPECT FOR HUMAN DIGNITY CAN BE UNDERSTOOD AND DEVELOPED THROUGH THE CONTENT AND CONDUCT OF A HIGH SCHOOL RELIGION COURSE

Abstract

I. Philosophical Statement. Christian values include respect for human dignity and awareness of this value could very well be part of a course which had as its general aim "Living With Christ."

II. General Objectives. This unit will try to combine the examination of the human condition without Christ and the difference He brings to it with a search for a particular Christian and secular value as mentioned above.

III. Specific Objectives. Students would show their understanding of this value by their observable conduct in the classroom in relation to each other, through their recognition of its implications in their academic work, and through their performance on an objective instrument at the beginning and at the end of the unit.

IV. Context. Eleventh grade.

V. Content. Utilizes literary and artistic illustrations which are of interest to the student because of their relevance to his world.

VI. Methods. Tests, students' papers, students' performance in situations outside of class.

VII. Time Schedule. Eleven weeks.

RESPECT FOR HUMAN DIGNITY CAN BE UNDERSTOOD AND DEVELOPED THROUGH THE CONTENT AND CONDUCT OF A HIGH SCHOOL RELIGION COURSE

Philosophical Statement

Religion classes in a Catholic school will necessarily be based on a belief in Christ and in His living presence in every human being. Arising from this belief will be a philosophy of life which will include the possibility of good in this life for the individual and for society.

The content of any religion course will by its very nature be value orientated, it is hoped that the conduct of this course will underline the values presented with special emphasis upon the Christian and American value, respect for human dignity.

Statement of General Objectives.

The general objectives of the unit are:

1. An examination of the human condition as it is without Christ.
2. The introduction of Christ as a person to the student
3. Reading such material as The West Side Story, The Psalms, the Prophets, stories by Katharine Mansfield and John Steinbeck, examining pictorial matter by such artists as Roualt.
4. Mastery of the concepts: Man is ever seeking community and identity. Christ can give these to man.
5. Utilization of communication skills.

Throughout the unit a special search will be underway to see how the key value of respect for human dignity is traceable to Christ and difficult to realize without Him. (It is conceivable that respect for those who hold this value without reference to Christ could be increased rather than decreased by showing how closely it is connected with Him.)

Statement of Specific Objectives

An attempt will be made to assess an increase in the awareness of the value of respect for human dignity as it operates in every day life. Four implications of this value have been selected as specific bases for judging situations or actions.

1. No human should be used merely as means to another's end.
2. Human life is more valuable than anything else in Nature.
3. Because of Man's great dignity he must never be without his basic needs.
4. Every human being is unique and worthy of respect for that reason.

The students' awareness of this value as measured by the operation of its four implications will be objectively assessed by the use of a questionnaire which will be administered before the unit begins. This instrument will be constructed

entirely independently of the content of the course and will be given to the student with no mention of its purpose. It will attempt to measure awareness of the implications of a variety of ideas and situations for the value we are interested in. After the unit is completed the same questionnaire will be administered and the differences in the scores will give an approximation of any behavioral change which may have occurred.

Statement of Context

The unit will take place in an eleventh grade section of approximately forty students, equally divided into boys and girls. Most will be in a range from C to B plus. They are predominantly of Slavic extraction and lower middle class. Other ethnic strains present in the Catholic population as a whole are present and there will be small minorities of very poor and upper-middle class students.

Statement of Content

Text: Living With Christ, Course Three. A Christian Brothers Publication, Saint Mary's College Press, Winona, Minnesota, 1966.

Outline of Content

Chapter I. West Side Story

Chapter II. The Human Situation
- Taking People Seriously
- Searching for Identity
- Getting Beyond Names
- Fear of Separateness

Chapter III. A Place for Us
- A Place for Us
- Israel's Search for Identity
- Yahweh and Israel
- The Trouble Is . . .

Chapter IV. Are You the One?
- Are You the One?
- Getting to Know You
- "I Know Him"

Outcomes expected by the designers of the course which should occur concurrently with our value exploration are:

For Chapter I. The student will see the conflicts in West Side Story, i.e., between the Jets and the Sharks, between the Puerto-Ricans and the Anglos, between Tony and Bernardo. He will realize that this static situation exists because of lack of communication and understanding.

For Chapter II. The student will examine the situation of the average person as he tries to communicate. He will see the tensions that develop as each person tries to find his own identity.

For Chapter III. The student will become familiar with the difficulties the Israelites experienced in their long history of living among people who had no real communication with them and the various attempts they made to explain this isolation of theirs.

For Chapter IV. The student will meet Christ become man, a man who shared all human concerns. This fellowship with Him will be presented as the key of every man's relationship with the rest of humanity.

The Methods

The text is well supplies with questions and proposals which check on the mastery of facts and concepts as well as affective material.

Individual reports, group reports, special bulletin boards, panel discussions, and any other conventional devices can be used. The use of the value clarifying devices suggested by Dr. Simon et. al. certainly seem to hold possibilities, but it is impossible to say how these would be used at this point when the composition of the class is not known.

Use of audio-visual material is usually a cooperative project with the other religion teachers at this grade level. I know that I will use the musical score of West Side Story and I would like to incorporate the film, Occurrence at Owl Creek Bridge.

Time Schedule

There will be a maximum of forty-three classes held between September 6 and November 27. This class meets four times a week and remains in the room for a thirty minute study period after class. There will be at least one free day, at least three days taken out for testing, and allowance must be made for programs common to the department. Most of the time will be spent in class discussion. The students will hopefully have done the reading basic to this outside of class. It is rather difficult to be exact about time allotment at this point.

Evaluation Data

The questionnaire given on the first and last day of the unit, Appendix I.

Other data which might be collected would be the class tests with particular attention given to those sections which looked for reactions to the value under study; value sheets, reports on whips and continuum strategies; papers prepared by the students in which evidence of evaluation was present.

APPENDIX I

Below are listed twenty statements and three possible reactions you might have to each of them. You do not necessarily have to agree with statements themselves but you are asked to circle the reaction which would be closest to yours if you did. Some of the reactions are reasons for the statement being true, others are conclusions you might draw from the statements.

1. Education should be available for everyone.
    a. So we can be taught to be patriotic.
    b. So that there will be a supply of well trained people to work in the business world.
    c. So that we can be helped to live our lives as fully as possible.
2. More policemen are needed in inner-city neighborhoods
    a. Because the people who live there must be taught law and order.
    b. Because the ordinary slum-dweller is in much greater danger from criminals than the middle class person is.
    c. Because this is the only way the better people can feel safe.
3. General Phillip Sheridan is reported to have said, "The only good Indians I ever saw were dead Indians."
    a. This was a cruel and unfeeling remark.
    b. It was justified because the Indians were fighting Americans who were trying to settle the West.
    c. No man in public life would dare to make such a statement today.
4. The old saying, "Every man for himself and let the devil take the hindmost . . ."
    a. Still makes a lot of sense.
    b. Does not take into consideration that the "hindmost" might not be able to take care of himself.
    c. Does not square with what Our Lord taught.
5. The advertising industry sometimes creates desires for goods we do not really need.
    a. If this is carried to extremes it can turn us into spending machines.
    b. This practice keeps money in circulation.
    c. If we use our common sense we will not be over affected by the ads.
6. Negroes are United States citizens.
    a. So what more can they ask out of life?
    b. So they should not have to fight for the things that other U.S. citizens take for granted.
    c. So they should work and improve themselves and make themselves worthy of the privilege.
7. Some teachers give very difficult tests at the beginning of a course and easy ones later on.
    a. Because they find their presentation is over the heads of the students.
    b. Because then it appears that the students have improved a great deal under their teaching.
    c. Because some students dislike hard tests.

8. If people keep their families small.

   a. School taxes will be low.
   b. Parents will not have severe financial problems.
   c. Children will have a better chance to develop good personalities.

9. If people are worried about where their next meal is coming from.

   a. It will keep them busy and out of trouble.
   b. They will not be inclined to think about any intellectual or spiritual things.
   c. Their lives will not really be free.

10. If I had $1000 to give away and these institutions all needed it desperately I would choose:

   a. An orphan's home.
   b. A university research department.
   c. The Society for the Prevention of Cruelty to Animals.

11. A mother dresses her six and eight year old daughters alike.

   a. Because they attract so much attention in this way.
   b. The girls like it.
   c. It is more economical as she makes their clothes herself.

12. Most Negroes live in their own neighborhoods.

   a. Because they are not fit to live with white people.
   b. Because they prefer to live there.
   c. Because if they move into white neighborhoods the property values fall.

13. I am afraid of the atom bomb because:

   a. It could destroy all the great buildings in our cities.
   b. It could kill me.
   c. It could wipe out the whole human race.

14. Chinese Americans are alike in these respects.

   a. Their ancestors lived in the geographical unit we call China.
   b. They are intellectually above average.
   c. They are all short, thin, and yellow-skinned.

15. American Negro slavery was necessary.

   a. Because without it the plantation owners would not have been able to make a profit.
   b. Because people will not work without wages unless they are forced to.
   c. Because the Negroes needed the protection the slave-owners gave them.

16. A girl who has a huge collection of boys' class rings

   a. Must be very popular.
   b. Does not really care for any one of the boys.
   c. Is using the boys to build up her own self-esteem.

17. Some migrant workers live in sheds that are worse than animal shelters.

    a. This is their own fault because they do not save money to build decent houses.
    b. If people do not give decent shelter to their animals they lose money.
    c. This is a scandal in a rich country.

18. Words such as "scum", "dirt", "dregs", "cannon fodder",

    a. Imply that the persons spoken of are not important.
    b. Actually are good descriptions of some people.
    c. Are real insults to the rest of the human race.

19. Labor unions have brought great improvement to American life.

    a. They forced raises in pay and put more money in circulation.
    b. They forced employers to realize that workers were men with rights as well as duties.
    c. They provide many social benefits for their members.

20. Old time "arranged marriages" were

    a. good because you did not have to worry about whether you had a boy or girl friend.
    b. were bad because the parents made decisions that their children had a right to make themselves
    c. good because they prevented a lot of trouble which arises in modern marriages because of mixed backgrounds.

Scoring the questionnaire:

Each item is given a value of one, (showing strong sensitivity to value), two (medium sensitivity), or three (little sensitivity).

The lower the score the higher the presumption that the student is aware of the implications of the four facets of the value "respect for human dignity." Scores obtained before the unit begins could be compared with scores obtained after the value and its implications had been explored. (Because of time limitations this instrument was not too well tested and refined. It yielded scores of 25 and 26 in cases of students whose parents hold this value very high.)

Scoring

1.	a 2	b 3	c 1	aimed at implication	2
2.	a 2	b 1	c 3	"	3
3.	a 1	b 3	c 2	"	4
4.	a 3	b 2	c 1	"	3
5.	a 1	b 3	c 2	"	1
6.	a 2	b 1	c 3	"	3

7.	a 1	b 3	c 2	aimed at implication 1
8.	a 3	b 2	c 1	" 1 and 2
9.	a 3	b 2	c 1	" 3
10.	a 1	b 2	c 3	" 2
11.	a 3	b 1	c 2	" 1 and 4
12.	a 3	b 1	c 2	" 2 and 4
13.	a 3	b 2	c 1	" 2
14.	a 1	b 2	c 3	" 4
15.	a 3	b 2	c 1	" 1
16.	a 3	b 2	c 1	" 1
17.	a 3	b 2	c 1	" 2
18.	a 2	b 3	c 1	" 4
19.	a 3	b 1	c 2	" 3
20.	a 3	b 1	c 2	" 1 and 3

GRID

Objectives / Contents	Ends not Means	Human life Greatest Value	No deprivation of basic needs	Uniqueness Respect	Totals
Class Discussions	11	11	8	8	38
Individual Reports	6	6	4	4	20
Picture Study	5	5	3	3	16
Other Activities	5	5	3	3	16
Tests	3	3	2	2	10
Totals	30	30	20	20	100

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THROUGH A LOGICAL STUDY OF DISCUSSION MAN CAN CLARIFY HIS OWN VALUES AS WELL AS BECOME MORE TOLERANT OF OTHERS VALUES*

Specific Value:	Tolerance
Subject Area:	Speech (Discussion)
Grade Level:	High School
Time:	Twelve Weeks

Project on Student Values
3860 Plainfield Ave., N.E.
Grand Rapids, Michigan 49505

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THROUGH A LOGICAL STUDY OF DISCUSSION MAN CAN CLARIFY HIS OWN VALUES AS WELL AS BECOME MORE TOLERANT OF OTHERS VALUES

Abstract

I. Philosophical Statement. Speaking situations involve human relationships. In turn, human relationships involve values, thus illustrating the plausibility of value education in the speech student's classroom.

II. Statement of General Objectives. To procure responses from the students pertaining to a variety of media present in their daily lives, and using this identification or vicarious experience as a route to tolerance of the individual and his opinions.

III. Statement of Specific Objectives. Students should, and must, learn the primary factors of logic, conviction, and self-control in order to hold a constructive discussion. In practicing these concepts themselves, they should learn to respect these same concepts in others.

IV. Statement of Context. High school.

V. Outline of Content. Materials used for this unit included the textbook: Elson, E.F., and Peck, Alberta, The Art of Speaking, Ginn and Company, 1957; lyrics to modern poetry; mass media---newspapers, magazines, radio, and television; plus resource books used by the individual students.

VI. Methods. Numerous values methods as suggested by Rath, et. al., Values and Teaching, individual speeches, surveys, discussions, tests, classroom evaluations, and bulletin board displays.

VII. Time Schedule. The unit covered a longer-than-twelve-week period from February 24 to June 8. Students met in their regular classroom for 55 minutes five days a week.

THROUGH A LOGICAL STUDY OF DISCUSSION MAN CAN CLARIFY HIS OWN VALUES AS WELL AS BECOME MORE TOLERANT OF OTHERS VALUES

Philosophical Statement

A basic need in all living beings, especially humans, is the need to communicate. This desire is particularly evident in the adolescent and young adult. Due to today's pluralistic society, often overwhelmingly affected by the mass media, students become confused in their search for the understanding of issues.

Through discussions with his peers, the student is motivated by these peers to realize the direction and extent of his own values, thus building the foundation of conviction. This foundation is built upon as the student grows, matures, and continues to carry on a discussion with others, in a variety of situations.

A discussion unit, in an organized, though informal, speech class, provides many opportunities for the student to form his opinions and values and to assume the responsibility of defending them.

Statement of General Objectives

1. Present four basic types of discussion as a thought stimulating form of communication.
2. Correlate reading and listening assignments with class discussions.
3. Instill an awareness of argument based on logical thought.
4. Initiate clear concise planning of materials to be presented orally.
5. Show how radical speakers often find themselves without defense when it is needed.
6. Help the students to clarify their own set of values and encourage them to defend them.
7. Present students with alternatives and corresponding responses which may arise in an oral communication situation.
8. Make students aware of the world around them and their relationship to and involvement with this world.
9. Introduce the use of imagination as an effective factor in discussion and understanding.
10. Show through discussions and individual speeches how one individual standing behind his own convictions can alter the course of events.
11. Establish a classroom atmosphere conducive to free thinking and discussion.
12. Institute an attitude toward fellow students in regard to respect and tolerance for each individual's opinions, beliefs, and values.

Statement of Specific Objectives

1. The student will plan individual and group work so as to logically organize his thoughts.
2. The student will commit himself orally to defending his own position--beliefs, opinions, values--thus learning to respect the individual.
3. The student will cooperate with his fellow students in oral presentations, thus showing tolerance for the self-expression of his peers.

4. He will listen attentively to his peers, thus learning self-control when subjected to ideas which do not coincide with his own.
5. The student will express an interest in the world around him, learning to respect his place in our modern society.

Statement of Context

This specific unit of oral communication as a means to present values was introduced to a speech (public speaking) class at Maple Valley Junior-Senior High School, Nashville, Michigan.

Maple Valley is a consolidated school with an enrollment of 500 students from the communities of Nashville and Vermontville. These two areas are located approximately 30 miles southwest of Lansing. Nashville's population is about 1500 while Vermontville's is slightly less.

Most of the students' parents are factory workers and/or farmers. Except for a doctor and a dentist, the teachers are practically the only professional people in the district. Thus, very few students come from educated homes. The number of students living in broken homes, "rearranged" homes with step-parents, or foster homes is appalling. Cultural deprivation is all too obvious among these youngsters.

Nashville and Vermontville are rather religious communities with ultra-conservative attitudes toward every facet of life. The parents want what is best for their children but are often unsure of what "the best" is. Due to this, they stand heavily on tradition and seem wary of any modern innovations.

This speech class* is a homogeneous group of 22 students in the 10th, 11th, and 12th grades. There are 7 sophmores, 2 juniors, and 13 seniors in the group. These students range on an obviously long continuum from the very low intelligence (practically non-readers) to the most intelligent in the class, grade, or possibly school. The class meets for almost an hour five days a week.

Studying values, however, is often invaluably beneficial in a group like this as the need for tolerance may be extremely exemplified.

Outline of Content

The varied content for the speech class was taken from the text, supplementary materials provided by the instructor (see the Appendices for copies), plus outside reading and listening. The written material served as foundations on which to build discussions and individual speeches. Through these situations of oral communication, explicit behavioral objectives were attempted. The following is a list of the materials that were used:

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*This course at the present is offered as an alternative to senior English, thus attracting the slowest student, as well as the better one who will take senior English and feels that speech will help him in a variety of ways.

I. Textbook: Elson, E.F. and Peck, Alberta. The Art of Speaking. Ginn and Company, 1957.

A. Chapter 19 -- "Communication Within the Group"
B. Chapter 20 -- "Conversation"

II. Supplementary materials---poetry (usually set to music)

A. "Both Sides Now"
B. "Games People Play"
C. "The Times They Are A-Changin"
D. "Flowers Never Bend with the Rainfall"
E. "Who Will Answer?"
F. "The Dove"
G. "Fool on the Hill"
H. "Dangling Conversation"
I. "Sounds of Silence"

III. Mass Media

A. Newspapers
B. Magazines
C. Radio
D. Television

Content as Related Only to the Values Unit

I. "Both Sides Now" Unit

A. Used the value sheet to set the stage for individual opinions.
B. Considered the ideas and ideals of dependence and independence in our society.
C. Allowed students the opportunity to place themselves in society.
D. Attempted to instill in students a sense of conviction.
E. Showed that an issue is never clear-cut, but demands logical consideration from all sides.
F. Provided the opportunity for students to consider alternatives.
G. Set a scene for cooperative working among the students.
H. Encouraged students to be proud of their beliefs and values.

II. "The Times They Are A-Changin" Unit

A. Stimulated responses with thought-provoking comments and statements.
B. Considered the problem of the generation gap---one of the most emphasized problems in society today.
C. Showed that man's ideas lie on a long continuum; on the issues involved, the two main factions invariably disagree on some points.
D. Allowed students the opportunity to list choices they encounter.
E. Encouraged the students to express themselves on communication, including the mass media of radio and television.

F. Provided students with the chance to place themselves in conjunction with peers, parents, and the generation gap.
G. Used this area to allow the student to realize and clarify his own ideas and values.
H. Provided a chance for the student to express, and realize, his place in bridging the generations.
I. Showed the student his responsibilities in carrying out these ideas and ideals.

III. "The Dove" Unit

A. Set the stage with a current events bulletin board planned and executed by a group of students.
B. Attempted to instill within the students a sense of self-control as they disagreed on controversial issues.
C. Helped the student clarify his values in conjunction with his peers.
D. Examined the scope of current events while providing a situation where the student must defend what he says.
E. Provided the opportunity for the student to respond logically on the spur of the moment.
F. Allowed the student to express his opinion.

IV. "Who Will Answer?" Unit

A. Allowed the students freedom to discuss their own ideas.
B. Encouraged the students to be proud of themselves when they have become "involved."
C. Stimulated the students to use their imagination and honesty in reacting to daily situations.
D. Related involvement to the courage man needs to live in society.
E. Aided the student in clarifying his values (views) on a controversial issue in conjunction with his peers.
F. Encouraged the student to be proud of a time when he was courageous.
G. Stimulated student response through controversial statements and attitudes.

Methods

I. "Both Sides Now" Unit

A. Rath's (pg. 93) Value Sheet 5 (on Civil Liberties) was completed by each student.
B. A round-table discussion was carried on concerning independence vs. dependence -- personally and in today's modern, pluralistic society.
C. A value continuum was used:

Dependent Darwin_____Independent Irwin

D. Each student presented a dissertation five to seven minutes in length, using his opening statement, "I believe...."
E. Judy Collins' recording of "Both Sides Now" prompted a discussion concerning the ability of an individual, or a group, to see both sides of an issue.

F. Every individual prepared a speech in which he logically presented both sides of a controversial issue.
G. Symposium groups were formed. The members of each group drew lots for the position they were to defend---whether they did or did not personally agree with the position they drew.
H. A "Proud Whip" was injected here on "I am proud that I believe..."

II. "The Times They Are A-Changin" Unit

A. Using Joe Sputh's recording of "Games People Play" and Simon and Garfunkel's "Sounds of Silence" for 'inspiration', the students conducted a round-table discussion concerning the attitudes (generally) of people in our society.
B. Bob Dylan's "The Times They Are A-Changin" provoked an interest in the generation gap. Students divided into forums to discuss various aspects of this gap.
C. Panels were formed. Each panel chose a topic evidently controversial between the generations. They polled their peers and adults of various ages to get their reactions to the topic. The data was presented and the group discussed possible solutions.
D. The opinion poll sheet was a rank order which the students and instructor had prepared in class.
E. The lack of communication was approached as one of the main problems in the generation gap. The students listened to Bob Dylan's "Dangling Conversation," then discussed the reasons for people being unable to communicate and why this communication is so often ineffective.
F. A value continuum was used to discover whom the students found themselves most in agreement with:

Adult Anna _____ Peers Paul

G. Each student gave a speech beginning with the phrase, "I can communicate best with....." or "I can communicate when...."
H. A "Proud Whip" was presented on "I am proud that I closed the generation gap by...."
I. Individually the students tried to organize a conclusion to the lack of communication/generation gap problem. In addition to the written statement the student presented his prognosis orally beginning with "In the future..." or "Some day..." or "Very shortly..."

III. "The Dove" Unit

A. A committee of students set the stage and presented the background with a current events bulletin board.
B. Joan Baez' "The Dove" prompted a round-table discussion on war, particularly the controversies of the conflict in Viet Nam and draft-card burning.
C. Two value continuums were used:

Hawk _____ Dove

War is necessary _____ War is not necessary

D. The students grouped into panels, each group doing research work on a current event which is controversial. After presenting an unbiased report on the topic, the panel discussed the various sides of the issue, then conducted a forum.
E. Each student brought in an editorial from a newspaper or magazine. The students traded editorials, then gave extemporaneous speeches in agreement or disagreement with the author.
F. Prepared speeches were given on "I'm for..." or "I'm against..." A forum followed.

IV. "Who Will Answer?" Unit

A. Rath's (pg. 95) Value Sheet 7 on involvement was discussed in round-table fashion by the students.
B. Lennon-McCartney's "Fool on the Hill" was used as the basis for individual speeches (Proud Whip style) on "I was proud I got involved when...."
C. Students planned sketches in which a person outside the group reacted to the situation they had set up.
D. Rath's (pg. 98) Value Sheet 10 on courage, and Paul Simon's "Flowers Never Bend with the Rainfall" opened forums on courage in involvement--- the courage a man needs to live in his every day world.
E. A value continuum was injected:

Isolated Isabelle_____But-in-Betty

F. Each student gave a speech beginning with "I was courageous when...."
G. "Who Will Answer" by Davis and Aute, and sung by Ed Ames, led the students to a round-table discussion on hypocrisy, the extent of involvement, the position of the Church in our society.
H. The instructor then summarized the four basic types of discussion, and, with the students, emphasized the behavioral patterns necessary for man to communicate in a discussion/group situation.

Time Schedule

The original plan called for a 12 week unit in teaching values. Due to the number of students in the class and the necessity for the number of times they were to speak individually, the unit lasted approximately 64 days, plus six days for pre-testing, introduction, post-testing and evaluation. Thus, the unit included a total of 71 days.

The calendar schedule for such a unit might look like this:

Feb. 24-28.....Pre-testing and Introduction
March 3-21.....'Both Sides Now" Unit
March 24-April 28 .....'The Times They Are A-Changin" Unit
April 29-May 15 .....'The Dove" Unit
May 16-June 6 .....'Who Will Answer?" Unit
June 7-8 .....Review, testing and evaluation

The actual time allotted to values was difficult to determine in that the unit as a whole was dependent on the response (s) from the students.

Pre-Test Evaluation I*

The following is a study of what the general public thinks and feels about a number of important social and personal questions. The best answer to each statement below is your personal opinion. We have tried to cover many different and opposing points of view; you may find yourself agreeing strongly with some of the statements, disagreeing just as strongly with others, and perhaps uncertain about others; whether you agree or disagree with any statement, you can be sure that many people feel the same as you do.

Mark each statement in the left margin according to how much you agree or disagree with it. Please mark every one. Write +1, +2, +3, or -1, -2, -3, depending on how you feel in each case.

+1 -- I AGREE A LITTLE
+2 -- I AGREE ON THE WHOLE
+3 -- I AGREE VERY MUCH

-1 -- I DISAGREE A LITTLE
-2 -- I DISAGREE ON THE WHOLE
-3 -- I DISAGREE VERY MUCH

_____ 1. The United States and Russia have just about nothing in common.
_____ 2. Communism and Catholicism have nothing in common.
_____ 3. The principles I have come to believe in are quite different from those believed in by most people.
_____ 4. In a heated discussion people have a way of bringing up irrelevant issues rather than sticking to the main issue..
_____ 5. Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.
_____ 6. The highest form of government is a democracy and the highest form of democracy is a government run by those who are most intelligent.
_____ 7. While the use of force is wrong by and large, it is sometimes the only way possible to advance a noble ideal.
_____ 8. Even though I have a lot of faith in the intelligence and wisdom of the common man I must say that the masses behave stupidly at times.
_____ 9. It is only natural that a person would have a much better acquaintance with ideas he believes in than with ideas he opposes.
_____ 10. There are certain "isms" which are really the same even though those who believe in these "isms" try to tell you they are different.
_____ 11. Man on his own is a helpless and miserable creature.
_____ 12. Fundamentally, the world we live in is a pretty lonesome place.
_____ 13. Most people just don't give "two hoots" for others.
_____ 14. I'd like it if I could find someone who would tell me how to solve my personal problems.
_____ 15. It is only natural for a person to be rather fearful of the future.
_____ 16. There is so much to be done and so little time to do it in.

*Walter L. Thomas

_____17. Once I get wound up in a heated discussion, I just can't stop.
_____18. In a discussion I generally become so absorbed in what I am going to say that I forget to listen to what the others are saying.
_____19. In a discussion I sometimes interrupt others too much in my eagerness to put across my own point of view.
_____20. In a discussion I often find it necessary to repeat myself several times to make sure I am being understood.
_____21. It is better to be a dead hero than to be a live coward.
_____22. My hardest battles are with myself.
_____23. At times I think I am no good at all.
_____24. I am afraid of people who want to find out what I'm really like for fear they'll be disappointed.
_____25. While I don't like to admit this even to myself, my secret ambition is to become a great man like Einstein, or Beethoven or Shakespeare.
_____26. The main think in life is for a person to want to do something important.
_____27. If given the chance I would do something for great benefit to the world.
_____28. If I had to choose between happiness and greatness, I'd chose greatness.
_____29. It's all too true that people just won't practice what they preach.
_____30. Most people are failures and it is the system which is responsible for this.
_____31. I have often felt that strangers were looking at me critically.
_____32. It is only natural for a person to have a guilty conscience.
_____33. People say insulting and vulgar things about me.
_____34. I am sure I am being talked about.
_____35. In the history of mankind there have probably been just a handful of really great thinkers.
_____36. There are a number of people I have come to hate because of the things they stand for.
_____37. A man who does not believe in some great cause has not really lived.
_____38. It is only when a person devotes himself to an ideal or cause that life becomes meaningful.
_____39. Of all the different philosophies which exist in this world there is probably only one which is correct.
_____40. A person who gets enthusiastic about too many causes is likely to be a pretty "wishy washy" sort of person.
_____41. To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side.
_____42. When it comes to differences of opinion in religion we must be careful not to compromise with those who believe differently from the way we do.
_____43. In times like these, a person must be pretty selfish if he considers primarily his own happiness.
_____44. To compromise with our political opponents is to be guilty of appeasement.
_____45. The worst crime a person could commit is to attach publically the people who believe in the same thing he does.
_____46. In times like these it is often necessary to be more on guard against ideas put out by people or groups in one's own camp than by those in the opposing camp.
_____47. A group which tolerates too much differences of opinion among its own members cannot exist for long.

_____48. There are two kinds of people in this world: those who are for the truth and those who are against the truth.
_____49. My blood boils whenever a person stubbornly refuses to admit he's wrong.
_____50. A person who thinks primarily of his own happiness is beneath contempt.
_____51. Most of the ideas which get printed nowadays aren't worth the paper they are printed on.
_____52. I sometimes have a tendency to be too critical of the ideas of others.
_____53. In this complicated world of ours the only way we can know what's going on is to rely on leaders or experts who can be trusted.
_____54. It is often desirable to reserve judgement about what's going on until one has had a chance to hear the opinions of those one respects.
_____55. In the long run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own.
_____56. There's no use wasting your money on newspapers which you know in advance are just plain propaganda.
_____57. Young people should not have too easy access to books which are likely to confuse them.
_____58. The present is all too often full of unhappiness. It is only the future that counts.
_____59. It is be returning to our glorious and forgotten past that real social progress can be achieved.
_____60. To achieve the happiness of mankind in the future it is sometimes necessary to put up with injustices in the present.
_____61. If a man is to accomplish his mission in life it is sometimes necessary to gamble all or nothing at all.
_____62. Unfortunately, a good many people with whom I have discussed important social and moral problems don't really understand what's going on.
_____63. Most people just don't know what's good for them.
_____64. There is nothing new under the sun.
_____65. To one who really takes the trouble to understand the world he lives in, it's an easy matter to predict future events.
_____66. It is sometimes necessary to resort to force to advance an ideal one strongly believes in.

Pre-Test Evaluation II*

Choose A or B. Mark your choice for each number with a circle around A or B. Precede each statement with the phrase "I ought to..."

1. A. Work harder than most others in my class.
   B Work at least as hard as most others in my class.

2. A. Do things which most other people do.
   B Do things which are out-of-the-ordinary.

---

*R. Prince, D-V Inventory

3. A Have my own ideas about politics and religion.
   B Try to agree with others on these matters.

4. A Enjoy myself doing things with others.
   B Enjoy myself doing many things alone.

5. A Attain a higher position than my father or mother attained.
   B Enjoy more of the good things in life than my father or mother enjoyed.

6. A Feel that the future is uncertain and unpredictable.
   B Feel that the future is full of opportunities for me.

7. A Feel that happiness is the most important thing in life for me.
   B Feel that enduring suffering and pain is important for me in the long run.

8. A Rely on the advice of others for making decisions.
   B Be independent of others in making decisions.

9. A Feel it is my duty to save as much money as I can.
   B Feel that saving is good but not to the extent that I must deprive myself.

10. A Put ten dollars in the bank.
    B Spend five of the ten dollars enjoying myself with my friend.

11. A Spend enough on clothes to dress as well as my friends.
    B Spend less on clothes in order to save for future needs.

12. A Put in long hours of work without distraction.
    B Feel that I can't work long hours without distraction but I'll get the job done anyway.

13. A Feel that it is most important to live for the future.
    B Feel that today is important and I should live each day to the fullest.

14. A Feel that "right" and "wrong" are relative terms.
    B Feel that I should have strong convictions about what is right or wrong.

15. A Work hard to do most things better than others.
    B Work hard at some things and leave others to those who are more qualified than I.

16. A Feel that everyone misbehaves once in a while but the important thing is not to make the same mistake over again.
    B Feel that the most important thing in life is to strive for peace with God.

17. A Feel that work is important, fun is not important.
    B Feel that all work and no play makes Jack a dull boy.

18. A Feel that what others think about right and wrong should influence my thinking.
    B Feel that my convictions about right and wrong are more important.

19. A Defend my ideas about right and wrong.
    B Be willing to be convinced on matters of right and wrong because "right" and "wrong" have different meanings for different people.

20. A Make as many social contacts as possible.
    B Be willing to sacrifice myself for the sake of a better world.

21. A Get all my work done on my own.
    B Get my work done with the help of others if I am allowed to and this saves time.

22. A Wear clothes similar to those of my friends.
    B Dress modestly, even though this makes me different than my friends.

23. A Work hard only if I am paid accordingly.
    B Work hard doing something original, regardless of pay.

24. A Get a job which will allow me to enjoy some of the luxuries of life.
    B Get a job which will make me a success in life.

25. A Be able to solve difficult problems and puzzles.
    B Feel that difficult problems and puzzles are good for some people but not for everyone.

26. A Feel that style is more important than quality in clothes.
    B Feel that quality is more important in clothes than style.

27. A Say what I think is right about things.
    B Think of the effect on others before I speak.

28. A Feel comfortable getting the same grades as most of the people in my class.
    B Feel comfortable near the head of the class.

29. A Have my own firm ideas about correct behavior.
    B Look to others for the kind of behavior which is approved by the group.

30. A Feel that discipline in the modern school is not as strict as it should be.
    B Feel that the change from strict discipline in the modern school is a good one.

31. A Feel that the most important thing in school is to gain knowledge useful to me in the future.
    B Feel that the most important thing in school is to learn to get along well with people.

32. A Do things without regard to what others may think.
    B Do things which allow me to have fun and be happy.

33. A Register for a course which is very interesting to me, whether or not it will do me some good later on.
    B Register for a course which is uninteresting to me but which will do me some good later on.

34. A Go to a school affair to enjoy myself being with people.
B Go to a school affair because it is my duty to be loyal to my school.

35. A Feel it is right to spend less for clothes in order to save for the future.
B Feel that whether one wants to spend more for clothes and save less or vice versa is a matter of opinion.

36. A Do things which very few others can do.
B Do things cooperatively with others.

37. A Use the same expressions my friends use so that they won't think I'm odd.
B Speak in the most proper way.

38. A Feel that it is right to save for the future.
B Feel that whether or not it is right to save for the future is up to the individual.

39. A Choose a job with plenty of opportunities for advancement, even though the pay isn't as high as I would like it to be.
B Choose a job in which I can work with many interesting people.

40. A Mix in a little pleasure with my work so that I don't get bored.
B Keep at a job until it is finished.

41. A Get as much pleasure as I can out of life now.
B Stand by my convictions.

42. A Feel that everybody misbehaves once in a while but the important thing is not to make the same mistake over again.
B Feel guilty when I misbehave and expect to be punished.

43. A Have less freedom in the classroom.
B Have more freedom in the classroom.

44. A Be very ambitious.
B Be very sociable.

45. A Choose a job in which I'll earn as much as most of my friends.
B Choose a job with plenty of opportunities for advancement, even though the pay isn't as high as my friends receive.

46. A Get the kind of job which will bring me in contact with many interesting people.
B Feel that it is right to plan and save for the future.

47. A Feel that planning and saving for the future is a matter of opinion.
B Feel that it is right to plan and save for the future.

48. A Be willing to sacrifice myself for the sake of a better world.
B Feel it is important to behave like most other people do.

49. A Deny myself enjoyment for the present for better things in the future.
    B Have fun attending parties and being with people.

50. A Be satisfied to do as well in life as my father did.
    B Attain a higher position in life than my father attained.

51. A Feel that it will be good later if I endure some unpleasant things now.
    B Feel that this is strictly a matter of opinion.

52. A Be able to have most of the things my friends have.
    B Be able to have enough money to lay away for future needs.

53. A Feel that happiness is the most important thing in life.
    B Feel that being respected is the most important thing in life.

54. A Feel that more "old-fashioned whippings" are needed today.
    B Feel that "old-fashioned whippings" do the child more harm than good.

55. A Exert every effort to be more successful this year than I was last year.
    B Be content with a reasonable amount of success and live longer.

56. A Try very hard to overcome my emotions.
    B Get as much pleasure as I can out of life now.

57. A Feel that it is important to be more successful this year than I was last year.
    B Feel that it is important to get along well with others.

58. A Feel that children are born good.
    B Feel that children are born sinful.

59. A Spend as much time as I can in working independently.
    B. Spend as much time as I can in having fun.

60. A Deny myself enjoyment for the present for better things in the future.
    B Be able to have as much enjoyment as my friends have.

61. A Feel that it is right to be very ambitious.
    B Feel that being ambitious depends on the individual.

62. A Choose to work with people I like in a job I don't like.
    B Choose to work with people I don't like in a job which I like.

63. A Work as hard as I can in order to be successful.
    B Work as hard as I can in order to enjoy some of the luxuries of life.

64. A Strive to be an expert in something.
    B Do many things quite well but not be an expert in anything.

Evaluation Form I

Complete the following in a few sentences:

This school . . .

Other schools . . .

This class . . .

Other classes . . .

This teacher . . .

Other teachers . . .

My classmates . . .

Evaluation Form II

Answer the following questions:

What do you consider a good day in class?

What do you consider a bad day in class?

What do you consider a good classroom atmosphere?

If given the opportunity how would you change your classes?

What do you consider a good discussion?

What do you consider a poor discussion?

What is necessary for a successful faculty?

What is necessary for a successful administration?

What is necessary for a successful student body?

What is necessary for a successful community?

Evaluation Form I

Complete the following in a few sentences:

This school . . .

Other schools . . .

This class . . .

Other classes . . .

This teacher . . .

Other teachers . . .

My classmates . . .

Evaluation Form II

Answer the following questions:

What do you consider a good day in class?

What do you consider a bad day in class?

What do you consider a good classroom atmosphere?

If given the opportunity how would you change your classes?

What do you consider a good discussion?

What do you consider a poor discussion?

What is necessary for a successful faculty?

What is necessary for a successful administration?

What is necessary for a successful student body?

What is necessary for a successful community?

Evalu[illegible]n Form III

The following is a critique sheet completed by the instructor and each student not taking part in that particular discussion. (This is, of course, used only by the instructor during a round-table type of discussion). The students are asked to critique every aspect of the speaker in the speaking situation.

Name _____ Topic _____ Date _____

	EXCELLENT	GOOD	FAIR	POOR
A. Self				
1. Posture				
2. Facial expression				
3. Eye Contact				
4. Gestures				
B. Voice				
5. Volume				
6. Enunciation				
7. Rate of speaking				
8. Inflection				
9. Emotion control				
C. Language				
10. Word choice				
11. Pronunciation				
12. Clarity of statements				
D. The speech itself				
13. Introduction				
14. Organization				
15. Logic				
16. Originally				
17. Purpose				
18. Interest aroused				
19. Choice of subject				
20. Enthusiasm				
21. Conclusion				
22. Speaking aids				
23. Question defense				

Comments:

Value Sheet Used for Topic Discussion*

Civil Liberties

Below are several paragraphs relating to one issue. Select the paragraph that comes closest to your own position and change the wording in it until it represents your thinking as exactly as possible. Or you may write a new position if none of the ones listed is close to the one you prefer. The idea is to get a statement about which you can say, "This is where I now stand."

A useful way to decide between alternatives is to identify the consequences of each of the positions and then to decide which set of consequences it is that you prefer to come about.

1. Freedom is basic to the existence of a democratic society. This does not mean license to do as one sees fit. Within the limitation of not interfering with someone else's freedom, it is desirable for the individual to pursue his own self-interest.

2. In our society, everyone has freedom. One may do, think, and say that which he believes. We draw the line at a point, however. In the best interests of our society, we cannot permit anyone to hold doctrines or to preach anything that might undermine our society as it stands now. Erroneous beliefs, therefore, cannot be treated with the same tolerance as the normal and accepted doctrines, since their sole purpose is to destory the very foundation of our society. Any dangerous opinions and beliefs must, therefore, be curbed.

3. Many persons think of freedom as the right of suffrage, but this is only an illusion that one is free. He who thinks that his power of freedom comes from his vote has only to compare the power he has with that of the international financier, or a big businessman; voting provides freedom only in a flimsy parliamentarian sense. It is an illusion in which man is like the trained dog who thinks he learned the tricks by himself.

4. The only true freedom that can ever exist comes about when we allow so-called truth and error to clash in the open market place of ideas. We cannot suppress any heresies nor can we censor thoughts, ideas, or practices; nothing is heretical. We must promote and encourage differences of opinion, and we must discourage uniformity of thinking. It is only this way that we can prevent a tyranny of the mind and body from every imposing itself.

5. True freedom is non-existent. Man acts out a plan that is set for him before he is five years old. His emotions reflect the society into which he is born. All his actions also reflect that society and are determined by it. Even his conception of freedom is one which has been drummed into him by the particular society. Convinced that he is free, it never occurs to him to question the fact that even in the ability to leave society, he is a slave to its laws.

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*Louis E. Raths, Values and Teaching, p. 93-94.

Value Sheet Used for Topic Discussion*

Minding Your Own Business
vs
Helping Those in Need

I. Some persons say that men are basically selfish, that one must watch out for himself, that it's best to serve your own purposes, avoid hurting others, and "Mind your own business."

II. Other persons say that men must stick together and help one another, or they will fall separately, that no man is an island, that each man's fate is intertwined with other men's fates, and one should "Help those in need."

1. What label might be appropriate for each of those positions?

2. Is this a case of "either-or", either you support one position or the other? Are there other positions that one could take concerning this issue? If possible, identify some other positions.

3. Professor Laurence Hopp of Rutgers University suggests that persons who have experienced social injustice, who have experienced feelings of being unfairly treated, are likely to take the second position. Would you agree? Have you any evidence for your ideas about this?

4. It has also been suggested that those who have experienced success, who have power and privilege, would likely take the first position, regardless of whether or not they have earlier experienced social injustice. Would you agree? Have you any evidence for your ideas about this?

5. What other explanations might account for persons preferring one position over the other? List them and discuss each briefly.

6. Read each of the eight situations below and try to identify what you would do in each case. Although not all the information is provided for any of the situations, make the best estimate you can of what you would do if you were faced with such a situation in the future. Try to be as realistic as possible in your choice of actions. When you are finished, try to summarize your position regarding the issues: Minding Your Own Business vs Helping Those in Need.

Situation A

You are walking down a busy shopping street in the middle of the afternoon. You hear screams across the street and see a man choking a woman in a doorway. Several persons on both sides of the street notice, but nobody moves as the woman continues to scream and as the man tries to drag her indoors by the throat.

Situation B

You are in a group of persons with whom you would like to be friends. Two members of the group begin to tease a nearby girl who has a very strange face. Others in the group join in, although a few are silent.

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*Louis E. Raths, Values and Teaching, p. 95-97.

Situation C

The young married couple that lives next to you has a little boy, three years old. During a friendly visit with them, you observe that they are energetically teaching that boy to hate a minority group.

Situation D

An unpleasant-looking man approaches you on a corner and asks you for a dime for a cup of coffee.

Situation E

Someone asks your advice on a tax law that must be voted on in the forthcoming election. The proposed law would not change the total amount of money collected, but it would increase taxes for those in the middle and upper income brackets and decrease taxes for those in the lower income brackets.

Situation F

You hear that the Indians on the reservation in the next state are suffering from severe poverty and that nobody is doing much about it.

Situation G

You read that Negroes in some areas of the South continue to suffer discrimination and that they are sometimes beaten or even murdered and that the white persons in those areas are angry with those trying to interfere with the way things are.

Situation H

You are asked to make a judgement about U.S. foreign policy. The leaders of country XYZ are about to be thrown out by the citizens there because they are not doing the kind of job that the majority of the citizens desire. Those leaders appeal to the U.S. for armed support, to keep the citizens from removing them. The U.S. government is concerned because the current leaders vigorously support the U.S.A. in international disputes while the new leaders that would probably emerge in that country are not expected to support the U.S.A. in international matters and would probably request the removal of a large American air base on their territory.

Value Sheet used for Topic Discussion*

Courage

"Courage is generosity of the highest order, for the brave are prodigal of the most precious things." --- C.C. Colton

"True courage is to do without witness everything that one is capable of doing before all the world." --- La Rochefoucauld.

"Courage is like love: it must have hope to nourish it." --- Napoleon Bonaparte.

"Courage leads starward, fear toward death." --- Seneca.

"Brave men are brave from the first." --- Corneille.

"The courage of the tiger is one, and the horse another." ---Ralph Waldo Emerson.

"Ultimate bravery is courage of the mind." --- H.G. Wells.

"Grace under pressure." --- Ernest Hemingway.

1. What does the word "courage" mean to you?
2. Do you think courage manifests itself? How?
3. Do you think everyone possesses courage? How? If not, Why?
4. Are you proud of your level of courage? Discuss.

*Louis E. Raths, Values and Teaching, p. 99-100.

Rank Order Sheet

Below is the Rank Order Sheet used by the students in the "The Times They Are A-Changin'" unit to poll their peers and adults.
Students were to begin each statement with "I would rather...", while adults were to begin each statement with "I would rather my son or daughter..." . . .

1. Go to the Cobra alone.
   Go bowling with a date.
   Go to a party with a group.

2. Have my driver's license.
   Be able to vote.
   Live by myself.

3. Get better grades.
   Be more popular.
   Have more money.

4. Write a letter to an editor of a newspaper or magazine.
   Carry a protest sign downtown.
   Take a verbal stand against my minister.

5. Spend more time on schoolwork.
   Spend more time working at home.
   Spend more time working on an outside job.

6. Wear my hair long.
   Wear mod-mod clothes to school.
   Dress modestly, so as not to be noticed.

7. Be involved in many extra-curricular activities.
   Be involved in a few extra-curricular activities.
   Be involved in no extra-curricular activities.

8. Be president of a group.
   Be treasurer of a group.
   Be a member of a group.

9. Be given my own car.
   Work for my own car.
   Borrow my parents' car.

10. Have many good friends.
    Have a few good friends.
    Have many acquaintances.

11. Try to smoke a cigarette so as to be one of the group.
    Never smoke.
    Don't smoke and ridicule those who do.

12. Make fun of the same people my friends do.
    Only make fun of them to myself.
    Try to help them, though it may hurt other relationships.

13. Feel free to read any book I wish.
    Read books I doubt in secrecy.
    Read only those books which have been OK'd by my parents, teachers, the Church, or other authorities.

14. Stand up for my personal beliefs.
    Form no beliefs which call for a stand.
    Let my beliefs be formed by others.

15. Follow completely the beliefs of my church.
    Feel free to question my church's beliefs.
    Believe in God, but follow no organized church.

The following pages contain the lyrics to the modern music that was used in this values unit:

"Both Sides Now"

Flows and flows of angel hair
And ice cream castles in the air
And feathered canyons everywhere
I've looked at clouds that way
But now they only block the sun
And rain and snow on everyone
So many things I could have done
The clouds got in my way

I've looked at clouds from both sides now
From up and down and still somehow
It's clouds allusions I recall
I really don't know clouds at all

Moons and Junes and ferris wheels
The dizzy dancing way you feel
When every fairy tale comes real
I've looked at love that way
But now it's just another show
Leave them Laughin' when you go
And if you care don't let them know
Don't give yourself away

I've looked at love from both sides now
From win and lose and still somehow
It's love's allusions I recall
I really don't know love at all

Tears and fears and feeling proud
To say I love you right out loud
Dreams and schemes and circus crowds
I've looked at life that way
But now friends are acting strange.
They shake their heads, they say I've changed
Well something's lost, but something's gained
In living every day

I've looked at life from both sides now
From win and lose and still somehow
It's life's allusions I recall
I really don't know life at all

"Games People Play"

Oh, the games people play, now,
Every night and every day, now,
Never meanin' what they say, now,
Never sayin' what they mean.
Then they wile away the hours
In their ivory towers
Till they're covered up with flowers
In the back of a black limousine.

Talking 'bout you and me
And the games people play, now.

Oh, we make one another cry,
Break a heart, then we say good-bye,
Cross our hearts and we hope to die
That the other was to blame;
Neither one will ever give in,
So we gaze at an 8 by 10,
Thinking 'bout things that might have been,
And it's a dirty rotten shame.

Talking 'bout you and me
And the games people play.

Oh, yea
C'mon

People walking up to ya,
Singing glory hallelujah
And they try to sock it to ya
In the name of the Lord.
They're gonna teach you how to meditate,
Read your horoscope, cheat your fate,
And furthermore: to hell with hate.

C'mon get on board

Talking 'bout you and me
And the games people play

Now wait a minute
Look around: tell me what you see;
What's happening to you and me?
God grant me the serenity
To remember who I am,

'Cause you've given' up your sanity
For your pride and your vanity.
Turn your back on humanity
And you don't give a .....

Talking 'bout you and me
And the games people play.

Talking 'bout you and me
And the games people play.

Sounds of Silence

Hello darkness my old friend
I've come to talk with you again
Because the vision softly creeping
Left its seeds while I was sleeping
And the vision that was planted in
My brain still remains---within
The sound of silence

Through restless dreams I walked alone
Narrow streets of sobblestone
'Neath the halo of a street lamp
I turn my collar to the cold and damp
Then my eyes were stabbed
By the flash of a neon light
That split the night---
Touched the sound of silence

And in the naked light I saw
Ten thousand people maybe more
People talking without speaking
People hearing without listening
People writing songs
That voices never share
No one dare---
Disturb the sound of silence

Fools say that I do not know
Silence like a cancer grows
Hear my words that I might reach you
But my words like silent raindrops fell---
Echoed in the sound of silence

And the people bowed and prayed
To the neon god they made
And the sign flashed out its warning
In the words that it was forming
And the sign said:
'The words of the prophets are
written on the subway walls,
and the tenement halls
And whispered in the sound of silence'

"The Times They Are A-Changin' "

Come gather round people wherever you roam
And admit that the waters around you have grown
And accept it that soon you'll be drenched to the bone
If you time to you is worth savin'
Then you better start swimmin' or you'll sink like a stone
For the times they are a-changin'

Come writer and critics who prophecize with your pen
And keep your eyes wide, the chance won't come again
And don't speak too soo, for the wheel's still in spin
And there's no tellin' who that it's namin'
For the loser now will be later to win
For the times they are a-changin'

Come senators, congressmen, please heed the roll
Don't stand in the doorway, don't block up the hall
For he that gets hurt will be he who has stalled
The battle outside ragin'
Will soon shake your windows and rattle your walls
For the times they are a'changin'

Come mothers and fathers throughout the land
And don't criticize what you can't understand
Your sons and daughters are beyond your command
Your old road is rapidly agin'
Please get out of the new one if you can't lend your hand
For the times they are a-changin'

The line it is drawn, the curse it is cast
The slow one now will later be fast
As the present now will later be past
The order is rapidly fadin'
And the first one now will later be last
For the times they are a-changin'

"Dangling Conversation"

It's the still life water color
Of a now later afternoon
As the sun shines through the curtain lace
And shadows wash the room
And we sit and drink our coffee
Cast in our indifference like shells upon the shore
You can hear the ocean roar
In the dangling conversation and the superficial sighs
The borders of our lives

And you read your Emily Dickinson
And I my Robert Frost
And we note our place with bookmarkers
That measure what we've lost
Like a poem poorly written
We are verses out of rhythm
Couplets out of rhyme
In syncopated time
And the dangling conversation and the superficial sighs
Are the borders of our lives

Yes we speak of things that matter
With words that must be said
'Can analysis be worthwhile?'
'Is the Church really dead?'
And how the room is softly faded
And I only kiss your shadow
I cannot feel your hand
You're a stranger now unto me
Lost in the dangling conversation and the superficial sighs
In the borders of our lives

"The Dove"

Why all these bugles cry?
These squads of young men drill
To kill and to be killed
Stood waiting by the train
Why the orders loud and hoarse?
Why the engine's groaning cough?
As it strains to drag us off
Into the halocaust
Why crowds who sing and cry
And shout and fling up stars
And trade their rights for ours
To murder and to die?

The dove has torn her wing
So no more songs of love
We are not here to sing
We're here to kill the dove

Why must this moment come
When childhood has to die
When hopes shrink to a sigh
And speech into a drum?
Why are they pale and still
Young boys trained overnight?
Conscripts paid to kill
And dressed in gray to fight
These rain clouds massive tide
This trainload battle bound
This moving burial ground
Goes thundering through the night

The dove has torn her wing
So no more songs of love
We are not here to sing
We're here to kill the dove

Why statues towering grave
Above the last defeat?
Old words and lies repeat
Across a new made grave
And why the same still burns
That victory always brought?
These hours of glory bought
By men with mouths of earth
Dead ash without a spark
Where cities used to be
For guns probe every star
And crush it in the dark

The dove has torn her wing
So no more songs of love
We are not here to sing
We're here to kill the dove

And why your face undone
With jagged lines of tears
That gave in those first years
All the peace I'd ever want?
Your body in the gloom
The platform fading back
Your shadow on the track
A flower upon a tomb

And why these days ahead
When I must let you cry
And live prepared to die
As if our love were dead?

The dove has torn her wing
So no more songs of love
We are not here to sing
We're here to kill the dove

"Fool on the Hill"

Day after day, alone on a hill, the man with the foolish grin is keeping perfectly still
But nobody wants to know him, they can see that he's just a fool as he never give an answer
But the fool on the hill sees the sun going down
And the eyes in his head see the world spinning round

Well on the way, head in a cloud, the man of a thousand voices talking perfectly loud
But nobody every hears him or the sound he appears to make, and he never seems to notice
But the fool on the hill sees the sun going down
And the eyes in his head see the world spinning round

And nobody seems to like him, they can tell what he wants to do
And he never shows his feelings
But the Fool on the hill sees the sun going down
And the eyes in his head see the world spinning round

And nobody seems to like him, they can tell what he wants to do
And he never shows his feelings
But the Fool on the Hill sees the sun going down
And the eyes in his head see the world spinning round

He never listens to them, He knows that they're the fools
They don't like him
The Fool on the Hill sees the sun going down
And the eyes in his head see the world spinning round.

"Flowers Never Bend With the Rainfall"

Through the corridors of sleep,
Past shadows dark and deep,
My mind dances and leaps in confusion.
I don't know what is real. .
I can't touch what I feel
And I hide behind the shield of my illusion.

So, I'll continue to continue
to pretend
my life will never end
and flowers never bend
with the rainfall.

The mirror on the wall
Casts an image dark and small
But I'm not sure at all
It's my reflection.
I'm blinded by the light
Of God and Truth and Right
And I wander in the night
without direction.

So, I'll continue to continue
to pretend
my life will never end
and flowers never bend
with the rainfall.

No matter if you're born
To play the king or pawn
For the line is thinly drawn
'tween joy and sorrow.
So my fantasy
Becomes reality
And I must be what I must be
and face tomorrow.

So, I'll continue to continue
to pretend
my life will never end
and flowers never bend
with the rainfall.

"Who Will Answer?"

From the canyons of the mind,
We wander on and stumble blindly
Through the often tangled maze
Of starless nights and sunless days,
While asking for some kind of clue
And road to lead us to the truth.

But Who Will Answer?

Side by side two people stand,
Together vowing hand and hand
That love's embedded in their hearts;
But soon an empty feeling starts
To overwhelm their hollow lives,
And when they seek the how's and why's,

Who Will Answer?

On a strange and distant hill,
A young man's lying very still:
His arms will never hold his child,
Because a bullet running wild
Has struck him down.
And now he cries, "Dear God, Oh why! Oh why! ---

But Who Will Answer?

High upon a lonely ledge,
A figure teeters near the edge;
And jeering crowds collect below
To egg him on with, "Go, man, Go!" ---
But who will ask what led him
To his private day of doom?

And Who Will Answer?

If the soul is darkened
By a fear it cannot name,
If the mind is baffled
When the rules don't fit the game,

Who Will Answer?

In the rooms of darkened shades,
The scent of sandelwood prevades.
The colored thoughts and muddled heads
Reclining on the rumpled beds
Of unmade dreams that can't come true,
When we ask what should we do,

Who Will Answer?

'Neath the spreading mushroom tree,
The world revolves in apathy,
As over-head a row of specks
Roars on, drowned out by discotheques;
And if the secret button's pressed,
Because on man has been out-guessed,

Who Will Answer?

Is our hope in walnut shells
Worn round the neck with temple bells,
Or deep within some cloistered walls,
Where hooded figures pray in halls,
Or from those books on dusty shelves,
Or in our stars or in ourselves?

Who Will Answer?

If the soul is darkened
By a fear it cannot name,
If the mind is baffled
When the rules don't fit the game,

Who Will Answer?

GRID

Objectives	Class Dis-cussion	Group Work	Indivi-dual Speeches	Listen-ing	Writing	Total
"Both Sides Now"	8	3	8	4	2	25
"The Times They Are A-Changin'"	10	7	8	3	2	30
"The Dove"	6	3	7	2	2	20
"Who Will Answer"	7	6	6	2	4	25
Total	31	19	29	11	10	100

Goal Sheet for Tolerance Behaviors

Instructions: The instructor is to indicate by date when he observed the desired behavior in the student. Initial occurrence is for the first time this behavior was observed; continued occurrence is to be notated when behavior seems to be developing a pattern, or happening as a usual rule; sustained occurrence is to be indicated when the desired behavior seems to be a permanent factor.

Behavior Factor	Initial	Continued	Sustained
1. To distinguish between fact and opinion.	_____	_____	_____
2. To listen attentively to the speaker.	_____	_____	_____
3. To show an interest in what he sees and hears.	_____	_____	_____
4. To identify with what he sees and hears.	_____	_____	_____
5. To distinguish between logic and illogic.	_____	_____	_____
6. To plan a logical oral statement.	_____	_____	_____
7. To be able to defend all such statements.	_____	_____	_____
8. To cooperate with others in group work.	_____	_____	_____
9. To recognize others' points of view.	_____	_____	_____
10. To accept various viewpoints.	_____	_____	_____
11. To keep calm though he may disagree with viewpoint.	_____	_____	_____
12. To see issues from more than one side.	_____	_____	_____
13. To relate tolerance to everyday life.	_____	_____	_____

Comments:

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RECREATIONAL SPORTS AS A LEISURE TIME VALUE*

Specific Value: Appreciation and Meaningful Use of Leisure Time

Subject Area: Physical Education

Grade Level: 11th and 12th grade girls

Time: One year

Project on Student Values
3860 Plainfield N.E.
Grand Rapids, Michigan 49505

*Materials prepared by Donna Duerr

RECREATIONAL SPORTS AS A LEISURE TIME VALUE

Abstract

I. Philosophical Statement. The amount of leisure time for all ages is steadily increasing. Our society is geared toward spectator sports and once a student leaves high school, his "spectating" increases as his participating decreases. In high school students should learn sports that they will be able to participate in the rest of their lives.

II. General Objectives.

A. To expose the students to a great number of recreational sports.
B. To develop an awareness of the value of putting their leisure time to meaningful use.
C. To develop a realization of the value of sports participation in increasing body functions and maintaining a good figure.

III. Specific Objectives.

A. To perform the basic skills of the sports participated in during class.
B. To indicate a basic knowledge of recreational sports on a written test.
C. To attempt sincerely to master the necessary skills.
D. To increase their sports participation pattern.

IV. Context. 11th and 12th grade girls.

V., VI. Content and Methods

1. Autobiographical questionnaire
2. Value sheets
3. Open ended questions
4. Value clarifying discussions
5. Student Oral Reports
6. Survey of leisure time activities
7. Bulletin boards
8. Films
9. Skill instruction

VII. Time Schedule. One year

RECREATIONAL SPORTS AS A LEISURE TIME VALUE

Philosophical Statement

The amount of leisure time for all age groups is steadily increasing. Teenagers have fewer responsibilities and demands on their free time now than ever before. Our society is geared toward spectator sports and once a student leaves high school, his "spectating" increases as his participating decreases. This is even more true of those who immediately start raising families or go to work. If young people have a basic knowledge of and an interest in recreational sports they tend to direct some of their leisure time toward these activities. Also, they do not realize how their activity patterns will change as they age. In high school they should learn sports that they will be able to participate in the rest of their lives. This includes less strenuous sports that are interesting at all ages, even when wind and strength decrease with age and lack of activity. To avoid being too depressing I must also add the fact that strenuous sports can be participated in for many, many, years if one participates in them consistently.

General Objectives

Students should be made aware of the fantastic number of recreational sports they now have the money and time to participate in. As adults with even more leisure time they should have pre-acquired knowledge of and basic skill in sports in which they can participate. They should be aware of the value of planning a meaningful use of their leisure time. The rather revealing styles of our times further emphasize the need for a trim figure, and recreational sports offer a golden opportunity to fulfill this need with a minimum of pain. Our present pattern of life, especially with teenagers, dissipated through physical activity.

Specific Objectives

A. To perform the basic skills of the sports participated in during class.
B. To indicate a basic knowledge of recreational sports on a written test.
C. To attempt sincerely to master the necessary skills.
D. To increase their sports participation pattern.

Context

Godwin Heights in a suburb just south of Grand Rapids. The students come from a lower middle class socio-economic group and the community is relatively stable.

The unit will be taught to two classes of 11th and 12th grade girls at Godwin Heights High School and will cover an entire school year. The classes are elective and there will be approximately 25 girls in each class. The facilities and equipment are sufficient for almost all recreational sports that can be taught in a school setting.

Content and Methods

Since this is an elective class and consists mainly of girls interested in sports, the activities offered will also be elective to the extent that facilities and

time permits. The class size and the fact that the girls have had two years of a structured physical education program give the opportunity and desire for a greater emphasis on recreational type sports. Activities are scheduled in three week units which allows for twelve different activities during the year if so desired. One day of each three week unit will be used for the methods described below as well as days of class period if shortened because of assemblies, basketball games, programs, etc. (The gymnasium is also the auditorium and as a result, at least ten times during the year it is not usable for classes for the entire hour.)

Methods

1. Autobiographical questionnaire
    a. to be used during the first three weeks
    b. aimed at recreational activities and use of leisure time.

2. Value sheets
    a. to be used throughout the school year
    b. topics to be used will concern:
        1) value of physical education
        2) use of leisure time
        3) physical fitness
        4) attractive body proportions

3. Open-ended questions
    a. to be used at the start of the year
    b. revised version to be used at Christmas vacation time
    c. possible repeat at spring vacation

4. Value clarifying Responses
    a. to be used during class discussion
    b. to be used in an individual situation
        1) one legged conferences

5. Student Oral reports
    a. the student chooses one of the following possible topics
        1) The recreational sport that I think is the greatest is...
        2) The thing I like to do best during my leisure time is...
        3) The best way to keep a good figure is...
        4) The sport I'd most like to learn is...

Educational outcomes or objectives

1. Write a report on a recreational sport stating how it affects muscle tone in specific areas of the body.
2. List the recreational sport opportunities available to them and indicate the ones in which they participate at the present time and also state why they do not participate in the others.
3. List the sports you would like to participate in during class in order of preference.

4. Make a written comparison of the sports activities you participate in compared to the ones your parents participate in.
5. Make a diary of your leisure time for a two week period. This is to be done at the beginning of the year and toward the end of the second semester, (analyze diary with questions on page 139 of text)
6. Write a report concerning your proposed lifetime occupation and the type of recreational sports which would be of particular benefit to you in light of your occupational choice.
7. As a personal project try to get your parents interested in trying a recreational sport they do not participate in at the present time.

Evaluation

1. Repeat sports preference list
2. Repeat of leisure time diary
3. Increase of skill level on post tests
4. Response on repeated open ended question sheet.
5. Report on parents "conversation."

GOAL SHEET

Behavioral Factors	Initial	Sustained	Quality
1. Perform basic skills of sports participated in during class.	____	____	____
2. Indicate a basic knowledge of recreational sports on a written test.	____	____	____
3. Attempt sincerely to master the necessary skills.	____	____	____
4. Increase sports participation pattern.	____	____	____

VALUE SHEET POSSIBILITIES

"The 4 mil operating milage for the Hartford Public Schools was voted down for the third time yesterday. Superintendent Hunter said this would necessitate elimination of all extra-curricular activities and athletics as well as art, music and physical education classes."

1. Which of the cuts in the school program would upset you the most? Why?
2. Do you think something else in the school program should have been cut instead of the areas mentioned above? What and why?
3. Why do you think the voters voted down the milage?
4. Which of the areas above do you think would upset a majority of the students the most? Why?

"Popularity may well be a fringe benefit of physical education. Recently, Richard Karlgaard, coordinator of physical education, Bismarch (N.D.) Public Schools, studied the relationship between peer acceptance and physical fitness

performance. His findings: There is a correlation between physical fitness and social acceptance."

1. Are the leaders in your group physically fit? How many are? How many are not?
2. Thinking of the most popular students in school, would you say they are physically fit? Most of them? Some of them? Not many?
3. How many popular students can you name who are not physically fit?
4. Is popularity and physical fitness more true of boys than girls? Explain.
5. Describe a person you think is physically fit.

AN OPEN-ENDED SURVEY LIST OF SUMMER ACTIVITIES

Below are some activities students participated in during their summer vacation. I would like some idea of what you did this summer. Add any items you would like to at the end of the list. Indicate how often you participated in the items using the following scale:

A - Often
B - Quite a few times
C - Seldom
D - Never

_____ 1. Went to the beach.
_____ 2. Went boating.
_____ 3. Played with my brothers and sisters.
_____ 4. Went on picnics or outings with my family.
_____ 5. Went on picnics or outings with my friends.
_____ 6. Helped with household tasks.
_____ 7. Went to the movies with friends.
_____ 8. Stayed home and watched television.
_____ 9. Read a good book.
_____ 10. Spent time sewing a new outfit.
_____ 11. Decorated my bedroom.
_____ 12. Mowed the lawn or worked in the yard.
_____ 13. Did something special for my parents.
_____ 14. Took care of my brothers and sisters.
_____ 15. Just loafed around.
_____ 16. Went bowling.
_____ 17. Went horseback riding.
_____ 18. Played softball with the kids in the neighborhood.
_____ 19. Went downtown or to the plaza with friends.
_____ 20. Was really bored.

AUTOBIOGRAPHICAL QUESTIONNAIRE

1. Name:
2. Birthdate: Age in years:
3. Address: Phone number:
4. What other schools did you go to? Tell me something about them.
5. Who are the people in your family? If you had to use two sentences to describe each person, what would you say about each member of your family?
6. Have you ideas about what you would like to do when you grow up?
7. What possibilities have you talked over with your parents?
8. What does your father do for a living?
9. What are some of his interests, hobbies, etc? What does he do when he isn't working?
10. Does your mother work?
11. What are her interests, hobbies, etc?
12. How do you spend your time after school?
13. Of all the things you do in your free time, which do you like most?
14. Which do you like least?
15. What does your family usually do for Thanksgiving? Christmas?
16. What have you done the last two summers?
17. What have you done the last two Christmas vacations?
18. What are your favorite sports? Do you participate in them? Which ones do you just like to watch?
19. Do you work after school or on Saturdays? Where? What are you using the money for?
20. What do you like best about school?
21. What do you like least about school?
22. Have you a hobby which takes up a lot of your time? What is it?
23. How did you get interested in it?
24. Are you satisfied with your figure? If not, what would you like to change?
25. What activities does the whole family participate in together?

SPORT SURVEY

In the blanks to be left of the sports listed below indicate your preference for or interest in the sport by numerical value, starting with 1 and going through to 28.

Archery _____
Badminton_____
Basketball _____
Bowling _____
Bicycle Riding _____
Canoeing _____
Diving _____
Golf _____
Gymnastics _____
Fishing _____
Field Hockey _____
Hunting _____
Ice Skating _____
Minature Golf _____
Riding (Horseback) _____
Riflery _____
Roller Skating _____
Sky Diving _____
Shuffleboard _____
Soccer _____
Softball _____
Swimming _____
Synchronized Swimming _____
Swedish Gymnastics _____
Skiing _____
Tennis _____
Volleyball _____
Water Skiing _____
Others _____

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AN ATTEMPT TO IDENTIFY ONE'S SELF AND IMPROVE SELF-CONCEPT THROUGH EXPERIENCES IN AN INDUSTRIAL ARTS CLASS*

Specific Value:	**Self-Concept**
Subject Area:	**Industrial Arts**
Grade Level:	**High School Boys**
Time:	**Six Weeks**

Project on Student Values
3860 Plainfield, N. E.
Grand Rapids, Michigan

***Materials prepared by Marvin F. Flower**

AN ATTEMPT TO IDENTIFY ONE'S SELF AND IMPROVE SELF-CONCEPT THROUGH THE EXPERIENCES IN AN INDUSTRIAL ARTS CLASS

Abstract

I. Philosophical Statement. A student would find life in general, and school in particularily, more tolerable if he were aware of "who" he is and "why" he is. By establishing this self-concept, even to a limited degree, he should more closely approach happiness.

II. General Objectives. Some students who take industrial arts courses have exhibited behavior patterns that seem to indicate an "empty outlook" about life. Failure, and the unique pupil-teacher association offered in a shop setting, a degree of success might be achieved whereby, a student would improve his feeling about self.

III. Specific Objectives. By experiencing a cerain degree of success in the shop class a student should develop his previously negative thinking toward the positive direction. The result then, should be a happier and more successful student in school and result in improving peer and family relations.

IV. Context. This study will be conducted in a machine shop class composed of sophomore, junior, and senior boys. The general ability of the students is low-average. Most of them come from a low-middle class environment. The class activities are varied with about one-quarter of the time used in discussion and the remaining time used for the normal shop activity. About twenty-five students will be involved.

V. Content. A text book is used in class with near daily assignments. The normal skills of a machine shop are being learned.

VI. Methods. (a) Discussion to get a student concept of values in accordance with the seven criteria. (b) To create an atmosphere that will prompt and encourage value growth. (c) An attempt by the teacher not to moralize. (d) Develop a value sheet at the out-set to note any value patterns.

AN ATTEMPT TO IDENTIFY ONE'S SELF AND IMPROVE SELF-CONCEPT THROUGH THE EXPERIENCES IN AN INDUSTRIAL ARTS CLASS

I. Philosophical statement. Each of us, as a normal individual desires certain things, one of which is to feel a purpose in life. If a person, in his normal activities of living, feels a degree of success of being wanted, of a need for him on this earth he will tend to be a happier person. This then, by instilling individual worth, will in effect make for a more desirable society.

Respect for ones self seems fundamental to any value pattern that might follow, as one continues to try to fit into a complex society. Little, if any value to society or self will come from one who is unable to establish this basic value.

II. General Objectives.

A. To realize the worth of a technical education.
B. To have the student feel that the learning experiences in shop can be enjoyable.
C. That a minimum standard of success must be met.
D. That a primary concern when making a project is the "means" and not not the end.
E. That the skills developed will put him on an equal basis with others of similar educational background when he seeks employment.
F. To have a "working knowledge" of the theory covered in class discussions and reading assignments.
G. By means of a completed project they will build up their self-confidence.
H. That he is dependent upon others in the class and that they are dependent upon him as they work together closely in sharing tools and equipment in the shop. (Cooperation might be a next logical value emphasis in this situation.)
I. That the classroom has a psychologically safe climate within which to work and is a place where moralizing is minimized.

III. Specific Objectives:

A. That a student will willingly do the assignments given.
B. That he will understand why the accomplishment of a particular assignment is important to him.
C. That he will volunteer, discuss and think in the the class discussions.
D. That he will smile more than he has in the past.
E. That he will show more initiative with regard to his work.
F. That he will become more aware of the accuracy demanded in machine-shop work.
G. That he will enjoy more the making of things.
H. To attain the level of 2.0 in Bloom's Taxonomy for about 75%.
I. That he will usually enjoy this class experience.

IV. Context.

The study is being done with phase 3 boys in a machine shop class in Charlotte, Michigan. The area is predominately rural with many of these persons being employed in Lansing or Battle Creek.

The high school has 1000 students, generally from middle-class to some lower-class environments. Many of the boys involved with this study are from middle-low class situations. The class meets each school day for fifty-five minutes. About 25% of the time is spent in shop theory discussion, with the remainder used working on the machines in the shop.

In the shop situation many opportunities are presented where the students and teacher are on a one to one basis. About twenty-five students are involved.

Charlotte, Michigan has a population of about 8000. It is a close-knit society with many families having both mother and father working. The taxpayers are composed of a strong conservative faction, but very concerned about their schools.

The text-book for this course is called "Machine Tool Operation," by Feirer and Tatio.

V. Content.

The requirements of the class are that they complete, with some degree of quality, a group of eight projects. These projects are made on the machine tools and with hand tools normally found in a reasonably well equipped high school machine shop.

As the opportunity frequently arises for the student and teacher to relate on an individual basis, an ideal situation arises for such techniques as the "one-legged" conference.

In addition to the project requirement each student is expected to learn a reasonable amount of shop theory, this measured by tests.

The D-V Inventory (R. Prince*) is used to index a student along a continuum from emergent to traditional. The form listed as Appendix B is intended to help a person establish what values might be and to help define those he might have. Also being used to find out if general patterns of student behavior are somewhat consistent is the sheet noted as Appendix C.

To provoke critical thought in many areas a series of rank-order exercises were given. (Appendix D) The devils advocate used back-fired so this technique was dropped. The idea presented was that every high school student should go to college. No one challenged.

*Appendix A

A Goal Sheet (appendix E) has been devised to record any progress of the boys. The Public Interview was used but once as the outcome was without any apparent success. The poor result was probably due to the inability to devise satisfactory questions in the short amount of time this activity demands.

VI. Methods.

In order that the student will know what is being attempted, as some class activity is noticably different from the past, they are told the purpose of the project. Here a part of the two class periods are spent (about one-half hour) in discussing the general area of values. They are told to remind the teacher anytime they felt he was trying to inflict his values on the student. Probably the most difficult part to date had been the teacher finding it almost impossible not to do some moralizing.

Other teachers of these students were asked at the outset to complete the for (Appendix C) to identify some positive characteristics associated with values. Most students had four teacher appraisals. The tabulation of these showed a remarkable similarity for each student.

To help the student know somewhat his value inventory, Prince's DVI was given. Brief comments were made regarding the meaning of their score. Most of the students scores fell into the contemporary area. There were 88% on the emergent side and only 12% of them leaning more toward the traditional.

The Appendix B was given to help clarify values that a student might have. Here, after a discussion of what a value is, it was found by the students that in all cases, possession of a definite value was near non-existant. In an attempt to carry on some type of value-clarifying process, the value sheet (Appendix D) was used. These, and similar forms of value sheets, are quickly and easily developed and take only a short time to complete. This particular value sheet created much conversation among the students after they completed it and were working in an informal shop setting.

A Goal Sheet showing what might be expected to be desirable behavioral outcomes is attached as Appendix E. Because of time limitations no date is available, but the goal sheet might prove to be an indication as to the success of this undertaking. Also as a means of evaluating the success of this work. It is planned to again have the teachers complete the form Appendix C to see if any behavioral characteristics associated with values have changed. This evaluation will be done prior to the school closing in June.

School _____ Name _____
Hr _____ Grade _____

D - V INVENTORY
R. Prince

Choose A or B. Mark your choice for each number with a circle around A or B. Precede each statement with the phrase "I ought to ...."

1. A. Work harder than most others in my class.
   B. Work at least as hard as most others in my class.

2. A. Do things which most other people do.
   B. Do things which are out-of-the-ordinary.

3. A. Have my own ideas about politics and religion.
   B. Try to agree with others on these matters.

4. A. Enjoy myself doing things with others.
   B. Enjoy myself doing most my things alone.

5. A. Attain a higher position than my father or my mother attained.
   B. Enjoy more of the good things in life than my father or mother enjoyed.

6. A. Feel that the future is uncertain and unpredictable.
   B. Feel that the future is full of opportunities for me.

7. A. Feel that happiness is the most important thing in life for me.
   B. Feel that enduring suffering and pain is important for me in the long run.

8. A. Rely on the advice of others for making decisions.
   B. Be independent of others in making decisions.

9. A. Feel it is my duty to save as much money as I can.
   B. Feel that saving is good but not to the extent that I must deprive myself.

10. A. Put ten dollars in the bank.
    B. Spend five of the ten dollars enjoying myself with my friend.

11. A. Spend enough on clothes to dress as well as my friends.
    B. Spend less on clothes in order to save for future needs.

12. A. Put in long hours of work without distraction.
    B. Feel that I can't work long hours without distraction but I'll get the job done anyway.

13. A. Feel that it is most important to live for the future.
    B. Feel that today is important and I should live each day to the fullest.

14. A. Feel that "right" and "wrong" are relative terms.
    B. Feel that I should have strong convictions about what is right or wrong.

15. A. Work hard to do most things better than others.
    B. Work hard at some things and leave others to those who are more qualified than I.

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16. A. Feel that everyone misbehaves once in a while but the important thing is not to make the same mistake over again.
B. Feel that the most important thing in life is to strive for peace with God.

17. A. Feel that work is important, fun is not important.
B. Feel that all work and no play makes Jack a dull boy.

18. A. Feel that what others think about right and wrong should influence my thinking.
B. Feel that my convictions about right and wrong are more important.

19. A. Defend my ideas about right and wrong.
B. Be willing to be convinced on matters of right and wrong because "right" and "wrong" have different meanings for different people.

20. A. Make as many social contacts as possible.
B. Be willing to sacrifice myself for the sake of a better world.

21. A. Get all my work done on my own.
B. Get my work done with the help of others if I am allowed to and this saves time.

22. A. Wear clothes similar to those of my friends.
B. Dress modestly, even though this makes me different than my friends.

23. A. Work hard only if I am paid accordingly.
B. Work hard doing something original, regardless of pay.

24. A. Get a job which will allow me to enjoy some of the luxuries of life.
B. Get a job which will make me a success in life.

25. A. Be able to solve difficult probelms and puzzles.
B. Feel that difficult problems and puzzles are good for some people but not for everyone.

26. A. Feel that style is more important than quality in clothes.
B. Feel that quality is more important in clothes than style.

27. A. Say what I think is right about things.
B. Think of the effect on others before I speak.

28. A. Feel comfortable getting the same grades as most of the people in my class.
B. Feel comfortable near the head of the class.

29. A. Have my own firm ideas about correct behavior.
B. Look to others for the kind of behavior which is approved by the group.

30. A. Feel that discipline in the modern school is not as strict as it should be.
B. Feel that the change from strict discipline in the modern school is a good one.

31. A. Feel that the most important thing in school is to gain knowledge useful to me in the future.
B. Feel that the most important thing in school is to learn to get along well with people.

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32. A. Do things without regard to what others may think.
B. Do things which allow me to have fun and be happy.

33. A. Register for a course which is very interesting to me, whether or not it will do me some good later on.
B. Register for a course which is uninteresting to me but which will do me some good later on.

34. A. Go to a school affair to enjoy myself being with people.
B. Go to a school affair because it is my duty to be loyal to my school.

35. A. Feel it is right to spend less for clothes in order to save for the future.
B. Feel that whether one wants to spend more for clothes and save less or vice versa is a matter of opinion.

36. A. Do things which very few others can do.
B. Do things cooperatively with others.

37. A. Use the same expressions my friends use so that they won't think I'm odd.
B. Speak in the most proper way.

38. A. Feel that it is right to save for the future.
B. Feel that whether or not it is right to save for the future is up to the individual.

39. A. Choose a job with plenty of opportunities for advancement, even though the pay isn't as high as I would like it to be.
B. Choose a job in which I can work with many interesting people.

40. A. Mix in a little pleasure with my work so that I don't get bored.
B. Keep at a job until it is finished.

41. A. Get asmuch pleasure as I can out of life now.
B. Stand by my convictions.

42. A. Feel that everybody misbehaves once in a while but the important thing is not to make the same mistake over again.
B. Feel guilty when I misbehave and expect to be punished.

43. A. Have less freedom in the classroom.
B. Have more freedom in the classroom.

44. A. Be very ambitious.
B. Be very sociable.

45. A. Choose a job in which I'll earn as much as most of my friends.
B. Choose a job with plenty of opportunities for advancement, even though the pay isn't as high as my friends receive.

46. A. Get the kind of job which will bring me in contact with many interesting people.
B. Get me the kind of job which will make me a success in life.

47. A. Feel that planning and saving for the future is a matter of opinion.
B. Feel that it is right to plan and save for the future.

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48. A. Be willing to sacrifice myself for the sake of a better world.
B. Feel it is important to behave like most other people do.

49. A. Deny myself enjoyment for the present for better things in the future.
B. Have fun attending parties and being with people.

50. A. Be satisified to do as well in life as my father did.
B. Attain a higher position in life than my father attained.

51. A. Feel that it will be good later if I endure some unpleasant things now.
B. Feel that this is strictly a matter of opinion.

52. A. Be able to have most of things my friends have.
B. Be able to have enough money to lay away for future needs.

53. A. Feel that happiness is the most important thing in life.
B. Feel that being respected is the most important thing in life.

54. A. Feel that more "old-fashioned whippings" are needed today.
B. Feel that "old-fashioned whippings" do the child more harm than good.

55. A. Exert every effort to be more successful this year than I was last year.
B. Be content with a reasonable amount of success and live longer.

56. A. Try very hard to overcome my emotions.
B. Get as much pleasure as I can out of life now.

57. A. Feel that it is important to be more successful this year than I was last year.
B. Feel that it is important to get along well with others.

58. A. Feel that children are born good.
B. Feel that children are born sinful.

59. A. Spend as much time as I can in working independently.
B. Spend as much time as I can in having fun.

60. A. Deny myself enjoyment for the present for better things in the future.
B. Be able to have as much enjoyment as my friends have.

61. A. Feel that it is right to be very ambitious.
B. Feel that being ambitious depends on the individual.

62. A. Choose to work with people I like in a job I don't like.
B. Choose to work with people I don't like in a job which I like.

63. A. Work as hard as I can in order to be successful.
B. Work as hard as I can in order to enjoy some of the luxuries of life.

64. A. Strive to be an expert in something.
B. Do many things quite well but not be an expert in anything.

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By completing this exercise it might help you establish more clearly in your mind an awareness of what you value. The purpose of this exercise is for your benefit only-- what you indicate will in no way effect your grade in this course.

The information you include will be held confidential. Be as honest as possible in your statements. Nothing will be considered as silly, ridiculous or wrong.

List five to ten things which you most enjoy doing;

1._____
2._____
3._____
4._____
5._____
6._____
7._____
8._____
9._____
10._____

Below you will notice a chart. There are headings at the top of each column. Read this brief heading and <u>if it applies</u> to number (1.) of your above list, put a 1. in <u>each</u> and <u>every</u> column with which you can identify that particular activity. Now do the same for the remaining 9 items. Some of them may not qualify for every column. If, in your judgment, they do not, then only enter them under those headings that you feel appropriately pertain. Ask any questions if these directions are not clear to you.

Will this action be repeated by you?	Are you going to act on this choice?	Will you <u>publicly</u> acclaim your choice?	Do you prize this choice? Are you glad you made it?	Did you choose freely?	Did you consider the consequences of making this choice?	Did you choose this from other alternatives?

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Student _____ Date _____

I need some confidential information about some students, for a research project underway here for the "values" class. Please make a check (✓) on each of the lines at a point that best describes the above student.

always | INTERESTED & INVOLVED IN CLASSROOM WORK | never

always | NEAT & CLEAN IN APPEARANCE | never

always | INDEPENDENT-WILLING TO ACT WITHOUT DETAILED DIRECTIONS | never

always | APPEARS SEARCH AND SECURE | never

always | MAJOR LEARNING | never

always | FRIENDLY & KINDLY WITH OTHERS | never

extremely persistent | SPICKS TO ACTIVITIES | gives up extremely easily

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RANK IN ORDER FROM MOST DESIRABLE TO LEAST DESIRABLE

1. Spend five years in jail. ____
   Lose a leg. ____
   Have a brother (sister) die. ____

2. Buy a car. ____
   Pay for parents operation. ____
   Put money in bank. ____

3. Dismiss ____
   Listen ____
   Argue ____

4. Smoke ____
   Drink ____
   Swear ____

5. Steal one dollar ____
   Break an arm ____
   Spank a baby ____

6. Commit murder and be acquitted. ____
   Commit murder and get life. ____
   Be incurably insane. ____

7. Love ____
   Be loved ____
   Have plenty of money. ____

8. Poor reader ____
   Poor in arithmetic ____
   Poor speller ____

9. Good welder ____
   Good machinist ____
   Good foundryman ____

10. Full machine shop ____
    Fight with best friend ____
    Shoot your dog ____

11. Be respected ____
    Be rich ____
    Be handsome ____

12. Steal ____
    Lie ____
    Cheat ____

13. Be blind ____
    Be successful ____
    Live long ____

14. Make others happy ____
    Have many friends ____
    Be a hermit ____

15. Have friends ____
    Have money ____
    Have knowledge ____

16. Be serious ____
    Be humorous ____
    Be envied ____

17. Be praised ____
    Be proud ____
    Be humble ____

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APPENDIX E

Goal Sheet

	Initial	Sustained	Quality
To complete the assignments efficiently and on time.			
To volunteer to help another student or the teacher.			
To improve his school attendence and to reduce tardiness.			
To greet a student who is not a member of his group, who may be shy and withdrawn.			
To be willing to let another student use or share a shop facility that he is using.			
To avoid use of the phrase, "I don't care."			
To share ideas and experiences with his classmates without prompting.			
To abide by a majority decision while not compromising his ideals.			
To acquire one new friend, or at least be kind and courteous to another student.			
To debate a point without resorting to irrational arguments.			
To defend his position when it is challenged by a classmate with confidence and self assurance.			
To avoid irrational and immature outbreaks of temper or to decrease the number of outbreaks.			
To carry on a normal conversation with the teacher for a minimum of ten minutes.			

Grid

	Controls Temper	Defends Position	Shows Awareness of Others Feelings	Volunteers his Services	Shows a Willingness to Work	Sees Value of Education	Shows pride in Work	Works with Others	Total
One-Legged Conversation	2		5	2	1	2	5		16
Value Sheet (Appendix D) Rank Order			1			2		1	5
Public Interview		5						1	6
Simon's Value-Clarifying Strategy (Appendix B)						3		1	4
Devils Advocate (Each boy should go to college)									0
D-V Inventory (Prince)			3		6	8		5	22
Value-Clarifying Discussion	8			14	8	1	8	8	48
	10	5	9	16	15	16	13	16	100

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MAN'S BASIC RIGHT TO BE AN INDIVIDUAL CAN BE UNDERSTOOD BY TEACHING RESPECT FOR HUMANITY THROUGH DRAMA*

Specific Value:	Respect
Subject Area:	English (Drama)
Grade Level:	High School
Time:	Twelve Weeks

Project on Student Values
3860 Plainfield Blvd., N.E.
Grand Rapids, Michigan 49505

*Materials prepared by Martha Fuce

MAN'S BASIC RIGHT TO BE AN INDIVIDUAL CAN BE UNDERSTOOD BY TEACHING RESPECT FOR HUMANITY THROUGH DRAMA

Abstract

I. Philosophical Statement. The field of drama, as a form of literature, is rich in examples of the basic rights of man an an individual. It provides a vicarious experience of alternatives in choosing these individual values and the responsibility each man has in defending his values. Drama provides examples to show that it is respect for humanity that protects this basic right.

II. Statement of General Objectives. Elicit responses from students to drama as taught as an academic form of literature, and drama as taught as a means to discover basic human rights.

III. Statement of Specific Objectives for Value Education. Students should first learn to respect themselves in order to respect other individuals for what they are, and they should learn to respect the rational by not rejecting a foreign idea and they should learn respect for others through cooperation.

IV. Statement of Context. This study unit took place in an accelerated-phased English classroom with 28 students, at Shelby High School, Shelby, Michigan---a total high school enrollment of 450. The values unit was used in both large and small group instruction.

V. Methods. Numerous value methods as suggested by Rath, et. al. Values and Teaching, pre and post evaluation tests, classroom evaluations, discussions, compositions and bulletin board displays.

VI. Time Schedule. The unit covered a period of twelve weeks from September 4th to November 22nd. Phase 5 met in large group sessions about once a week; the rest of the time they met in their regular classroom, for 55 minutes four days a week.

VII. Evaluation. All of the test scores were tabulated and results from the written assignments were recorded. The evaluation was based on the students behavior at the beginning of the school year and the changes that took place by the end of the values unit. Both the hard and soft data seem to indicate that the objectives were at least partially fulfilled. Of the two the soft data was the most encouraging for the teacher.

VIII. Recommendations. Some of the recommendations include: using the values unit with a group of new (to the teacher) students, more time for planning the original proposal, working more closely with other faculty and parents, and a better developed pre and post evaluation measurement.

MAN'S BASIC RIGHT TO BE AN INDIVIDUAL CAN BE UNDERSTOOD BY TEACHING RESPECT FOR HUMANITY THROUGH DRAMA

Philosophical Statement

There is a basic need in all of us, perhaps because we are essentially lonely animals, to be something, to believe strongly in something. Man, therefore, chooses a set of values in which to believe, and by which to be something. It is these convictions that comfort loneliness and give worth to the individual being. When, however, an individual's values are threatneed by the societal traditions of his day, he must have the strength of his convictions to stand up for what he believes, otherwise his life takes on little meaning and purpose. If he does not assume this responsibility society loses, because it is this individual worth that ultimately builds a more humane community.

Drama, as a form of literature, provides many examples of men and women who have been so threatened, and who have had the strength of their values to assume the responsibility of defending them.

Statement of General Objectives

1. Present drama as a form of literature, a technique of writing that can be thought provoking.

2. Correlate writing assignments with reading assignments and class discussions.

3. Initiate clear, concise composition writing with emphasis on thought content. The students should READ, THINK, then WRITE.

4. Relate drama to man's universal conflict; his basic right to be an individual when he may have to go against the traditions established by the majority.

5. Show how history and environments shape traditions which sometimes come in conflict with an individual's basic values.

6. Make students aware that the human animal rarely can be classified as all white or all black but generally gray.

7. Instill an awareness that man in free to choose his own set of values, but when he does, it is his responsibility to uphold them.

8. Help the students to clarify their own set of values and encourage them to defend them.

9. Present students with alternatives and consequences as seen in drama, of human convictions particularly in forms of governments, religions, and societal traditions as pertains to the individual.

10. Show through drama how one individual upholding his own set of values provides for a more humane community.

11. Establish a classroom atmosphere that will stimulate respect for each student as an individual.

Statement of Specific Objectives for Value Education

Because of the values selected to be presented through drama it was necessary to limit the broad field of drama to the specific concerns of "social drama." In a social drama, man's individual conscience comes into conflict with the political and/or social traditions of his society or environment. Though the political and social traditions may differ in each environment, the chains on the individuals remain the same. In the United States two sacred values of our political system, as defined by Dr. Getzells, are:

1. Democracy, which assumes that "the existence and experience of many are more important than the few," and

2. Individualism, which assumes that there is a "political subservience of the government to the people" and the "right of self-expression to alter the opinions of the majority as lone as it does not do bodily harm to another.

It seems plausible then, that to protect these two sacred values we must respect this individualism (a minority of one perhaps) in order to foster a healthy, working democracy.

The specific objectives were designed to have the student first, respect himself as an individual; second, respect his fellow students; third, respect each member of his community as an individual. By bringing respect within his own level of experience it is hoped that the student will internalize these values and this "respect contagion" promoted on a one-to-one basis will remain with the student whether he stays or leaves his small town again to promote a more humane community.

The specific objectives for value education in terms of observable behavior are:

1. The student will commit himself orally and/or in written assignments to defending his own set of values instead of always going along with the crowd, thus, learning to respect individuals who stand alone for what they believe.

To drink, smoke, destroy property, drive fast, defend an individual who is ridiculed by others are some examples whereby a student will have to make a public affirmation on this individual vs. crowd choice. 3.3 Commitment level of Bloom's TAXONOMY.

2. Responds on his own orally or in written assignments in showing tolerance for the self-expression of his fellow students who do not always conform to the accepted "in-group" standards of his high school environment.

The hoped-for level here is that "after the voluntary response is given, he has a feeling of satisfaction or pleasure." 2.3 Satisfaction in Response Level of Bloom's TAXONOMY. He will not judge his classmates with such picayunes as hairdo, white sox, or weight, but rather for the capabilities of the student.

3. Listens to, pays attention to and doesn't reject immediately new ideas that are presented by a minority which conflict with the ideas of the majority in his community in learning to respect the rational and not emotional approach to ideas.

The student will make some attempt to inquiry on these "foreign ideas." He must strive for an open-mind. will read critically on the issues and in general be conscious that these ideas do exist. 1.2 Willingness to Receive, Bloom's TAXONOMY.

*4. Cooperates with his fellow students rather than competes with them during drama productions by working in all aspects such as make-up, scenery, writing the script, general stage work and acting.

3.3 Commitment level from Bloom's TAXONOMY.

The student was observed in and out of the classroom, was given pre and post evaluation tests, was allowed total freedom in expressing himself during discussions, and was given several evaluation forms to complete.

Statement of Context

This specific unit of social drama as a means to present values was offered to a Phase 5 English class at Shelby High School, Shelby, Michigan. Shelby is a small rural, resort area located near Lake Michigan, thirty miles north of Muskegon. Few students come from educated homes; most parents are farmers or factory workers, however, 50% of the students do go on to college. The high school has an enrollment of 450 students.

Phase 5 is an accelerated homogeneous class of 28 students in an English program phased 1-5 for students in the 9th, 10th, and 11th grades. The breakdown of students shows: 1-9th, 11-10th, 16-11th graders. The students were placed in Phase 5 as a result of test scores from the Purdue English Test, the Gates Reading Test (scores here must be 12.9 plus), Iowa Basic Skills Test, and teacher recommendation.

The drama unit was handled by large and small group instruction. During the large group sessions, Phase 5 students met with students from all phases who have class the same hour. Once a week or so, material that is acceptable for all levels was presented by five English teachers. The rest of the week, three or four class

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*Cooperation was added to the original set of specific objectives because I felt it was essential that the student be presented with a healthy alternative to competition in learning respect for one another.

hours were designed to meet the needs of each level. Most of this unit was handled during small group sessions, however, the times when values were stressed during the large group meetings were most beneficial in observing behavior of Phase 5 students toward lower-phased students.

Outline of Content

The drama content for the Phase 5 section was taken from the text and required outside reading. The students read many plays classified tragedy and comedy, but for practical purposes of this proposal the content was limited to social drama that reflected the thesis of this paper---sometimes man's conscience forces him to exercise his right as an individual to stand against the majority. It is through this drama that the specific behavioral objectives were accomplished. Following is a list of the materials that were used:

1. Textbook: Glassner, John and Seetkind, Morris. Introducting the Drama, Holt, Rinehart, Winston, Inc., 1963.

    A. "Antigone"
    B. "Romeo and Juliet"
    C. "An Enemy of the People"

2. Textbook: Nagelberg, M.M. Drama in Our Time. Harcourt Brace Inc., 1963.

    A. "Watch on the Rhine"

3. Paperbacks:

    A. "The Crucible"
    B. "An Enemy of the People"

4. Required:

    A. Twelve plays (one outside play a week for twelve weeks)
    B. "The Investigation"
    C. "Luther"
    D. "Twelve Angry Men"
    E. "Incident at Carson Corners"

5. Recommended:

    A. New York Times Student Weekly
    B. "Saturday Review"
    C. "Atlantic Monthly"
    D. "Literary Cavalcade"

E. "Newsweek"
F. "Time"
G. "U.S. News"
H. Any drama of significance on T.V.
I. Outstanding movies

6. Enrichment:

A. "Finian's Rainbow" presented in Muskegon
B. "I Remember Mama" presented in Muskegon
C. The movie: "The Last Angry Man"
D. The movie: "Mein Kampf"
E. The movie: "The Pit and the Pendulum"

Content as Related Only to the Values Unit

1. "Antigone"

A. The play was put in its historical, environmental, and political setting.
B. Proved how conforming people really are.
C. Reviewed the persistent conflicts in history of the opposition of the individual soul or conscience to delegated authority by examining famous historical people.
D. Attempted to instill in students a sense of individualism---a necessary ingredient for respect.
E. Showed that man is rarely all white or all black, but generally grey.
F. Considered the democratic ideals and totalitarian ideals as presented by Haemon and Creon.
G. Related early Greeks dilemma to modern society.

2. "Romeo and Juliet"

A. Put the play in its Shakespearean setting.
B. Examined the sonnet as a means of expression of values.
C. Contrasted Romeo and Juliet with other Shakespearean tragedy figures as more the victims of adverse fate of their society than as inherent character flaws.
D. Presented Shakespeare's Romeo and Juliet as real 20th Century characters.
E. Presented the idea that all of us must make choices in life---the same as Romeo and Juliet.
F. Allowed students the opportunity to list choices they encounter.
G. Related the problems of "growing up" of Romeo and Juliet to the students problems of "growing up" with their parents.

3. "An Enemy of the People"

A. Stated reason for studying this play.
B. Provided background and synopsis of the play.

C. Related Dr. Stockmann's quote: "The majority never has right on its side...the minority is always right" to today's society.
D. Allowed the students freedom in expressing their own ideas.
E. Compared Ibsen's treatment of the aroused "mass man" to other mob scenes in literature, history, and current events.
F. Encouraged the students to express themselves relating Dr. Stockmann the humanitarian to themselves.

4. "The Crucible"

A. Used the significance of the title to set the stage.
B. Provided an opportunity for the students to cooperate with one another and to gain respect for one another.
C. Showed the 1968 political campaign as one of emotion rather than rational---much the same as Proctor's predicament.
D. Encouraged students to be proud of themselves for decisions they have had to make.
E. Stimulated responses with thought---provoking questions.
F. Paralleled Miller's experiences as a Communist "witch" during the 1950's to John Proctor's experiences as a Salem "witch."
G. Assigned the students the task of putting in writing the most appealing character in "The Crucible" and why.
H. Related the following quotes to modern religion:

(1) "We cannot look to superstition in this. The devil is precise."
(2) "Theology, sir, is a fortress; no crack in a fortress may be accounted small."
(3) "He hath his goodness now. God forbid I take it from him."

5. "Watch on the Rhine"

A. Set the stage with emphasis on pre-World War II.
B. Presented alternatives: facism and democracy.
C. Showed the path of destruction a dictator is free to take.
D. Provided movie enrichment to help the students visualize a real dictator.
E. Emphasized the horror of war and power; presented power figures at large today.
F. Recognized that the quiet and dignified German Kurt Mueller and his American wife were "mirrored" nobility for a cause, that their quiet approach was indeed noble, but not as effective as total awareness accomplished through war.

6. "A Man for all Seasons"

A. Set the stage.
B. Provided other examples of men with a cause for comparison to Sir Thomas More.

C. Stimulated students to search for what is really important in life.
D. Presented religious difficulties that exist today as well as during the time of the Reformation.
E. Examined the whys of a modern Atheistic playwright who dipped into the history book for a Christian character.
F. Reviewed all "values" plays studied to tie them together with the common bond: Man's basic right to be an individual to provide for a stronger and more humane society.

Methods

Since all of literature, regardless of its form, whether it is a novel, a short story, a drama, or a poem is a study of values, and because literature demands many techniques, it was necessary to evaluate only the methods employed while concentrating on the specific behavioral objectives desired in this unit.

Student Requirements Given Before the Play Began

1. After a brief synopsis of each play was reviewed for the unit, the students chose the play that they preferred researching. Committees for each play consisted of four or five members who were responsible for the following:

   A. the historical and environmental background of the play
   B. the biography of the playwright
   C. setting the stage; the method in which the particular play was first presented to the public.

2. The following were suggested methods for presentation to make it interesting for the rest of the class:

   A. graphs, maps, charts
   B. films, filmstrips, records
   C. reports
   D. paintings
   E. newspapers, periodicals---if, for example, the play was in current production
   F. music---"The Peer Gynt Suite" could be used for presentation on Ibsen
   G. projects

3. Voluntary try at writing a one-act play which followed themes as presented in the specific behavioral objectives.

4. Thought sheets as suggested in Rath's p. 130 to be used at the end of the unit for a composition entitled What I Believe and Why---My Credo.

5. Allotted class time for participation in "Five Minute Quotes Without Comment" Rath's p. 155

6. The social drama unit was introduced with T.S. Elliot's "The Lovesong of J. Alfred Prufrock" with emphasis on Prufrock's dilemma "Do I Dare?", "Do I dare disturb the universe?" Students were asked to write an introductory composition exploring their own "Do I Dares." The discussion on their own dilemmas were helpful in paving the way to the values unit and the first "values" play "Antigone."

Evaluation of the Student Requirements

1. The students were weak in putting the play in its setting. They relied heavily on the encyclopedia reporting. We are hampered by a lack of materials in our present library so I found myself helping them more than I had anticipated in ordering films, filmstrips, records and general presentation. This was at the beginning of the unit and little cooperation between students was observed. It was easier to let the ambitious one do it.

2. The one-acts were quite successful. Again, more classroom preparation was necessary than I had anticipated so four hours of in-class group work took place. Five students attempted writing their own one-acts. The whole class then divided into five clusters; each cluster produced one polished one-act. From these five, three were selected for on-stage production. One of the plays "The Symbol" concerns itself with a "funny old woman with a creepy old statue that clutters the yard of a nice neighborhood. Leading citizens try to get rid of it in a nice way. Some punks decide to smash it, however, when they discover that the so-called nice people are trying to get rid of it they (punks) come to the old woman's rescue." The second play is concerned with a scholarly, athletic, Negro teen-ager in an all white small town. "Whitney" is well accepted by most of the students until he makes a very human error and blows THE football game of the season. He is no longer that great and the final line of the play is "It's not my fault he's a nigger!" This play is exceptionally well-written and provides some good food for thought. The third drama is an adaptation of an essay entitled "Cry the Bitter Fruit," a story of a creative boy who loves nature, but unfortunately has an IQ of only 89. His ultimate destruction is revealed because he cannot conform to the rigid subject-oriented school system.

   It was in this assignment that I was able to observe a cooperative spirit among the students. Not only did they have to work together polishing the plays, they were responsible for directing these plays and cooperating with 67 students from the other phases who meet at the same hour in all phases of the theater from make-up to sets, lighting, staging, scenery, publicity, and acting. Two Phase 5 students did complain that some of the actors weren't capable and wanted to substitute Phase 5 students in the parts. After a brief discussion, however, the students were willing to encourage and help the weaker students.

3. The Thought Sheets were kept for awhile by the students but abandoned as the school year progressed even though I mentioned them once a week as a reminder. I expected them to keep them too long. It would have been effective for a one week assignment, however, in teaching composition I do like to have the students write something

every day. Since the thoughts were sacred for the students, I wasn't allowed to check them. The themes What I Believe and Why somehow sounded more like reiterations of classroom discussions. Some good exceptions were:

A. "I Want to Walk Alone"
B. "Do I Really Want to Strive to be President?"
C. "I Don't Know What's Right and Wrong"
D. "Thoughts on a Small Town Compared to Thoughts on a Large City in Sweden"

4. The "Five Minute Quotes Without Comment" never materialized. I can only offer that perhaps the students didn't feel knowledgeable enough to attempt them or that standing in front of the room frightened them.

5. "Do I Dares" were refreshing. Only two students concluded that they did "dare." The rest were humbled to conformity; social ridicule would make their "dares" impossible.

Methods

1. "Antigone"

A. A committee of five students presented the background which included a report and a filmstrip "The History of the Theater."

B. Rath's (p. 123) contrived incident involving the length of lines was used. Two students (one student is the conforming type, the other is very much a non-conformist) were sent to the library on false pretenses. While they were gone I drew two lines on the blackboard, one shorter than the other. I told the class that each student was to say the shorter line was the longer when the two girls returned to the classroom. As I had anticipated the incident worked with the conforming girl. She said, "bottom line" which is the line that every student had said was the longer line. Not so with the non-conformist. She was the last to reply. She said, "Why, the top line is longer!" The students cheered her. They respected the one who dared to be different. Most were convinced they wouldn't have fallen prey to the game, but after using this same incident in the rest of my classes and having eight for eight say "the bottom line," I'm quite certain all but two of my Phase 5 students would have conformed.

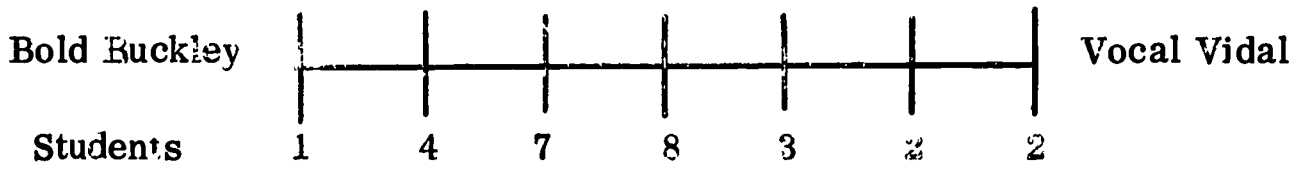
C. The students presented background material on Socrates, Joan of Arc, Thomas a Becket, Sir Thomas More, Anne Hutchinson, and Thoreau. These reports provided an insight into famous people who have been remembered through history because they dared to stand alone for what they believed and it is these persons whom we revere and respect.

D. A "Proud Whip" was injected here on: "I am proud of the time I stood alone for...." There was a weak response. Of the twelve students asked eight responded with "I pass." The idea of being proud of oneself has a negative connotation with these teen-agers. It means a "big head," therefore, they would rather conform and pass than admit to being proud.

E. Two value continuums were used:

(1) Antigone as all good; Creon as all evil
(2) Haemon as pure democratic; Creon as pure totalitarian

These two continuums found all of the students in middle ranges which led to the discussion that man is rarely all white or all black, but generally grey and for the second continuum that man politically is generally moderate which shows why politicians are safer playing the game in the middle. These continuums prompted one with William Buckley and Gore Vidal. This continuum did produce some extremes as follows:



2. "Romeo and Juliet"

A. The students used filmstrips of "Henry IV," "MacBeth," "Julius Caesar," and "Hamlet" to broaden Shakespearean backgrounds.

B. The students brought in examples of Shakespearean sonnets and related them to Italian sonnets and Browning sonnets. They especially enjoyed the Browning sonnets because they had read "The Barretts of Wimpole Street."

C. Character flaws as seen in the Shakespearean characters were analyzed. Students discussed ambition, competition, self-consciousness, greed, need for recognition and others and related them to themselves. "How do you adjust to other people since all of us are afflicted?" "On what basis do we accept others?" These were two questions used to kick off the discussion. The students were quick to recognize faults in others. We tried looking at our own flaws and what our outward behavior reflects. It was noted that the student who is the most obnoxious to us is the one who is the lonliest, the one who needs the most attention. The Cadet Teachers in the class used this opportunity to mention some of the so-called "problem children" in the Elementary School and how various teachers handle the children. It also raised such comments as "So that's why my little brother..."

D. The recording of "Romeo and Juliet" couldn't be located, but we did use the modern version of the play as it appeared in the September issue of Scope. We also used the seven points of similarity between "Romeo and

Juliet" and "West Side Story" and then as a large group presentation the students in Phase 5 acted the balcony scene. Again a good observation of the students cooperating, but most important was the class reaction to the students who acted as Romeo and Juliet. They respected the talent, were quick to congratulate and compliment these two who did a fine job of acting roles that can be highly farcical at the high school level.

E. To introduce the use of Rank-Order so the students could write their own, I wrote the rank-orders that Dr. Simon used on the blackboard:

1. Rank the following according to 1, 2, 3 choice:
   a. dive from a high dive
   b. scubba dive
   c. water ski

   Which would you rather do?

2. If you had to kill someone which way would you choose? Rank in order of preference:
   a. electrocution
   b. shooting
   c. napalm (I explained the use of this.)

3. Rank in order of preference the most ridiculous reasons for not quitting smoking:
   a. I'll get too fat
   b. I've already quit 8 times
   c. I'd rather enjoy life now than worry about the extra 3-5 years that will be added to my life.

F. The students then designed the following rank-orders, did them themselves, and then took them home for their parents to rank in the order of preference they had for their own teen-ager:

1. I would rather--- in order of preference
   a. go to the Pavilion alone
   b. go to a group beach party
   c. go to a movie with a date

2. Boys:
   a. wear a beard in Shelby
   b. carry a protest sign downtown
   c. take a verbal stand against my minister

3. Girls:
   a. wear a short-short skirt to school
   b. carry a protest sign downtown
   c. take a verbal stand against my minister

G. These rank-orders kicked off the class discussion "My parents and I don't see eye to eye." We made a lively list of 23 ways on the blackboard. Getting the loudest reaction was, "When I do something good no one pays any attention; when I do something bad (their connotation of bad) they never stop harping about it." "Things that I do that my parents don't like" numbered 10. Most popular here was "talking back." This exercise stimulated a great deal of interest both with the students and parents. Parents who met me on the street or downtown were most anxious to find out what "their kids" had said about them. The discussion was easily related to the parental conflict in "Romeo and Juliet."

3. "An Enemy of the People"

A. This play was an excellent example to show man's necessity to stand alone for what he believes.

B. The background committee designed a bulletin board collage to introduce this play. They explained to the class what each piece of material symbolized and was a most effective technique.

C. We used Value Sheet No. 11, p. 100 (Rath's) titled "Home of the Brave." (A copy of this attached)

D. The class divided into clusters of six for discussion. I did not participate in these discussions in order to allow for total freedom. I left the room for 30 minutes and when I returned no one bothered to look up; they were so engrossed in their discussions. They apparently didn't "need me" or "the right way." (Rath's technique p. 107)

E. We talked about the power of a mob without reason. Examples from Huck Finn and Julius Caesar were used. We then talked about the power of a mob with reason. Discussions were related to the Chicago riot during the Democratic Convention. These students had no sympathy for anyone except the police. Four students reacted loudly that if you don't like the situation you're in then move. They suggested that sitting back and being quiet makes a better American. They weren't receptive to looking at Dr. Stockmann, the individualist, whom most admired, and relating him to people in our society today who are daring to go against the status quo.

F. The following theme topics resulted in some good compositions:

(1) How might the following statement be a definition of the theme of "An Enemy of the People":

> "It has been said of Ibsen that in this play he 'sought to explore the nature of the complex social order in order to determine what limits are placed upon the individual who would apply the ideal standard in social matters.'"

(2) "Dr. Stockmann has been called by some critics a stubborn, muddleheaded idealist who would ruin a community; by others, an uncompromising hero in the vanguard of progress, a saviour of his people." What is your own view and why?
Seventeen students wrote on Dr. Stockmann the hero; three students considered him an idealist.

4. "The Crucible"

A. A crucible from the chemistry lab was used to introduce this play and to relate its significance to the title.

B. The students presented an evening reading of "The Crucible" to Phase 4 students and adults. They did an excellent job on this and it was a good opportunity to again observe the students out of the classroom. We had two rehearsals at my home and every student attended. Twenty-three students acted in the production and five students took complete charge of the staging.

C. We played a game to show how stories get distorted with each telling as a way of showing the students to examine what they hear and to be cognizant of looking for the facts before making decisions. Six students were selected to play the game. Two stayed in the room; the other four left. The first student told the second student why he chose Humphrey as the candidate best suited for the presidency. (A political survey that was used is attached). Student two was to tell student three exactly what student one had told him; student three told four; four told five; five told six; and six repeated to the class what he had heard. Needless-to-say little was left of the original reasons for selecting Humphrey. This was especially interesting because Nixon was the strong class favorite. Wallace second, and Humphrey, a weak third, therefore, the facts were badly distorted. This was most effective in opening minds.

D. Again, a proud whip was used. "I am proud of the time I stood alone for what I believed." Again, it met with little success. I tried the following questions in response to the students responses:
(1) Did you have a reason for your choice?
(2) What alternatives did you consider before you arrived at your choice?
(3) Have you done anything about what you believe?

E. Responses to the first two questions were generally standing against their parents, however, no one had done anything about their beliefs.

F. I used Vietnam and Civil Rights as examples to show the power of a minority in changing minds of the majority. We discussed the Communist witches in our country during the McCarthy era; the reason prompting Arthur Miller to write this play. We reviewed the power of a mob without reason as presented in "An Enemy of the People."

G. The students were asked to write an in-class theme on the character that most appealed to them. Eighteen students chose John Proctor because he could stand up for what he believed and because he seemed like a great human being.

H. The power of religion was a topic for discussion. One of the girls in the class had been examining her own Catholic faith. Her conflict resulted from not being able to attend another church. We related it to Rev. Hale's quote "No crack in a fortress can be accounted small" in reference to a weak link in the chain of Puritanism. Using religion as a tool to control society provoked thoughts relating to "The Barretts of Wimpole Street" as well as "The Crucible."

5. "Watch on the Rhine"

A. The following Devil's Advocate (Rath's) was the technique used to introduce "Watch on the Rhine."

> I believe Adolph Hitler had something to say to humanity. People do need a dictator leader because the masses are stupid. The Jews are a menace to a society because they are money-hungry and are trying to take over all inferior Christians. If Hitler could have succeeded he would have provided the world with a way to eliminate minority groups, therefore, providing us with a superior society. Presently, in the United States the Militant Blacks desire the rule. Black power is taking over. In order for us to safeguard our country and our American ideals it is going to be necessary to eliminate the problem of the Blacks. A dictator is a likely answer to our problem. Consider Hitler carefully. I think he had more to offer us than we realize.

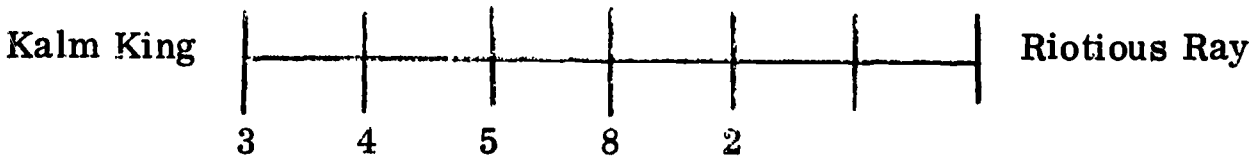
B. The "Devil's Advocate" backfired. The students agreed with the statements and attempted to prove to me that they were right. They weren't able to support statements with facts. They knew things because "they just knew" or "they felt" they were right.

C. We then read excerpts from "The Investigation." The students could feel (oral responses) the horror of Auswitz, but couldn't transfer the same feeling to Black injustices or the dropping of the atom bomb.

D. The students saw the movie "Mein Kampf," but again, couldn't associate any ill feeling with Hitler. He was a smart man and the people who followed him were dumb.

E. I repeated twice the last line of the movie: "This must never happen again." At this time I provided an outline of a demagogue and I stated that George Wallace was a man to examine because he aimed for fear, hatred, and ignorance. I had lit the fuse; six students exploded. "Wallace supports law and order. Wallace would solve problems with a police state." When I suggested that these six who believed in a two-year police state ask the "local cop" to tell them how they could live for two years they shrugged it off with "John's not smart enough." But "Wallace is smart enough to settle the rioting Blacks."
This discussion probably caused more dissonance than any other discussion of the unit, however, at this writing I'm not certain who suffered the dissonance the students or me.

F. Following is the result of a value continuum using passive resistance and militant approach as extremes:



G. Following is a continuum showing the difference when the cause was their own: For one semester a teacher has beat you with his belt, failed you with F's, and isolated you from the rest of the students because you disagreed with his ideas on the way the class should be taught.



6. "A Man for all Seasons"

A. The students had difficulty following this play so more time was allotted for building a background. More emphasis on the historical background was needed.

B. We used the play "Luther" to provide some of the material for background, but more important to show that Luther who was really responsible for More's dilemma, was a very human being also. Luther who merely wanted changes in his church was in turn excommunicated. More who could not go against the same church was killed by Henry VIII who, in turn, wanted changes in the church.

C. The discussions were centered on power-oriented and led students to what is important to each of them.

D. We returned to religious dogmas and the power of a church. We discussed the Pope's stand on birth control. The three Catholic students were anxious to discuss the role of the Catholic church in society today. One liberal student condemns her church for being out of step; one boy feels the Pope is too far removed from his peoples to make decisions; and the third student the most conservative, believes in the rigid guidelines because the masses are stupid.

E. The students divided into groups of six to discuss Value Sheet 13 from Rath's p. 101. (A copy of this is attached.)

F. I then summarized all of the plays for this unit emphasizing the four specific behavioral goals so important for man if he is to exist side by side with his fellow man for a more humane community.

Time Schedule

The original plan called for a 12 week unit in teaching values. A two week planning period from September 4-13 was used for testing and introducing the unit. The schedule was adhered to with the exception of the production of the one-act plays. Because of facilities and planning time with the other English teachers, the one-acts were scheduled for December 17th and January 17th.

The calendar schedule was as follows:

1. Sept. 4-13.....Testing and introduction
2. Sept. 16-20....."Antigone"
3. Sept. 23-27....."Romeo and Juliet"
4. Sept. 30-Oct. 11....."An Enemy of the People"
5. Oct. 14-25..... "The Crucible"
6. Oct. 28-Nov. 1....."Watch on the Rhine"
7. Nov. 4-8....."A Man for all Seasons"
8. Nov. 11-22.....Review, summary, testing and evaluation

The original proposal allowed for 36 hours to be devoted to values. The actual time allotted was approximately that amount, however, I found that in teaching drama it was difficult to sort the minutes. The time became dependent on the response from the students. Most of the discussions lasted from 30-40 minutes, compositions in class and testing generally lasted from 40-55 minutes.

Recommendations

Five recommendations that I would suggest to improve the values unit are:

1. Use the unit in more than one class at a time for a comparative study. It would have been an especially interesting study for my three sections

of Phase 4; one section of Phase 5 didn't give me any basis for comparison except on a evaluation of a speech by Dr. Thomas.

2. Spend more time on the original proposal. It was difficult to plan such a comprehensive unit in the short time allotted during the summer.

3. Work more closely with the entire faculty. It would be a good follow-up to see if there are behavioral changes in other classes; the same is true with parents.

4. The pre and post evaluation test should have had clearer choices. I think it would have been more effective to have asked the students how they would react in the given situation.

5. Check the original proposal after it has been graded to see where improvements could be made during the teaching of the unit.

Evaluation

To kick off the values unit I put the slogan Cognitive Dissonance for Consonance on the bulletin board for the opening day of school. This generated enough curiosity that the Phase 5 students rushed to the dictionary to find out what it meant. Throughout the values unit whenever "cognitive dissonance" was observable I merely repeated the slogan casually to the class. By the end of the first month they had the real feel of the meaning of "dissonance"; "consonance" was defined, however by the end of the unit it appeared that the students were still in a state of "dissonance" and had not reached a level of "consonance."

Two events occurred during the values unit which were not planned in the original outline, but strengthened the success of reaching two of the specific objectives. The first had to do with objective two: learning to respect each individual for what he is and not what he ought to be by the student responding on his own, showing tolerance for the individual. One of the girls in this class is highly dramatic in singing, acting, and talking, however, she is a talented girl. Students reject her because "she is embarrassing." In October this girl got the part of Katrin in "I Remember Mama" for the Port City (Muskegon) Playhouse production. As part of our enrichment program the students attended the production. Their attitude towards this girl changed. They were eager to congratulate her and they displayed kindness and respect when discussing the production. Since that time the girl has firm footing with these students. She may not be a best friend to any of them, but she is respected for her talent and most important she is tolerated for the way she is; no snide remarks concerning her have been heard.

The second event was Dr. Thomas's December 11th speech to a group of students and parents in Shelby. I asked all of my classes to evaluate the speech if they attended, if they didn't attend, why; if their parents attended, their reactions; if they didn't attend, why. (Responses to the last three would be a fascinating study

invalues!) Phase 4 and Senior Composition students rejected the speech as "too long," "too educated," "anti-religious" (because he agreed that ministers should march in Selma) and the speaker was a "kook" (because he had sideburns and was letting his hair grow!)

Twenty-five Phase 5 students attended and there were twenty-five positive evaluations. Dr. Thomas was accepted, not rejected; students read Life magazine's report on the Chicago riots---"maybe Dr. Thomas was right" and "he (Dr. Thomas) certainly made me question what I believe."

Objective three internalized. The student will learn to respect the rational and not the emotional by listening to, paying attention to, not rejecting immediately new ideas as presented by a minority.

IT IS CRUCIAL THAT VALUES BE PRESENTED IN THE CLASSROOM.

Evaluation of Exercise to Encourage Students to Approach Decision Making Rationally.

ELECTION '68 was an exercise from the September issue of Scope offered to force students to think and examine the candidates critically before making a choice. Students used information from the newspapers, periodicals, and television to help them decide. They were asked to cite their sources so we could question the validity of their information. The area is a conservative Republican one so the final tally showed fifteen students for Nixon, nine for Wallace, and four for Humphrey. During this exercise, however, two boys stated: "All of my relatives are Republicans, I've always been a Republican, but after researching these men and looking at the way I believe, I've just discovered I really agree with Humphrey!"

The students had difficulty pinpointing the politicians on issues. Finally, in desperation some of them upheld Wallace because he said something definite on law and order (a discussion of this is mentioned in methods under "Watch on the Rhine").

This exercise promoted intelligent discussions. Students began prefacing statements with "According to Time, etc...." thus becoming aware of sources and a step towards making rational decisions.

ELECTION '68

Of the number of candidates for President, which one would you like to see win?

Humphrey _____

Nixon _____

Wallace _____

Other (Who?) _____

Undecided _____

Regardless of your personal preference, whom do you expect to win the presidency this year?

Humphrey _____

Nixon _____

Wallace _____

Other (Who?) _____

Undecided _____

Name the one man you believe to be best equipped to handle each of the following problems, should he become president.

man best equipped	Civil rights	Crime	Rising cost of living	Welfare & poverty	Vietnam
Humphrey	_____	_____	_____	_____	_____
Nixon	_____	_____	_____	_____	_____
Wallace	_____	_____	_____	_____	_____
No Opinion	_____	_____	_____	_____	_____

Do you think the Constitution of the United Stated States should be amended to permit young people, below the age of 21, to vote?

Yes _____

No _____

No Opinion _____

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If "Yes" to the last question, what voting age would you favor?

20 _____ 19 _____ 18 _____ 17 _____

To combat crime in our streets, how important is it to strengthen regulations in the following areas?

	registration of all firearms	admission of wire tap evidence	remove restrictions on police activities
Very	_____	_____	_____
Moderately	_____	_____	_____
Slightly	_____	_____	_____
Not	_____	_____	_____

The area of civil rights legislation which most requires government attention is.....

	check one
Education	_____
Employment	_____
Housing	_____
Voting	_____

How, if at all, should poverty programs be changed?

No change needed	_____
Greater participation of the poor in their operation	_____
Less participation of the poor in their operation	_____
More money for the programs	_____
Terminate the program	_____

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What courses do you think this country should now pursue in the Viet Nam War?

	Yes	No
Return to bombing all military targets in North Viet Nam	___	___
Step up bombing in the section of Viet Nam closest to our troops	___	___
End all bombing of North Viet Nam	___	___
End all bombing of North & South Viet Nam	___	___
Continue on the present course	___	___

Ground War	Yes	No
Send at least 100,000 more U.S. troops to Viet Nam	___	___
Increase troop strength moderately over present levels	___	___
Send the number of troops recommended by generals over there	___	___
Remove some of our troops	___	___
Pull out all of our troops	___	___
Continue on our present course	___	___

Which course do you think should be followed on foreign aid and expenditures in the coming four years? Check one

Increase them sharply	___
Increase them moderately	___
Decrease them moderately	___
Decrease them sharply	___
Continue on the present course	___

Classroom Evaluations

Self-respect, respect for each individual for what he has to offer and not what he ought to be, respect for the rational approach to decision making, and respect gained through cooperation were the four objectives I was interested in accomplishing during the values unit. It was necessary for me to provide a classroom atmosphere that would foster my goal. It had to be a classroom that encouraged freedom of expression so I used the following four evaluation forms in spaced intervals (one every two or three weeks) as a check for myself.

The results are as follows:

EVALUATION FORM I

The data that I was interested in were the answers to questions 2 and 3, however, answers to questions 4 and 5 did give me insights into the kinds of classes and teachers the students like. The answers do prove it is values and not necessarily knowledge that students remember.

	Number of students	Reason
1. This class:	11	let's me express myself without being afraid
	8	let's me be an individual
	6	is fun or interesting because it relates to me
2. The teacher in this class:	4	understands us and our problems
	6	respects us
	3	wants us to be individuals
	3	is kind
	6	doesn't tell us what to believe
3. My other teachers:	10	lecture all the time
	8	never let the students express themselves
	7	don't care what I believe
	3	unrelated

	No. of Students	Reason
4. My other classes:	10	are boring because we never do anything interesting
	3	are good when we have discussions
	6	are interesting when we have experiments
	8	unrelated

EVALUATION FORM II CLASSROOM LIFE

1. Life in this class with your regular teacher has:

3 students	(a) all good things
21 "	(b) mostly good things
3 "	(c) more good things than bad
1 "	(d) about as many good things as bad

2. How hard are you working these days on learning what is being taught in school?

12 students	(b) Quite hard
14 "	(c) Not very hard
2 "	(d) Not hard at all

3. When I'm in this class, I

12 students	(a) usually feel wide awake and very interested
16 "	(b) am pretty interested, kind of bored part of the time

4. How hard are you working on school work compared with the others in the class?

10 students	(a) A little harder than most
18 "	(b) About the same as most

5. How many of the pupils in this class do what the teacher suggests?

18 students	(a) Most of them do
9 "	(b) More than half do
1 "	(c) Less than half do

6. If we help each other with our work in this class, the teacher

10 students	(a) likes it a lot
18 "	(b) likes it some

7. How good is your school work compared with the work of others in the class?

4 students	(b)	A little better than most
19 "	(c)	About the same as most
4 "	(d)	Not quite as good as most

8. How often do the pupils in this class help one another with their school work?

1 student	(a)	Most of the time
22 "	(b)	Sometimes
3 "	(c)	Hardly ever

9. How often do the pupils in this class act friendly toward one another?

13 students	(a)	Always
14 "	(b)	Most of the time
1 "	(c)	Sometimes

EVALUATION FORM III CLUES ABOUT CLASSROOM LIFE

1. What are some clues to a good day in our class? What things happen that are signs of a good day?

23 students	(1)	when we have discussions

This was mentioned the most times; some of the other clues that were popular were:

8 students	(2)	when every one is happy and ambitious
10 "	(3)	when the teacher is smiling
11 "	(4)	when we have different (varied) activities

2. What are some clues to a bad day in our class? What things happen that are clues that class is not going the way it should or that you would like it to?

10 students	(1)	when I get a bad grade on a theme
7 "	(2)	when the teacher is in a bad mood
5 "	(3)	when all we do is read and don't have discussions
6 "	(4)	find class o.k. the way it is

3. What are some things that should happen a lot more than they do to make it a better class for learning and having fun.

21 students	(1)	found class fine the way it is
3 "	(2)	wanted to be certain all students participated
10 "	(3)	wanted less homework
2 "	(4)	wanted a more structured course

EVALUATION FORM IV MY TEACHER

One student was absent

	Much More	A Little More	The Same	A Little Less	Much Less
1. Help with work:		8	18	1	
2. Yell at us:		3	24		
3. Make sure work is done:	3	8	16		
4. Ask us to decide how we will work:	4	9	14		
5. Smile and laugh:		4	23		
6. Make us behave:		3	24		
7. Trust us on our own:	1	6	20		
8. Make us work:	4	9	14		
9. Show that he understands how we feel:		2	25		

Evaluation Forms II, III, and IV were taken from the SRA diagnosing classroom behavior.

EVALUATION FORM I

Complete the Following in One or Two Sentences:

1. This School

2. This Class

3. My Teacher in This Class

4. My Other Teachers

5. My Other Classes

6. My Classmates

EVALUATION FORM II

Date _____

Your Number _____

Class _____

CLASSROOM LIFE

Here is a list of some statements that describe life in the classroom. Circle the letter in front of the statement that best tells how you feel about this class. There are no right or wrong answers.

1. Life in this class with your regular teacher has:

   a. all good things
   b. mostly good things
   c. more good things than bad
   d. about as many good things as bad
   e. more bad things than good
   f. mostly bad things

2. How hard are you working these days on learning what is being taught at school?

   a. Very hard.
   b. Quite hard.
   c. Not very hard.
   d. Not hard at all.

3. When I'm in this class, I

   a. usually feel wide awake and very interested
   b. am pretty interested, kind of bored part of the time
   c. am not very interested, bored quite a lot of the time
   d. don't like it, feel bored and not with it

4. How hard are you working on school work compared with the others in the class?

   a. Harder than most.
   b. A little harder than most.
   c. About the same as most.
   d. A little less than most.
   e. Quite a bit less than most.

5. How many of the pupils in this class do what the teacher suggests?

   a. Most of them do.
   b. More than half do.

c. Less than half do.
d. Hardly anybody does.

6. If we help each other with our work in this class, the teacher

a. likes it a lot
b. likes it some
c. likes it a little
d. doesn't like it at all

7. How good is your school work compared with the work of others in the class?

a. Much better than most.
b. A little better than most.
c. About the same as most.
d. Not quite as good as most.
e. Much worse than most.

8. How often do the pupils in this class help one another with their school work?

a. Most of the time.
b. Sometimes.
c. Hardly ever.
d. Never.

9. How often do the pupils in this class act friendly toward one another?

a. Always.
b. Most of the time.
c. Sometimes.
d. Hardly ever.

EVALUATION FORM III

Date_____

Your number_____

Class_____

CLUES ABOUT CLASSROOM LIFE

So that members of a class and their teacher may get ideas about how to make life more interesting and important for everybody in the class, each person needs to contribute his or her ideas of what needs to be improved. What things happen that shouldn't happen? What ought to happen but doesn't? Try to imagine you are a detective looking for clues to a "good day" and a "bad day" in your class. Jot down what you might look for or might see to answer these questions. There are no right or wrong answers.

What are some clues to a good day in our class? What things happen that are signs of a good day?

1._____

2._____

3._____

4._____

5._____

What are some clues to a bad day in our class? What things happen that are clues that class is not going the way it should or that you would like it to?

1._____

2._____

3._____

4._____

5._____

What are some things that should happen a lot more than they do to make it a better class for learning and having fun?

1. _____

2. _____

3. _____

4. _____

5. _____

EVALUATION FORM IV

Date_____

Class_____

(Don't write your number.)

MY TEACHER

Pretend that you could have your teacher change in some way. For each number, check the box that best tells how you would like your teacher to act in this class. There are no right or wrong answers.

	Much more than he does now	A little more than he does now	The same as he does now	A little less than he does now	Much less than he does now
1. Help with work					
2. Yell at us					
3. Make sure work is done					
4. Ask us to decide about how we will work					
5. Smile and laugh					
6. Make us behave					
7. Trust us on our own					
8. Make us work					
9. Show that he understands how we feel					

Exercise to Check for Consistency of Thought*

The following two exercises were administered to let the students see how consistent their own thinking was. The first set was given October 9th at follows:

1. first group of statements 1-13-20 minutes
2. I picked up these sets and handed them set 2
3. Students checked second complement 1-13 for 20 minutes
4. Both sets were returned for examination by the students
5. If the student was consistent in his thinking he would have checked opposite answers on both sets, i.e., if question one on set one was agree then question one on set two should be disagree.

The second set was given November 5th in the same method except that it took more time and 30-40 minutes in two class periods were used.

I didn't interfere at all with these exercises other than the instructions to check what they believed. The audible moans and groans and asking their neighbors how they answered theirs, however, indicated much cognitive dissonance in the inconsistencies.

After the second set we did have a 40 minute discussion on What I Believe. The students were struggling. They really weren't certain what they believed.

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*This exercise was taken from a lecture by Dr. Donald Barnes at the Summer Workshop (1968) on Student Values.

First.

	I agree in general with this statement.	I disagree in general with this statement.
1. People differ in their aspirations and abilities. Education at public expense should not be provided for those who do not want it and cannot benefit from regular curricular offerings.		
2. Truth is everywhere the same. Therefore, education should be similar from city to city and state to state.		
3. Progress usually results from good clean competitive effort. We should encourage competition in educational programs.		
4. Religious concern is a natural and important part of American life. It should, therefore, be a part of school programs. When we delete it, we imply that it has little value.		
5. Education should provide students with some basic vocational competencies. Pupils should not graduate from high school and have no way of making a living.		
6. The school cannot be all things to all people. It should limit its responsibility to the basic instructional areas for which it was originally established. Parents will let the school do everything for the child if we permit them.		
7. Schools should enforce discipline in student dress and behavior. Basic respect and deportment should be reflected in all activities.		
8. Specialized schools should be developed for students with talent in science, the creative arts or other areas. This makes it possible to have specialized facilities and faculties.		

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	I agree in general with this statement.	I disagree in general with this statement.
9. The curricular offerings in the school program should train the mind in logic, critical thinking, systematic analysis and other basic competencies important to life.		
10. Since the schools are owned and operated by the public, they should reflect the wishes of the general public and not try to work towards objectives which are considered unimportant to the public.		
11. Schools should establish grading and promotion standards which they can be proud of. If they do not keep their standards high, their diplomas will not mean anything.		
12. Students should be placed in school according to their ability levels. If they are placed in classes that are too difficult, they become frustrated; if they are placed in classes that are too easy, they become bored.		
13. The school curriculum should be made up of the basic subjects--- history, geography, math, science, etc.---for these are the areas of knowledge that have been developed by man, and they are important to life.		

Second

	Generally agree	Generally disagree
1. A democracy rests upon the enlightment of its citizenry. Jefferson has pointed out that a nation cannot be both free and ignorant. All citizens within our nation should be educated whether they see a need for it or not.		
2. It is foolish to provide the same education for all children---those in downtown Chicago or on the Indian reservation or an industrial complex---their interests and needs are very different.		
3. Most enduring progress rests upon cooperative, not competitive effort. Schools should help children learn how to work together towards common goals.		
4. The founders of our country realized that there is no tyranny quite as complete as religious tyranny. They wisely called for a separation of church and state, and this should be reflected in our schools.		
5. The public schools should be concerned with cultural attainments---not vocational skills---for students can pick up vocational competencies in on-the-job apprenticeships, but the school is the only agency that can systemically provide the cultural background important to the appreciation of art, science, and music, as well as the humanities.		
6. The school cannot restrict its responsibilities to intellectual pursuits. A child who is undernourished or severely limited in vision or hearing cannot learn readily. The school must care for these more basic needs first before it attempts to instruct the child.		

	Generally agree	Generally disagree
7. Schools should not be concerned with enforcing discipline, for this kind of arrangement lasts only as long as the enforcing agent is at hand. The school should help children become self-guiding individuals who know how to use freedom wisely.		
8. The "common school" attended by all children within a community is an important link in our democratic heritage. Special programs within these common schools may be developed, but separate schools promote class distinctions.		
9. The school program should not be designed to teach logic and critical thinking as such; it should lead the public and help the citizens of our country develop new and better patterns of life.		
10. The schools should not rely on the public for all of its goals and objectives.		
11. Schools should not be primarily concerned with established standards of achievement; they must, first of all, be concerned with helping each child become successful in his own right, using what ever abilities he has to the best advantage.		
12. Social adjustment and peer acceptance should be the most important consideration in the placement of pupils in schools; after they have been placed in compatible social environments, adjustments can be made to accommodate their learning (with appropriate materials and expectations).		

	Generally agree	Generally disagree
13. The school curriculum should not revolve around the traditional disciplines of geography, history, science, etc. These are artificial divisions that are not really reflected directly in life activities. Life is made up of tasks like providing necessities, buying wisely, caring for children, maintaining health. These health problems should form the focus of the program of studies.		

First

	tend to agree	tend to disagree
1. Competition and the struggle to excel over others tends to bring out the best in people, and it should be encouraged.		
2. We should encourage much more individuality within our society.		
3. We must place the rights of the individual above the rights of society so he can maintain his sense of individual dignity in a world becoming more and more interdependent.		
4. We should stress efficiency in the production and distribution of goods rather than worker welfare, for progress depends upon our ability to develop new and better ways of accomplishing tasks efficiently and economically.		
5. We should expcet to share our bounty with the weak and helpless so they can live on a plane somewhat comparable to other people.		
6. Man should recognize that what appears to be purpose and design in the universe is a product of his own intelligence, and he should not abdicate his responsibility for directing his own destiny.		
7. We must measure the worthiness of our deeds in terms of their consequences. If we are forced to sacrifice people and property on occasion, this may be justified by the long range outcomes.		
8. Gracious living and the finer things of life should be accorded a high place in the lives of men.		
9. We must welcome and seek new ideas and new patterns of living.		

	tend to agree	tend to disagree
10. Science can and should be applied to all human activities. It is the best way of disentangling ourselves from the web of prejudices which surround the activities of men.		
11. We must always regard public service as important. Progress would be difficult without the assistance of public-spirited citizens everywhere.		
12. Justice must be impersonal, objective, and strictly neutral or it loses its real significance.		
13. Being pleasant (a good neighbor and a good friend) should be recognized as more important than simply having intelligence.		
14. Following a middle course is usually best. Wild ideas cannot and should not serve as a basis for real and lasting progress.		
15. We should judge others by their intentions.		
16. Change is naturally slow, and the speeding up of change should be recognized as unnatural.		
17. No one can solve all his problems, so it is best to learn to live with them.		
18. We should trust the taste and judgment of the masses in most things rather than depend upon specialists.		
19. We may not be able to recognize justice at work in the universe, but we should accept its presence. In the long run, the person who leads an evil life will suffer even if the law does not catch him.		
20. Democracy is the finest system of human relationships ever invented, and should be practiced in all situations.		

	tend to agree	tend to disagree
21. Freedom of conscience and freedom of expression are fundamental and should be preserved in all situations. If we begin to stipulate when and where people may speak, we are likely to undercut the whole concept of human dignity.		
22. We should assume that all people are good until it is proven otherwise.		
23. Although this is an age of science, many problems cannot be handled scientifically ---we must then return to faith.		
24. People should take their religion seriously and try to believe in and practice religious teachings in their daily lives.		
25. There should be no social classes. People should be considered as social and moral equals.		
26. We should recognize that most of the really important truths are not scientific in nature. They emerge from the crucible of human experience and are articulated by the poet, the philosopher, and the dramatist.		
27. The human heart has a wisdom of its own. We should recognize it as a truer guide to human affairs than cold stark reason.		
28. Real human freedom can be achieved through the removal of governmental restrictions. We should seek to remove all possible restrictions and reassert our faith in free enterprise.		
29. There are no unchanging, eternal truths. We have some patterns of behavior which last over long periods of time, but we should recognize that in a changing world nothing remains fixed.		

	tend to agree	tend to disagree
30. Man has made real progress when viewed over the centuries of time. The growth of human freedom, the freeing of man from harsh labor, and the growth of a social consciousness are all marks of progress and should be recognized as such.		
31. When evil erupts in nature, man should seek to find the reason for this punishment. A supreme being would not allow these disasters to occur without good reason.		

Second

	tend to agree	tend to disagree
1. The truly good person is more interested in helping others than in satisfying his own selfish goals.		
2. There is not enough conformity within our society, since everybody wants to do pretty much as he pleases.		
3. In a world becoming more interdependent we must place the rights of society above the rights of the individual.		
4. We should be more concerned with the way in which a new procedure in the production and distribution of goods affects the lives of those engaged in the process than we are in the efficiency by which the process is accomplished.		
5. The stronger and more able people should be expected to move to the top while the weak and shiftless live on a lower plane.		
6. Man should recognize and attune himself to the supreme purpose and design of the universe.		
7. We must always recognize that any means we employ becomes a part of the total end results. If lives and fortunes are sacrificed to a great cause, we cannot pretend that these will not modify the final outcome.		
8. Artistic things are all right, but man must first master the practical things of life.		
9. We should stick with the old and tried ways whenever possible.		
10. Science has no right to interfere with business, government, and other fundamental institutions. We must use science, but not let it upset things.		

	tend to agree	tend to disagree
11. Man's primary obligation is to look after himself and his family. Progress is fundamentally the result of individual initiative.		
12. Justice demands that we not attempt to apply rules and laws in the same ways in all situations. The human dimension must be taken into account.		
13. Great talent and great imagination must be recognized as of greatest importance to the individual and to society than simply being a good fellow		
14. Unless an individual is willing to entertain unusual ideas and depart from normal expectations, he should not expect to make truly significant contributions.		
15. We should judge others by the consequences of their actions rather than by their intentions.		
16. We can and must plan for change and work towards better and newer ways of doing things.		
17. We should recognize that the best way to handle problems is to study them, analyze them, and work towards their solutions.		
18. We must learn to rely more upon the judgments and decisions of specialists in various fields after they have given careful thought and attention to specific problems.		
19. We must recognize that justice does not always prevail and the world is really neutral towards man.		
20. Democracy is often impractical and inappropriate and should not be expected to serve as a basis for all human relationships.		

	tend to agree	tend to disagree
21. People should have the right to speak out until the situation dictates otherwise. During some periods we must present a united front, and we cannot afford to have malcontents objecting and taking issue with each decision.		
22. We should be on our guard against others because most people are basically selfish.		
23. All problems, including moral ones, can and should be studied scientifically.		
24. We should recognize that religion cannot be generally applied to the problems of daily living.		
25. Some people are obviously better than others and should be accorded recognition with reference to their status.		
26. If a statement is made which has no relationship to the physical world and cannot be verified through scientific observation or experimentation, it should not be referred to as truth.		
27. Human reason holds the key to progress. We should ignore the unpredictable passions of the heart when attempting to make sound judgments about human affairs.		
28. True freedom lies in the establishment of wise regulations to combat injustices and open the doors of opportunity to all. We must work to keep those wishing special privilege from usurping the rights of others.		
29. We ought to recognize that there are abiding, unchanging truths which will be with us always.		

	tend to agree	tend to disagree
30. Progress is simply an illusion. Whenever man makes a change which he thinks is progress, he should also recognize that he cannot possibly see all the ramifications of the action. He just thinks it is progress.		
31. Evil in nature has no real meaning for man. When a volcano destroys a village, it is senseless to try to read meaning into this action. We should simply accept it as a movement in the physical world.		

Evaluation of Cooperation

Cooperation as a specific behavioral objective was injected into this unit after the original outline was submitted mostly because of this particular group of students. They are accelerated students who thrive on competition. The "Almighty A" seemed to be their only goal. Because of the homogeneous grouping, I wanted these students to learn to respect all human beings and what better way than in learning to cooperate with all the students in projects. The projects have been discussed in the methods of this paper. These students did cooperate with all students.

Following are the results of the written test given at the end of the unit:

1. How can students make the one-acts successful productions?

   7 students suggested cooperation

2. What effect do you think the "Romeo and Juliet" and "West Side Story" excerpts on stage had on the phase students?

   1 student suggested cooperation

3. What do you like about group discussions?

   8 students liked the give and take of cooperation

4. If you and Eva Jannson (Swedish exchange student in our class) had to set up a social code for the school, how would you approach it?

   16 students suggested cooperation as a means of working together

5. What do you consider effective committee involvement?

   20 students recognized cooperation as a main ingredient.

6. How is large group work effective?

   13 students felt it effective through cooperation

7. If you were to organize a work session for a large group, what would be a major concern with you?

   16 suggested cooperation

8. What is necessary for a successful faculty?

   7 realize teachers must cooperate with one another.

9. What is necessary for a successful student body?

14 would cooperate

10. What is necessary for a successful community?

13 are aware that cooperation is a part of a successful community.

ANSWER THE FOLLOWING QUESTIONS:

1. How can students make the one-acts successful productions?

2. What effect do you think the "Romeo and Juliet" and "West Side Story" excerpts on stage had on the phase students?

3. What do you like about group discussions?

4. If you and Eva Jannsor had to set up a social code for the school, how would you approach it?

5. What do you consider effective committee involvement?

6. How is large group work effective?

7. If you were to organize a work session for a large group what would be a major concern with you?

8. What is necessary for a successful faculty?

9. What is necessary for a successful student body.?

10. What is necessary for a successful community?

Evaluation of Pre and Post Tests

The following tests were administered as pre and post evaluation measurement of values that the students possessed before and after the values unit had been presented. The first test was designed to give the students real "hometown" situations. Most of these situations do exist, however, some of them were designed around specific materials that were read during the unit. Throughout the unit I tried to relate "hometown" value judgments to those found in the six "value" plays.

Evaluation Data from Tests

1. Questions 1, 4, 7, 10, 13, 16, 19, 22, 25, 28 were designed to measure a commitment level for objective one. (TAXONOMY)

2. Questions 2, 5, 8, 11, 14, 17, 20, 23, 26, 29 were designed to measure the responding level for objective two (TAXONOMY)

3. Questions 3, 6, 9, 12, 15, 18, 21, 27, 30 were designed to measure an awareness level for objective three. (TAXONOMY)

Student	1st test	2nd test	Student	1st test	2nd test
1	24	25	15	15	15
2	20	23	16	15	10
3	21	21	17	22	21
4	18	20	18	24	24
5	25	20	19	20	15
6	12	9	20	19	17
7	25	19	21	12	14
8	20	15	22	14	18
9	18	15	23	20	21
10	20	16	24	16	20
11	13	7	25	23	15
12	21	19	26	8	11
13	13	7	27	24	22
14	21	24	28	absent	absent

1. A total of 30 questions were asked.
2. 9 students scored higher on the 2nd test.
3. 15 students scored lower on the 2nd test.
4. 3 students scored the same on both tests.

Questions	Test I Number Correct	Test II Number Correct	Questions	Test I Number Correct	Test II Number Correct
1	10	13	16	13	14
2	16	15	17	14	11

Questions	Test I Number Correct	Test II Number Correct	Questions	Test I Number Correct	Test II Number Correct
3	8	15	18	15	14
4	16	25	19	20	24
5	16	17	20	23	24
6	17	13	21	26	28
7	6	5	22	17	18
8	13	13	23	14	9
9	22	20	24	23	15
10	17	18	25	12	13
11	21	17	26	9	8
12	23	19	27	14	15
13	14	9	28	24	17
14	22	24	29	20	16
15	17	13	30	11	12

1. An increase of 14 correct answers on test II.
2. A decrease of 15 correct answers on test II.
3. One remained the same.
4. Seven increases shown for objective one.
5. Three increases shown for objective two.
6. Four increases shown for objective three.
7. Three decreases shown for objective one.
8. Six decreases shown for objective two.
9. Six decreases shown for objective three.
10. One remained the same for objective two.

If there is any significance at all to be seen here it is probably at the commitment level. "Stand up for what you believe" was the constant cry in the classroom; and the classroom evaluations do support that there was freedom from ridicule for students to express themselves.

One interesting incident to support this was a stand the Phase 5 students took against the community library. I wasn't aware (they were going to surprise me with a letter to the editor) of the commitment until after the unit was completed. The librarians had taken it upon themselves to tell the students what was nice for them to read and when they could read it. The students composed a letter to the local paper in protest to these policies. The editor wouldn't print it, but one of the librarians phoned me to ask how she could better assist the students.

I enjoyed teaching my values unit and from all apparent observations the students liked it too. I do have to admit that it was not a difficult task. The students I chose are exceptional. All but four in this class had been in my classes last year. The class itself was my first class of the day which meant my enthusiasm, energy, and patience had not yet dulled. A truer challenge for me would have been the new Phase 4 students meeting the last hour of the day.

VALUES EVALUATION

Rank in Order of Preference

1. You have been invited by four friends to go on a weekend ski trip which sounds exciting. You spend three weeks preparing for the trip. At the last minute one of your friends announces that he/she is bringing two members of the opposite sex along. Two of your friends think this is great. You and your closest friend don't, however, he/she decided to go anyway and wants you to go too. YOU:

   A. will go on the trip and have fun with your closest friend.
   B. will forget this trip and plan another trip at a different time.
   C. will try to convince your friends that it is better not to take the opposite sex.

2. A foreign exchange student paints a beautiful water color landscape, but she wears a beret, white bobby sox, and too much make-up. YOU:

   A. will admire her artistic talents and ask her to teach you how to paint.
   B. will wish she would dress differently because you feel uncomfortable around her.
   C. will try to show her in a nice way how to dress in America to be one of the "in crowd."

3. Six people in Shelby feel that it is crucial that Shelby High School be closed and the Shelby students bused to Montague. YOU:

   A. will ignore them.
   B. will listen to them.
   C. will inform them that if they aren't satisfied with the system as it is, they are free to move.

4. You are at a party with your gang. Everyone, boys and girls alike, decides to smoke. You are very much against smoking, but in this situation YOU:

   A. will smoke one cigarette so the gang won't think you're an odd-ball.
   B. will not smoke and suffer the ridicule.
   C. will report the incident to your parents.

5. A student who weighs 280 pounds presents an argument for obesity. YOU:

   A. take a look at him and reject his argument immediately.
   B. tell him that he really should lose weight for his own health.
   C. listen to him and feel good about telling him that his argument may have merit.

6. A coach who produced a semi-finals state championship basketball team for Shelby and has five lettermen returning, suddenly starts a petition to abolish competitive sports in favor of intramural games so that more students can participate. YOU:

   A. will ignore him because you know Shelby would not abolish competitive sports.
   B. will listen and be conscious that Shelby could abolish competitive sports.
   C. will speak to the coach privately and warn him of the consequences of his actions.

7. You are at a party with your gang, none of whom smoke. You do smoke and you want a cigarette. In this situation YOU:

   A. will refrain from smoking until after the party.
   B. will smoke a cigarette in front of your friends.
   C. will tell them they aren't very "cool" for not smoking.

8. A student has a good voice but is highly dramatic when singing a song. After this student has performed, most of the students have a good laugh while ridiculing him. YOU:

   A. will have a good laugh with them but reserve judgment about his dramatic style of singing.
   B. will try to get the singer to sing in a more conventional way.
   C. will feel good about going backstage to tell him he has sung very well.

9. You live in a predominantly Republican community. A speaker at a school assembly presents a strong case for socialism. YOU:

   A. pay attention to the speaker and do not reject what he has to say.
   B. report the incident to your parents so they can take the proper measures of disposing of him.
   C. turn him off mentally when you realize what he is saying.

10. A teacher whom you greatly admire has been fired for refusing to give an ABCDE letter grade in preference to individual evaluation sheets. It is specified in the teacher's contract that all teachers are required to assess letter grades. YOU: (As a student you gained much from the evaluation sheets)

    A. will write a letter to the editor of the Oceana Herald in defense of this teacher.
    B. will realize the futility of the letter because the teacher did violate his contract.
    C. will "chalk it up" to experience to be avoided.

11. You are in a class and the teacher asks each student to tell the rest of the class what one thing he would like to do for humanity. A quiet, religious boy says he would abolish all alcoholic beverages. The class has a good laugh. YOU:

    A. reserve judgment on the student, but have a good laugh too.
    B. argue with the boy because he is "strictly out of it."
    C. decide that maybe this point has some merit.

12. You have always "gone along with the crowd" on drinking. If they had a drink, you had a drink. On Wednesday night while attending a youth meeting at church, you are exposed to the movie, "The Ill Effects of Alcohol." YOU:

    A. will ignore the movie since you have already determined how you feel about drinking.
    B. will avoid going to youth meetings when they are showing this type of film.
    C. will pay attention to the movie, not reject it, but not necessarily accept it.

13. You are on Shelby's Board of Education and have interviewed three applicants for a homemaking teacher. The most qualified is a Negro. The other two applicants are white. Considering the environment, YOU:

    A. know the Negro teacher would be rejected so you recommend her for another school where there will be Negro students.
    B. recommend that the better of the two white applicants be hired.
    C. insist that the Negro applicant be hired.

14. A girl taking agriculture classes tells you how to get more tomatoes from your tomato plants. YOU:

    A. wait for a man's advice.
    B. decide to try her suggestions.
    C. listen to her politely, but ignore her suggestions.

15. Two policemen in town are going door-to-door to parents to have them support a bill to raise the driver's license age to 21. YOU:

    A. will start at the opposite end of town door-to-door to pressure parents against the policemen.
    B. will listen to the policemen neither accepting nor rejecting their plea.
    C. will not worry knowing the majority will never buy it.

16. You have been forbidden by the church to read Valley of the Dolls. You do not feel that it is sinful to read any book. YOU:

    A. read the book and tell the church how you feel.
    B. read the book in secret and hope no one finds out.
    C. do not read the book in respect to the church.

17. An intelligent boy who is taking homemaking classes reports on the hazards of not eating breakfast in the morning. YOU:

    A. decide to eat breakfast in the morning.
    B. listen to him but not accept what he says.
    C. ignore him.

18. The cheerleaders have refused to cheer for any games because their uniforms are not paid for by the athletic department as the football uniforms are. YOU:

    A. inform them that they don't have to be cheerleaders.
    B. pay attention to them and not reject them.
    C. reject them and try to get the school to get different cheerleaders.

19. You are riding to Stony Lake in a car with a group of friends. The driver decides to hit 110. You do not believe in driving fast. Before you will ride home with him YOU:

    A. are determined to close your eyes and hope for the best since you made it out to the lake O.K.
    B. call your parents and have them pick you up.
    C. try to persuade the driver that it is unsafe to drive in that manner.

20. A religious student believes that the greatest quest for any student is finding a true religion. The student wears a beard. YOU:

    A. tell him in a nice way that he will reach more students if he will shave his beard.
    B. listen to him but reject what he says.
    C. examine your own religious beliefs in light of what he says.

21. Three people including a doctor have told you that the smoke from a local industry is causing a rare disease in some of the children in town. The town is dependent upon the industry for its economy; your father is employed there at a salary of $25.000 a year. YOU:

    A. ignore the three people knowing they are too few to influence anyone.
    B. reject what they have to say.
    C. pay attention to them and look for information on this specific problem.

22. You have decided to date a Negro. Your mother confronts you with, "Don't tell anyone about this. I have failed as a mother." YOU:

    A. reply, "I have made the decision. I am going to date this person in spite of what anyone says."
    B. reply, "I'm sorry to have disappointed you, Mother. I won't date him/her."
    C. reply, "I will date the Negro, but I won't tell anyone about it."

23. A Freshman girl writes a new school song which she plays on her tuba during a school assembly. YOU:

    A. have a good laugh with some of the other students.
    B. tell her privately and in a nice way to "cool it" on the tuba solos if she wants to be accepted.
    C. realize the song has merits and feel good about asking her if you can try it on the piano.

24. The English teachers have refused to teach unless the basic skills taught in English class are stressed in every class. YOU:

    A. join the movement to get rid of the English teachers.
    B. give them an ear; they may have something to say.
    C. ignore them.

25. You have decided that Governor Wallace is the best candidate for the Presidency. YOU:

    A. keep it to yourself because you know you will be ridiculed.
    B. write a letter to the paper in defense of the Governor.
    C. complain after the election if he doesn't win.

26. A boy is 6'9" tall and is a talented flute player. He circulates a notice in class that he will give flute lessons during lunch hour, free of cost, to anyone who signs. YOU:

    A. sign up for a flute lesson.
    B. ignore the notice since no one else is signing it..
    C. try to get the fellow on the basketball team.

27. A Jewish Rabbi visits your school and tells the students that Judaism is the original religion; that Christianity is merely an extension of Judaism. Being a devout Christian, YOU:

    A. cannot accept this.
    B. pay attention to the Rabbi, not rejecting what he has to say.
    C. discuss it with your parents to see if the Rabbi should be allowed to speak in a public school.

28. A very unpopular girl supports Aldous Huxley's "Test tube society" as presented in his Brave New World. The class openly ridicules her statement. You believe she is right, therefore YOU:

    A. keep quiet and keep your thoughts to yourself.
    B. defend the girl in front of your classmates.
    C. decide to change your own opinion to keep from being ridiculed.

29. A student of Holland descent gives a speech on the merits of "buy now, pay later." YOU:

    A. ignore him; the Dutch never spend any money.
    B. throw a couple of Hollander jokes his way.
    C. tell him his speech impressed you; he might be right.

30. The Shelby Alumni Club has presented an argument to abolish all extra-curricular activities because they take so much time away from the 3 R's. YOU:

    A. listen to them and do some research on the question.
    B. ignore them; they shouldn't have anything to say about what goes on in school.
    C. organize a group to abolish the Alumni Club.

TOPIC FOR SMALL GROUP DISCUSSIONS

I used to be an idealist. When there was a picket line, I would picket. When there was a sitdown, I would sit. When there was a demonstration, I would demonstrate. I set for two days in front of a store that wouldn't hire "minority type" people---I felt that they should have a fair chance in the land of opportunity, that all men are created equal. They told me to go to Russia. I was born in Brooklyn!

Then there was the time I marched around the U.N. and handed out leaflets saying that we shouldn't use bombs to kill each other, and that men should study war no more. They called me an atheist!

Once I was arrested for going into a school with a sigh saying that all children are entitled to an equal opportunity to education, like the Supreme Court says the Constitution means. They called me a Communist!

Soon I got tired of being called all these names, so I gave up. I don't care if half of them starve. I don't care if they don't all get educated. I don't care if they kill each other with bombs. I don't care if their babies die from radiation. Now I'm a good American.

Discuss the following questions:

1. What is this writer for and what is he against?
2. Have you had any experiences like his?
3. Who are some people who should be concerned about the problems he mentions?
4. Are there any things which you are working to change, to set right, to improve?

Louis Raths, Values and Teaching, p. 100

TOPIC FOR SMALL GROUP DISCUSSION

COPERNICUS

Some 400 years ago, a mathematician named Copernicus studied the earth and the heavens and concluded that the conception of the earth as the center of the universe was incorrect. Calculations showed him that it was more reasonable to see the sun as the center, and the earth as rotating around it. The German mathematician Johann Kepler confirmed and refined the findings of Copernicus; but this idea was too revolutionary to be considered dispassionately, on its scientific merits.

"Because man is conservative, a creature of habit, and convinced of his own importance, the new theory was decidedly unwelcome. Moreover, the vested interests of well-entrenched scholars and religious leaders caused them to oppose it" writes Morris Kline in his Mathematics in Western Culture.

Martin Luther called Copernicus an "upstart astrologer" and a "fool who wishes to reverse the entire science of astronomy." Calvin thundered: "Who will venture to place the authority of Copernicus above that of the Holy Spirit?" Do not Scriptures say that Joshua commanded the sun and not the earth to stand still? The Inquisition condemned the new theory as "That false Pythagorean doctrine utterly contrary to the Holy Scriptures," and in 1616 the Index of Prohibited Books banned all publications dealing with the idea.

Galileo was thought to believe the new theory to have some merit, and was called by the Roman Inquisition and compelled on the threat of torture to declare: "The falsity of the Copernican system cannot be doubted, especially by us Catholics..." Descartes, a nervous and timid individual, on hearing of Galileo's persecution, actually destroyed one of his own works on it.

Writes Kline: "Indeed, if the fury and high office of the opposition are a good indication of the importance of an idea no more valuable one was ever advanced."

Questions for discussion:

1. Can you understand how people of good will might react violently to new ideas that they see as threatening some of their values. Relate to Proctor, Stockmann, Mueller, Antigone, Sir Thomas More, Martin Luther, etc.
2. What methods do you think might be used to fight new ideas?
3. What methods might be used to fight for the right to consider new ideas?
4. How receptive are you to new ideas, and how resistant are you?
5. Can you imagine something like that happening in the future in the United States if some new idea, say in sociology or some other discipline, were to seriously challenge the status quo?

Louis Raths, Values and Teaching, p. 102.

MAN'S BASIC RIGHT TO BE AN INDIVIDUAL
CAN BE UNDERSTOOD BY TEACHING RESPECT
FOR HUMANITY THROUGH DRAMA

Objectives	1	2	3	4	Total
Tests and planning	6	4	4	4	18
Compositions and one-acts	5	5	5	5	20
"Antigone"	3	3	2	2	10
"Romeo and Juliet"	1	4	2	3	10
"An Enemy of the People"	4	3	2	1	10
"The Crucible"	3	2	2	3	10
"Watch on the Rhine"	1	2	4	1	8
"A Man for all Seasons"	3	2	2	1	8
Other Activities	1	1	1	3	6
Total	27	26	24	23	100

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THE APPLICATION OF VALUES IN THE STUDY OF CONTRACTS*

Specific Values:	Honesty and Empathy
Subject Area:	Business Law
Grade Level:	Eleventh and Twelfth
Time:	Seven to Nine Weeks

Project on Student Values
3860 Plainfield Ave. N.E.
Grand Rapids, Mich. 49505

*Materials prepared by Thomas Gardner

THE APPLICATION OF VALUES IN THE STUDY OF CONTRACTS

Abstract

I. Philosophical Statement. Every minute millions of contracts, whether they be oral or written, are formed in the United States. The subject of values is important in the formation of these contracts since many Americans are subjected to dishonesty in their dealings.

II. Statement of General Objectives. To determine the values of the students, to offer them alternatives from which to choose, and to develop an appreciation for honesty in their dealings with people.

III. Statement of Specific Objectives.
   A. Students will explain how honesty plays a part in applying the elements of a contract.
   B. Students will respect the rights and feelings of individuals and evaluate the consequences of their acts when they are dishonest toward others.

IV. Statement of Context. The unit will be conducted in eleventh and twelfth grade.

V. Outline of Content. Essentials of a Contract.
   A. Nature of contracts
   B. Competent parties
   C. Mutual Assent
   D. Legal Agreement
   E. Consideration
   F. Required form

VI. Methods. The value strategies that will be used are value sheets, lecture type presentations, films, mock court trials, skit, case problems, Simon & Raths techniques, and tests.

VII. Time Schedule. The unit will be taught in seven to nine weeks.

THE APPLICATION OF VALUES IN THE STUDY OF CONTRACTS

Philosophical Statement

The United States is a business oriented free enterprise system that must cater to the ever increasing demands of the consumer. In catering to these demands it is always necessary to form contracts, whether they be in oral or written form.

The subject of values is important in the formation of legal contracts. Many Americans both young and old are baited, tricked and pushed into contracts they pay for out of hard-earned money. For this reason it is vital that we offer value alternatives in Business Law that students can prize.

Statement of General Objectives

A. Relating to values:
   1. Determine the values of the students
   2. To offer alternatives to choose
   3. To develop an appreciation for honesty and empathy as values in their dealings with people.

B. Related to Non-Value Education
   1. To develop critical thinking in the study of case problems.
   2. To recognize improperly formed, purposefully vague, and ambiguous contracts.
   3. To develop appreciation for our legal system and the laws that protect consumers in that system.

Statement of Specific Objectives

A. Students will explain how honesty plays a part in applying the elements of a contract.
   1. Students will not take advantage of people who are not competent. (eg. mentally ill, intoxicated)
   2. Students will not use force or like means to carry out a contract.
   3. Students will make contracts that are clear and concise.

B. Students will respect the rights and feelings of individuals and evaluate the consequences of their acts when they are dishonest toward others.

C. Students will explain how honesty plays a part in the classroom.
   1. Students will not cheat on tests.
   2. Students will evaluate the importance of thinking for oneself.
   3. Students will do their own work and have it finished on time.

Statement of Context

This unit will be conducted in eleventh and twelfth grade Business Law classes. The course is taught only for a semester. The average class size is sixteen students. For a course that requires a good reading vocabulary and above-

average reading ability, the majority of students are below average. They come from the lower middle to upper middle social class and there are no Negroes in the school.

Outline of Content

A. Nature of Contracts
   1. Types of Contracts. (Lecture)
   2. Movie, "What is a Contract?" (MSU Film)
      a. Value clarifying discussion (explained under methods appendix)
      b. Voting questions will be used
   3. Discussion on kinds of property, real and personal
   4. Introduce new legal terms found in the text
   5. Newspaper articles used for discussion

B. Competent Parties
   1. Introduction (Lecture)
      a. Compentency vs. Incompetency
         1) Minors
         2) Insane persons
         3) Intoxicated persons
         4) Physically incapable
         5) Convicts
      b. Value questions will be raised by the teacher on the rights of these individuals
   2. Value clarifying discussion on the legal maxim, "Infancy is a shield and not a sword." (See appendix)
   3. Value sheet will be passed out to each student based on an actual court case. (Doengers-Long Motors V. Gillen, 328 P. 2nd 1077, Colorado, see appendix)
   4. Mimeographed court cases will be discussed from various law texts. (See bibliography)
   5. Introduce new legal terms
   6. Multiple choice test on Nature of Contracts and Competent Parties

C. Defective and Legal Agreements
   1. Lecture on Defective Agreements
      a. Fraud
      b. Duress
      c. Undue influence
   2. My role playing as the Devil's Advocate (see appendix)
   3. Cartoon overlay for the overhead projector showing forms of Duress. Students will respond to blank captions orally.
   4. Court cases on defective agreements will be discussed.
   5. Read selections from The Innocent Consumer vs. The Exploiters by Sidney Margolius to try to get students to recognize the need for values in business. (see appendix)
   6. Explain what types of agreements are illegal and ask the students value clarifying questions about each.

a. Agreements that obstruct justice, injure public service, affect marriage, commit crimes or torts, pay usurious interest, and deal without licenses.

7. Discussion on newspaper articles.

D. Mutual assent

1. Lecture, the rights and responsibilities of individuals will be stressed.
   a. What is mutual assent?
   b. Essential of an offer
   c. How an offer is ended
   d. What are the essentials of an acceptance
   e. Offer + acceptance = Contract
2. Hold a mock court trial using the case of Davis V. Davis (119 Teach Business Law by Ralph J. Fiala. (see methods appendix) The importance of mutual assent will be stressed.
3. Students will work on court cases supplied by the teacher.
4. The students will learn new legal terms.
5. Multiple-choice test will be given of Defective Agreements and Mutual Assent.

E. Consideration

1. Lecture
   a. What is consideration
   b. What is adequate consideration
   c. Can forbearance be consideration
   d. Are voluntary subscriptions binding
2. Discussion by the students over materials presented in lecture
3. A skit presented by four students titled "Never Holler, Uncle," authored by Ralph J. Fiala, found in How to Teach Business Law. (see methods appendix)
4. Value Clarifying Discussion on the subject of cheating on exams. Voting questions and rank ordering will be used by the teacher.
5. Case studies will be furnished by the teacher.
6. New legal terms will be introduced.

F. Required Form (two weeks)

1. Lecture on the form a contract must have
   a. The terms express, implied, formal, simple, executed, and executory contracts will be clarified.
   b. What is the Statute of Frauds?
   c. What is Oral Evidence Rule?
   d. How written contracts are interpreted
2. Students will be furnished with several samples of contracts, and they will be asked to pick out the contracts they felt were well worded and constructed. "Never sign anything you don't understand" will be stressed.
3. Value clarifying discussion on the question "Would you cheat your best friend on a real estate contract if it would be worth $3,000 to you?"

Methods

The textbook used for this course is Applied Business Law by Fisk and Snapp. Other law books used for reference will be listed in my bibliography. Mimeographed sheets will be used in the study of case problems.

The value methods used for this unit are value sheets and Simon and Raths techniques. Values will also be introduced through a film, skit, and case problems.

Time Schedule

This unit will be taught in the fall for approximately seven to nine weeks. I would like this schedule to be flexible as much as possible.

Evaluation Data

Evaluation data used will be a goal sheet and a value sheet. The value sheet will be given at the start of the unit and once again at the end.

Methods Appendix

Movie - "What is a Contract?"

This film is about two teenagers who apply early for a summer job. The employer promises them the job and an oral contract is formed. A few weeks later the boys appear for work and the employer informs them that he has hired someone else for the job. The boys need the money for college badly for the next fall.

Sample Voting Questions:

1. How many of you here have had similar experiences?
2. How would you react to the employer's actions?
3. How many of you feel that the employer was justified in disappointing the boys?
4. What would you do if you were in those boys' shoes?

Value Clarifying Discussion

Legal Maxim: "Infancy is a shield, and not a sword?" will be written on the blackboard.

Questions:

1. What would you think of a minor who took advantage of an honest businessman as far as his minority rights?
2. What would you do if you were in this businessman's place?
3. What would you consider worse and in what order:
   a. A poor credit rating
   b. Being flat broke for the prom
   c. Being short of the necessary cash and not being able to purchase that car you wanted?

4. Would you lend someone the money to buy a car if you knew he had a poor credit rating?

Value Sheet (court case)

James Gillen, a minor lacking one month of being 21 years old, contracted to purchase a new Ford automobile for $2,853. He paid $453 and received credit for $500 on an old automobile. Promptly after becoming 21 he disaffirmed his contract and sued to recover what he had paid. Gillen, to induce the motor car dealer to sell him the car, falsely represented that he was over 21 years of age.

Questions:

1. Do you think it was right for Mr. Gillen to falsely represent his age?
2. Do you believe that he was justified since he only had a month to go to become of age?
3. If you were the car dealer would you sue for damages?

Value Sheet (excerpt)

Situation taken from The Innocent Consumer vs. The Exploiters by Sidney Margolius.

A seventy-one year old St. Louis widow with a Social Security and pension income of $134 was charged $2,698 for home improvements, or $44.98 a month for five years. She also pays $72.17 a month on her home, leaving her a balance of $18.85 to live on.

Questions:

1. What are your feelings toward this woman?
2. How many feel it was her own fault for not reading or possibly understanding the contract?
3. How would you feel if this happened to your mother?

Mock Court Trial (Davis V. Davis)

The students will be allowed to vote to see who will be the judge, lawyers, and officers of the court. The trial will not be a jury trial.

The case is about a group of teenagers on a drinking spree. Two of these teenagers, one the defendant, a girl, dared the plaintiff, the boy, to get married. The boy accepted and they went to New York and were married by a Justice of the Peace. Neither party intended at the time to enter the marriage status, considering it a joke. Later the boy brought an action to have the marriage annulled.

Questions asked by the teacher after the trial:

1. What would you have done if someone had dared you?
2. If you accepted the dare and the marriage was considered valid, what then?
3. Do you feel that the marriage contract is something to take serious?
4. Would you be concerned with your partner's feelings if it had to be annulled?

Skit ("Never Holler, Uncle")

The story is about a young man, eighteen years old, and his rich uncle. The uncle promised to give him $10,000 when he reached the age of twenty-five if he refrained from smoking, drinking, and gambling. The young man gladly accepted the offer and the agreement was made into a written contract. After seven years of refrain the nephew came to collect his money, and he was refused by the uncle.

Questions asked by the teacher after the skit:

1. Was there valid consideration?
2. Is there a moral obligation or a legal one?
3. What kind of a man do you think the uncle was?
4. What are your feelings toward the young man?
5. Would you accept such as offer if you were certain of payment?

Devil's Advocate

In playing the role of devil's advocate I will try to clarify the meaning of fraud and also ask some value questions. I plan to sell a student my ballpoint pen for ten cents. Upon examination of the pen he will discover that I had removed the cartridge.

Questions asked:

1. Do you feel you have been had?
2. What do you think about people who use these methods to deceive people?
3. How do you feel about the students who copy the ideas of other students?
4. How about students who copy papers to deceive the teacher?

Game

I am working on a values game patterned after Stocks and Bonds, a 3-M Bookshelf Game. The object of the game is for me, the broker, to sell shares of certain values to each student. For example, if a student is willing to buy one hundred shares of Respect, Inc. and only twenty shares of Honesty Co., I can find out which value he prizes most. The price of shares will be changing with a roll of the dice, because I will have a market price calculator which will show the current market price. I will also use the blackboard, record sheets for transactions, and situation cards.

GOAL SHEET

Behavior Factors	Initial	Sustained	Quality
1. Won't take advantage of people who are incompetent.	____	____	____
2. Explain why both parties to a contract must freely and intentionally agree.	____	____	____
3. Won't use force or like means to carry out a contract.	____	____	____

Behavior Factors	Initial	Sustained	Quality
4. Make contracts that are clear and concise.	____	____	____
5. Respects the rights and feelings of individuals.	____	____	____
6. Evaluates the consequences of their acts when they are dishonest to others.	____	____	____
7. Doesn't cheat on tests.	____	____	____
8. Evaluate the importance of thinking for oneself.	____	____	____
9. Does own work and finishes it on time.	____	____	____

GRID

Objectives / Methods	I	II	III	Totals
Value Sheets	5	10	5	20
Value Clarification Discussion	10	15	10	35
Movie	3	3		6
Skit	5	10		15
Mock Trial	5	10		15
Devils Advocate	3		3	6
Cartoon Overlays	2	1		3
Totals	33	49	18	100%

VALUE INDEX

Read the following statements carefully, then indicate whether you strongly agree (SA), agree (A), disagree (D), or strongly disagree (SD) by placing the appropriate letter or letters in the space provided.

1. _____ Disregard the feelings of others if it is profitable to you.

2. _____ Cheating on a test is OK, especially if you need to in order to graduate.

3. _____ It is important to know your rights as a teenager.

4. _____ A teenager should know the elements of a contract.

5. _____ In order to have a contract, both parties need only to agree on the terms that would be beneficial to themselves.

6. _____ Everyone should do their own thinking.

7. _____ Tonight a popular singing group is in town so I might as well turn my case problems in late.

8. _____ Taking advantage of an intoxicated person on a cash deal is OK because he shouldn't have been drunk in the first place.

9. _____ If a person backed out of a deal you had made, you should threaten him into reconsidering his position.

10. _____ Our legal system should be respected by everyone.

11. _____ You could recognize a purposefully vague contract.

12. _____ You feel that you are responsible for contracts that you sign.

13. _____ It wouldn't be OK to copy someone elses work to meet a deadline.

14. _____ The Statute of Frauds are essential for the protection of consumers.

15. _____ You could recognize various kinds of illegal agreements.

16. _____ We should not have statuates that apply to various agreements because everyone should be responsible for their own contracts.

17. _____ I would not consider the penalties for inducing someone to sign a contract by fraud.

18. _____ Making a quick buck off someone retarded is OK, as long as you don't get caught.

19. _____ Taking advantage of someone on Social Security is permissible, because their money is as good as anyone elses.

20. _____ A person should read a contract very carefully or have it interpreted by a lawyer before signing.

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INDIVIDUAL WORTH AND DIGNITY EQUALS INDIVIDUAL AND JUST TREATMENT*

Subject Area: American Literature

Specific Value: Individual Worth and Dignity

Grade Level: Eleventh

Time: Eight Weeks

Project on Student Values
3860 Plainfield Ave., N.E.
Grand Rapids, Michigan

*Materials prepared by Susan Gillett

INDIVIDUAL WORTH AND DIGNITY EQUALS INDIVIDUAL AND JUST TREATMENT

Abstract

I. Philosophical Statement. A school should provide more for the student than merely subject matter and scholarly skills. It should prepare students, as much as possible, to meet life possessing their own carefully deliberated values.

II. General Objectives.
- A. To demonstrate understanding of differing ways of life
- B. To demonstrate ability in reading and writing as particularly applies to a novel.
- C. To be able to work cooperatively as a group member.
- D. To demonstrate understanding of the reasons for prejudice.
- E. To recognize the motives in others' evaluations of people.
- F. To judge people fairly on an individual basis.
- G. To insist upon fair treatment for others.

III. Specific Objectives.
- A. To trace the origins of prejudice and superstition in a class discussion.
- B. To identify stereotypes upon encounter.
- C. To evaluate evidence given by an "authority figure" in discussion or written essay.
- D. To evaluate others and their behavior based on knowledge of their background, circumstances and experiences, and the influence of these factors.
- E. To evaluate people of various races, cultures, and social classes as individuals.
- F. To express opinions in class discussion or action to the effect that minority peoples as well as others are individual people deserving fair treatment.

IV. Context. Eleventh Grade.

V. Content. Novel, To Kill a Mockingbird, vocabulary study, study of poetry, extended study of novels, panel presentations

VI. Methods. Value continuum, class discussion, value sheets, role-playing

VII. Time Schedule. Eight Weeks.

INDIVIDUAL WORTH AND DIGNITY EQUALS INDIVIDUAL AND JUST TREATMENT

Philosophical Statement

A school should provide more for the student than merely subject matter and scholarly skills. It should prepare students, as much as possible, to meet life possessing their own carefully deliberated values.

In our modern transitory world people are coming into increasingly greater contact with people from backgrounds differing from their own. It is often too easy to judge unfamiliar people by learned stereotypes and prejudice. It is far preferrable to see and understand others as individuals, and through such understanding realize that each individual deserves just treatment.

General Objectives

1. To demonstrate understanding of differing ways of life (especially in Southern U.S.) in discussion and writing.
2. To demonstrate understanding that the structure of a novel is an important consideration in determining the theme of the novel.
3. To demonstrate the ability to read critically by noting and marking important ideas.
4. To be able to locate important ideas in the novel, evaluate these, determine what would be the major theme, and defend this in a well written essay.
5. To be able to discuss the various methods an author uses to depict and develop characters.
6. To apply methods used in studying one novel to others.
7. To learn and be able to use vocabulary words selected from the novel.
8. To be able to work cooperatively as a group member.
9. To demonstrate understanding of the reasons for prejudice.
10. To recognize the motives in others' evaluations of people.
11. To judge people fairly on an individual basis.
12. To insist upon fair treatment for others.

Specific Objectives

1. To trace the origins of prejudice and superstitution in a class discussion.
2. To identify stereotypes upon encounter.
3. To evaluate evidence given by an "authority figure" in discussion or written essay.
4. To evaluate others and their behavior based on knowledge of their background, circumstances and experiences, and the influence of these factors.
5. To evaluate people of various races, cultures, and social classes as individuals.
6. To express opinions in class discussion or action to the effect that minority peoples as well as others are individual people deserving fair treatment.

Content

This eight week unit is intended to be used in eleventh grade American literature classes. The curriculum combines literature with composition and grammar. The

classes are heterogeneous, usually ranging from twenty to twenty-eight students.

The students in this suburban community are primarily from middle-class backgrounds. There are few Negro or minority peoples in their neighborhoods, schools, or churches. It is, therefore, doubtful whether these students have as yet encountered many, if any, such people on a personal basis.

Content

I. Study of a modern American novel: To Kill a Mockingbird by Harper Lee (paperback)
   A. Introduce differing ways of life (especially Southern U.S. in 1930's)
   B. How to read books for later evaluation.
   C. Character development in a novel.
   D. Structure of a novel.
   E. Theme of a novel and how to determine it.
   F. Vocabulary list taken from the novel.

II. Vocabulary study: (in conjunction with Warriner's English Grammar and Composition.)
   A. Context
   B. Definition
   } using novel vocabulary list
   C. Word parts - prefix, suffix, root

III. Study of poetry and song containing related ideas.
   A. Poetry
      1. "Stanzas on Liberty" - see appendix
      2. Untitled poem from Riot Rhymes - see appendix
      3. Other possibilities
   B. Song
      1. "Little Boxes," (conformity of modern life)
      2. "Richard Cory" (a rich man is prejudged by others)
      3. "A Most Unusual Man" (lack of understanding)
      4. "Elinor Rigby" (loneliness of modern life)
      5. "Silent Night/ 7 O'Clock News" (discrepancy between our modern thought and actions)
      6. "What Did You Learn in School Today?"

IV. Extended study of novels (or other fictional literature) containing similar themes. Small group study (several books being read at once in the class). Books read will be based on student ability and interest.

Panel presentations will be given on each book.

Suggestions:
   A. The Grapes of Wrath, John Steinbeck
   B. Cry, the Beloved Country, Alan Paton
   C. The Confessions of Nat Turner, William Styron
   D. One Summer In Between, Melissa Mathers
   E. When the Legends Die, Hal Borland
   F. The Ox-Bow Incident, Walter Von Tilburg Clark

G. A Raisin in the Sun, Lorraine Hansberry (Play)
H. The Crucible, Arthur Miller (Play)

V. Films (see attached materials list)

Methods

Value Continuum

This method will be used most often to introduce ideas which will be discussed more fully later on. The continuum should stress the fact that there are alternatives. Possible topics may be superstition, prejudice, life in the southern United States, treatment of minority groups, value of welfare programs.

Class Discussion

This is the method which will be used most frequently. At times the teacher may take the part of the "devil's advocate." Topics for discussion may include life in the southern U.S., superstition, prejudice, stereotypes (in advertizing, TV, and literature), character understanding, and modern problems. Hopefully, discussions leading to action projects would present themselves.

Value Sheets

This method will be used fairly often with students individually going over problems first, then joining in discussion.
Possibilities include:

A. Begin by having students record any opinions and feelings they have on superstition and prejudice - why they occur and who has such beliefs.

   Discussion can then center around a list of statements compiled anonymously from their papers. They will then have a chance to see and hear others' opinions. Another possibility for this same technique would be the understanding of the motivation of novel characters.

B. Value sheets based on poetry and record interpretations (see Appendix for examples).

C. Value sheets based on newspaper reports of up-to-date problems

Role Playing

Students might begin by playing the parts of characters from the novel. They could be asked to act out scenes or situations not fully explained in the book. ("If you were this character, what would you have done?")

A student might be assigned to try to understand one character in depth, and if his classmates were confused about the character's actions, they could question the student assigned the part. He would answer as if he were that character. Later on, less structured role-playing could follow (socio-drama).

Time Schedule

(The actual schedule of this unit may vary with time available and class needs and acceptance.)

First Week

A. Introduce life in southern U.S. - continuum
B. How to read a novel critically
C. Introduce To Kill a Mockingbird
D. Begin vocabulary work
E. Discuss first 2 - 3 chapters to eliminate confusion
F. Value Sheet on superstition and/or prejudice
G. Some class time for reading of novel

Second Week

A. Vocabulary - context and definition
B. Check-up quiz over "Part I" of novel
C. Discuss novel through "Part I"
D. Discuss excerpts from superstition and prejudice sheets
E. Begin role playing - as novel characters
F. Film - Brotherhood of Man or Boundary Lines - and discussion

Third Week

A. Vocabulary - prefix
B. Modern advertizing and T.V. as stereotypes
C. Quiz on "Part II" (last section) of novel
D. Value Sheet and discussion - understanding characters (see appendix)
E. Role playing - as novel characters
F. Discussion of novel
G. Film - High Wall - and discussion

Fourth Week

A. Structure of a novel
B. Catalogue novel for emphasis
C. Small groups - debate possible themes
D. Essay test on novel - stress theme
E. Continuum - treatment of minority peoples
F. Value sheet and discussion - poem from Riot Rhymes (see appendix)
G. Introduce novel groups for book report panels
H. Vocabulary - suffix
I. Film and discussion - Production 5118

Fifth Week

A. Vocabulary - roots
B. Modern song interpretation and discussion
C. Newspaper examples of present problems - what can be done? - followed by:
D. Value sheet - Lowell's "Stanzas on Freedom" (see appendix)
E. Groups meet to discuss their books
F. Film and discussion - Howard

Sixth and Seventh Weeks

A. Brief unit on book reviews and panel discussion
B. Further modern songs discussion
C. Role playing - socio-drama

Eight Week

A. Final preparation of panel discussion
B. Panel discussions of books presented to the class
C. Discussion of novels
D. Possible final value sheet similar to "Value Sheet 7" p. 95 of text

GRID

Objectives / Methods	I	II	III	IV	V	VI	Total
A	2	1		1		1	5
B	1	2		5		2	10
C		2	3	9	8	8	30
D		8			2		10
E	6	1	2	7	7	7	30
F		2	2	7	2	2	15
Total	9	16	7	29	19	20	100%

Objectives

I. Trace the origins of prejudice and superstition in a class discussion
II. To identify stereotypes upon encounter
III. To evaluate evidence given by an "authority figure" in discussion or written essay.
IV. To evaluate others and their behavior based on knowledge of their background, circumstances and experiences, and the influence of these factors.
V. To evaluate people of various races, cultures, and social classes as individuals.
VI. To express opinions in class discussion or action to the effect that minority peoples as well as others are individual people deserving fair treatment.

Methods

A. Value continuum
B. Discussion of differing ways of life (novel and modern examples)
C. Character - discussion and value sheet (novel)
D. TV, advertizing and literature stereotypes
E. Value sheets and discussion (novel, newspaper, records, and poetry)
F. Role playing

GOAL SHEET

Behavioral Objectives	Initial	Sustained	Quality
Can trace the origins of prejudice.	____	____	____
Can trace the origins of superstition.	____	____	____
Can describe the similarity between superstition and prejudice.	____	____	____
Can identify stereotypes readily.	____	____	____
Can critically evaluate evidence even from an authority figure.	____	____	____
Is perceptive in understanding the behavior of others.	____	____	____
Expresses desire for fair treatment of all people.	____	____	____

VALUE SHEET

(To Kill a Mockingbird)

Demonstrate that you understand the characters by explaining each of the following:

1. Why does Dill claim that he had helped the engineer on the train (p. 40) or that he had been bound in chains in the basement and had traveled with an animal show (p. 142)? These are obviously not true so why did he claim to have done them?
2. Why did Mr. Arthur Radley Sr. do such an inhuman thing as to keep Boo in the house for so many years?
3. Why did Mayella Ewell lie about Tom Robinson when he was probably the only person who had ever been kind to her?
4. Why did Atticus, who was always intelligent and perceptive, misinterpret what happened behind the Radley's and feel certain that Jem killed Bob Ewell?
5. Do you agree with Atticus' description of Mrs. Dubose as a "great lady"? Why did Atticus believe this? Do you agree?
6. Why does Scout say (p. 282), "I thought Jem and I would get grown but there wasn't much else left for us to learn except Algebra"?
7. On p. 239, Miss Maudie speaks of the town paying tribute to Atticus. What is it? Do you agree it is really a tribute?
8. Comment on Mrs. Merriweather's statement p. 234, "You live in a Christian home with Christian folks in a Christian town. Out there in J. Grimes Everett's land there's nothing but sin and squalor."

These people live too far
From where we are
They think because
They have no wish to know,
My suffering should not show
To break their narrow laws.
They think because they judge life good,
I should.
But none of them would choose to be
In their world and black like me.

from Riot Rhymes
by Raymond Patterson

Directions - Read the poem twice before beginning the questions.

1. In line one, who is referred to as "these people?"
2. In what ways are they "too far from where we are?" List as many distance factors as you think apply.
3. In line 4, what is it that the "they" of the poem have "no wish to know?"
4. What do lines 5 & 6 imply that suffering can cause?
5. Do you agree or disagree? Explain.
6. A. Why do "they" feel he should "judge life good?"
   B. Is life "good?"
   C. Are "they" right or are they ignoring anything?

VALUE SHEET

From "Stanzas on Freedom"

by James Russell Lowell

Men! whose boast it is that ye
Come of fathers brave and free,
If there breathe on earth a slave,
Are ye truly free and brave?
If ye do not feel the chain,
When it works a brother's pain,
Are ye not base slaves indeed,
Slaves unworthy to be freed?.....

Is true freedom but to break
Fetters for our own dear sake,
And, with leathern hearts, forget
That we owe mankind a debt?
No! true freedom is to share
All the chains our brothers wear,
And, with heart and hand, to be
Earnest to make others free!

They are slaves who fear to speak
For the fallen and the weak;
They are slaves who will not choose
Hatred, scoffing, and abuse,
Rather than in silence shrink
From the truth they needs must think;
They are slaves who dare not be
In the right with two or three.

Questions:

1. What is the usual meaning of the word "freedom"?
   What is the usual meaning of the word "slave"?

2. What then, is meant by "slave" in lines 7 & 8?

3. What is "true freedom" according to stanza two?
   Do you agree or disagree? Why?

4. In stanza three to what or whom would they be slaves?
   Do you agree or disagree? Why?

5. In the last three days in how many instances have you been a "slave" in the sense given in this poem? List them. (Think carefully)

6. In the last three days in how many instances have you experienced "true freedom" as defined in this poem? List three.

7. Are you, then, in the sense of the poem, more often a slave or free?

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MATERIALS LIST

I. To Kill a Mockingbird by Harper Lee

Popular Library (M2000), 1960 (paperback)

II. Film possibilities:

(Films listed are only those available to schools in the Grand Rapids area. There are many more that are appropriate but not yet available).

From Kent Intermediate District:

Production 5118 (#MP3-00999) - 32 min. color - 16 mm.
Importance of communication on all levels of human relations.

Superfluous People (#MP3-01042 & 43)
Parts I and II - 27 min. each B/W
Welfare as material and moral issue

From Michigan State University and University of Michigan Catalogue:

Howard MSU/UM $5.75 30 min.
Decisions as tempered by family, friends, and society. Emphasizes reviewing all factors before making a decision.

Ku Klux Klan: The Invisible Empire
UM $8.00 47 min.

From Western Michigan University:

Boundary Lines (I F F) $3.50 11 min.
Problems of intergroup relations.
Boundary lines of origin, color, etc.

Brotherhood of Man (I F F) $3.50 10 min.
Conflict between desire to be friendly and fear and suspicion. How alleged differences between national and racial groups cannot be upheld.

High Wall (Mc G H) $6.00 30 min.
How prejudice begins. Based on history of one boy. No solution given.

III. Records

Parsley, Sage, Rosemary and Thyme (album)
Simon and Garfunkel - Columbia Records
"7 O'Clock News/Silent Night"

We Shall Overcome (album)
Pete Seeger - Columbia Records
"Little Boxes" "What Did You Learn In School Today?"

Sounds of Silence (album)
Simon and Garfunkel - Columbia Records
"Richard Cory" "A Most Peculiar Man"

HUMAN RESPECT CAN BE DEVELOPED IN GEOMETRY BY CLARIFYING MAN'S LOGICAL REASONING PROCESS*

Specific Value: Respect

Subject Area: Geometry

Grade Level: Tenth Grade

Time: Eight Weeks

Project on Student Values
3860 Plainfield, N. E.
Grand Rapids, Michigan 49505

*Materials prepared by Yvonne Anne Kibbe

HUMAN RESPECT CAN BE DEVELOPED IN GEOMETRY BY CLARIFYING MAN'S LOGICAL REASONING PROCESS

ABSTRACT

I. Philosophical Statement. Geometry, in the form of a mathematical science, can develop man's deductive reasoning process. It provides a rewarding experience of selecting alternative methods of proof analysis and initiates a responsibility in each student to defend his view. Geometry provides an opportunity to gain respect of self, classmates and humanity.

II. General Objectives. Develop responsibility in students to organize and sufficiently complete valid prove problems. Elicit response from students to criticize, favorably or unfavorably, proof demonstrations.

III. Specific Objectives. Students should first learn to respect their own theories and logical thinking in order to respect and appreciate scientific investigation. They should become consciously aware of their individual ideas and be prepared and logically capable of defending their position.

IV. Context. This study unit was designed for a tenth grade geometry class, in a High School with enrollment of approximately 500. The unit is for both individual and group instruction.

V. Content. Second and third chapters in the text book: Jurgenson, Donnelly, and Dolciani. Modern Geometry, Houghton Mifflin Company, 1965.

VI. Methods. Various methods are used: discussions, lecture, proof sessions, films, compositions, evaluation testing, reports, definition downs and continuums.

VII. Time Schedule. The unit covers a period of eight weeks: usually four days a week pertaining to the text material, primarily and one day investigating scientific theories from outside sources and individual reports.

HUMAN RESPECT CAN BE DEVELOPED IN GEOMETRY BY CLARIFYING MAN'S LOGICAL REASONING PROCESS

Philosophical Statement.

There is a basic drive in man to search and explain the surrounding universe. He needs to respect himself and others in the selection of his beliefs, values and theories. Deductive reasoning enables man to logically present his convictions and to evaluate the opinions of others. Man must be open-minded to the theories and values of his fellow man, and be capable of judging their validity.

Geometry provides a direct and indirect method of analysis to strengthen his conviction to himself and to other individuals.

Statement of General Objectives.

1. Present geometry as a valuable subject in developing logical reasoning.
2. Initiate valid proof formation including: figure, given, prove, figure, statements and reasons.
3. Relate deductive thinking to man's need to be understood.
4. Make man aware of theories about the origin and ending of man's physical surrounding, not just local but universe-wide.
5. Make students aware of the advancement of scientific procedures and theories.
6. Present students with ideas of equality of human beings and encourage them to defend actively their convictions.
7. Establish a classroom atmosphere that will stimulate respect for each student individually.
8. Introduce students to the present theories of scientists about the universe surrounding man.
9. Compare the building of a geometric system to man's development of his life and values.

Statement of Specific Objectives for Value Education.

In geometry, it is important to develop a logical thinking process through careful investigation and application of direct and indirect procedures of proving problems. One must also respect himself, other individuals in the classroom and also other men in society, in scientific areas and those in political positions. He must become aware of individual positions; evaluate their beliefs and theories; determine one's own theory on this position; organize a logical analysis of the validity all positions. The building of a mathematical system--geometry, can be compared to man's development of his values.

The specific objectives for value education in terms of observable behavior are:

1. Students will find more respect for self by developing their skills of thinking logically through problems and sufficiently completing a formal proof.
2. The student should be able to criticize, favorably or unfavorably, the theories and proof developments of his fellow classmates and thus gain respect for their accomplishments.

3. The students will be able to explain several of the theories of scientists dealing with the universe and therefore gain respect for men with special or advanced knowledge on a particular subject.
4. The student should be more open-minded and curious about the vast unknown and be able to develop individual theories about some of these theories.
5. Students will realize that to make a theory, a sufficient amount of evidence must support their statements. Statements must have reasons to back them up--to be completely valid.

Statement of Context.

This unit of geometry was designed for a tenth grade class of twenty students. Few students come from educated homes; most parents are factory workers and/or farmers. The high school has an enrollment of about 500.

The school administration is very community conscious and therefore puts some restrictions on controversial procedures. The class meets five days a week for 57 minutes. Four days a week are planned for text material and one day a week relating to materials in other areas to connect subject matter to their everyday life and to their formation of values. Special emphasis is planned to be placed on modern theories of the universe.

Outline of Content.

A. Textbook: Jurgenson, Donnelly and Dolciani. Modern Geometry: Structure and Method, Houghton Mifflin Company, 1965.

1. Chapter 2 -- Induction, A Method of Discovery.
   a. Triangles and other polygons.
   b. Circles and spheres.
2. Chapter 3 -- Deduction and Proof.
   a. The meaning of deductive thinking.
   b. Bases for proofs.
   c. Initial postulates and theorems.

B. Recommended paperbacks:

1. The Universe at Large, by Hermann Bondi
2. Modern Theories of the Universe, by James A. Coleman

C. Enrichment:

1. Visit to a Planetarium.
2. The movie: "Planet of the Apes"
3. The movie: "Space Odessey 2001"

Content as Related Only to the Value Unit

A. Induction, a method of discovery.

1. Consider inductive thinking as a useful step toward becoming aware of a value.
2. Show that "woman's intuition" is merely a feeling and has no logical basis.
3. Present the importance of man's use of terms by stressing the importance of determined definitions.

B. Deduction and proof.

1. Show the comparison of developing a mathematical system, from basically nothing, to man's development of his values.
2. Encourage students to be proud of their original proof developments.
3. Provide an opportunity to students to present their proof solutions and to respect their reasoning.
4. Stimulate responses from students to evaluate the problem solutions of other individuals--not if it is similar to theirs but rather if it is valid solution.
5. Develop the deductive reasoning of students by the solving problems deductively.
6. Present alternative methods of solution and stress the idea that many methods may be correct, with no one more valid than the others.

C. Study of the "Universe".

1. Illustrate the use of intuition, induction and deduction in the development of scientific theories.
2. Examine the theories of other men and then develop their own theory and logically support it with valid reasons.
3. Show how the ideas of notable scientists influence their value selections.
4. Encourage individual ideas to be presented to class.
5. Present students with the possibility of life in other galaxies to instill an open-minded approach to life.
6. Present the possible conflict between Genesis and Evolution.
7. Encourage students to relate "creation" to the origin of the universe.

Methods

The following are suggested methods of presentation to make it more interesting:

1. Lectures on the subject material as well as lectures pertaining to astronomical theories.
2. Class discussions.
3. Definition down to stress the importance of good definitions.
4. Reports for volunteer assignments.
5. Proof problem forums.
6. Class demonstrations.
7. Movies.
8. Continuums.
9. Rank-Orders.
10. Thought poems and quotations.
11. Value sheets.

Time Schedule.

FIRST WEEK.

1. Meaning of induction and intuition.
2. Using induction and intuition to investigation properties of triangles.
3. Using induction to discover facts about polygons.
4. Cont'd.
5. Value lesson 1.

SECOND WEEK:

1. Making reasonable deduction about quadrilaterals.
2. Checking knowledge of circles and spheres with definitions presented.
3. Making exploratory sketches to establish relationships of circles to other figures.
4. Cont'd.
5. Value lesson 2.

THIRD WEEK:

1. Formulating definitions about spheres and their properties.
2. Cont'd.
3. Definition down.
4. Chapter test.
5. Value lesson 3.

FOURTH WEEK:

1. Meaning of deductive thinking. Stating conclusions based on statements.
2. Cont'd.
3. Tranforming statements into "If-then" statements or finding hypothesis and conclusions in statements where it is not explicitly stated.
4. Comparing Algebra and Geometry through deductive thinking.
5. Value lesson 4.

FIFTH WEEK:

1. Begin developing the mathematical system of Geometry. Stress the importance of determined definitions.
2. Indirectly compare the building of a geometric system to the development of our language and the formation of values.
3. Review certain properties of real numbers, equality and inequality to be used in developing proofs.
4. Cont'd.
5. Value lesson 5.

SIXTH WEEK:

1. Continue properties of real numbers.
2. Introduce postulates and theorems to begin the geometric system.
3. Cont'd.
4. Develop correspondence between pts. on a line and real numbers (distance between).
5. Value lesson 6.

SEVENTH WEEK:

1. Develop theorems about lines and points on line.
2. Introduce two-column deductive proofs.
3. Cont'd.
4. Cont'd.
5. Value lesson 7.

EIGHTH WEEK:

1. Review formation of Geometric system.
2. Compare deductive thinking to logical ordinary reasoning.
3. Test on concepts and methods of deduction.
4. Value lesson 8.
5. Value evaluation.

GOAL SHEET

Behavior factor	Initial	Sustained	Quality
To initiate discussion on the different theories of the universe and to actively participate in such discussions.	_____	_____	_____
To listen to another's views with consideration, especially if his ideas are dissonant with his own.	_____	_____	_____
To verbally express pleasure in reading and in studying the various theories relating to the universe (without prompting).	_____	_____	_____
To complete assignments efficiently and to hand in assignments on time.	_____	_____	_____
To praise a task well done, if the praise is well founded *respect for other's accomplishments.	_____	_____	_____
To ask questions about the unknown and the universe.	_____	_____	_____
To think logically through problems by sufficiently completing formal proof.	_____	_____	_____

Behavior factor	Initial	Sustained	Quality
To criticize, favorably or unfavorably, the theories and proof developments of his classmates.			
To explain several of the theories of scientists dealing with the universe to gain respect for men with special or advanced knowledge.			
To develop individual ideas or view points on other people's theories.			
To explain that theories must have reasons and evidence to become valid.			

GRID

Objectives / Content	Respect for Self	Respect for Friends	Respect for Others	Invent new Theories	Defend your Theories	Totals
Intuition	1	1	2	3	1	8
Inductive Discoveries	4	3	7	4	1	19
Deductive Reasoning	6	1	1	0	10	18
Proof Analysis	5	2	1	0	18	26
Spacial Relations	4	3	9	7	4	27
Totals	20	10	20	16	34	100

BUILDING OF A MATHEMATICAL SYSTEM COMPARED TO THE DEVELOPMENT OF VALUES

Geometry	Values
Undefined Terms	**Receiving**
--Introduction to terms --Accept terms without defn. --Put restrictions on what terms mean	--Awareness --Willingness to receive --Controlled attention
Definitions	**Responding**
--Make definitions from terms. --Responds to validity of defn. --Satisfied with wording of defn. and work with them.	--Acquiescence in responding --Willingness to respond --Satisfaction in response
Postulates and Axioms	**Valuing**
--Axioms made up from terms --Tests axioms as useful and true -- Accepts and supports axioms	--Acceptance of a value --Preference for a value --Commitment
Theorems	**Organization**
--Realize the meaning of statement and can formulate: given, to prove, and figure --Organization of proof (statements and reasons)	--Conceptualization of a value --Organization of a value system
Application	**Characterization by value system**
--Accepts proven statements and uses them to build system --Apply proven statments not only to Geometry but to one's everyday situations	--Generalized set --Characterization

VALUE MATERIAL

The lessons that follow are designed to stimulate value formation. They are designed to coincide with methods and ideas similar to that of the subject material but dealing with topics not directly concerned with mathematics. Although there is some opportunities for alternative methods, most of the text matter has a definite right or wrong answer or proof formation. By discussion and dealings with topics about the Universe a better opportunity is reached to allow original theories and values to be discovered and defended. They are labeled "lessons" not as a lesson to be taught but as part of a lesson plan designed.

VALUE LESSON 1

The following two questions will be given with no forewarning. Each student will write their opinion or theories about them and hand the papers in to be compared with later. After all papers have been collected, students will be permitted to make known their theories.

1. If you located our school in respect to the planet Earth, you could say that (name of school) is in the town of _____, in the state of Michigan, in the United States, in the North American Continent on the planet Earth. Now locate our planet Earth in respect to the Universe.

2. Give your personal theories about the following:

   a. Did the Universe begin? If it did--when and how?
   b. Will the Universe end? If so--when and how?

VALUE LESSON 2

Place the number of the reaction that best describes your opinion to the following statements:

(1) Yes (2) Most likely (3) Probably (4) Highly unlikely (5) No

_____ Man himself will destroy the Earth.
_____ You will travel to the moon before you die.
_____ The evolution theory about man is true.
_____ Evolution contradicts the Bible.
_____ There is superior life on other galaxies.
_____ The Earth has a definite existence span.
_____ The Universe is eternal.
_____ The sun will burn up before the Universe ends.
_____ The creation as described in the Bible is a historical account.
_____ The fate of our country depends on the President.
_____ People should rely on the opinions of scientists.
_____ Science and philosophy hold most of the answers to life.
_____ The teachings of the Bible should be accepted before the teachings of science and philosophy.
_____ The world we live in is a very lonesome place.
_____ There is nothing new under the sun.

VALUE LESSON 3

Since the students have by this time been introduced to various questions and ideas dealing with the age of the Universe, an interest should have been instilled to have students eager enough to volunteer to give reports on topics related to this subject. The following areas could be suggested as topics:

Cooling of the earth's crust.	Radioactive minerals.	Separation of binaries.
Solinity of the oceans.	Meteorites.	Star clusters.
Origin of the moon.	Formation of elements.	Kinetic energy of stars.
Universal expansion.	Sun and stars.	Clusters of galaxies.

VALUE LESSON 4

The following poem is taken from Modern Theories of the Universe by James A. Coleman. The poem should be passed out and discussed to instill an interest in various theories about the validity of the evolutionary theory and the steady-state theory. The controversy of these two topics, early in 1961, prompted Art Buchwald, a columnist for the New York "Herald Tribune", to write this poem in his column of February 16, 1961:

The Big Bang Blues

Said Ryle to Hoyle,
"Please do not boil.
The world began with a bang."
Said Hoyle to Ryle,
"Well, boil my bile,
Your theory doesn't hang."

Said Ryle to Hoyle,
"Do not recoil,
I tell you it is so."
Said Hoyle to Ryle,
With a cynical smile,
"Best check your radio."

Said Ryle to Hoyle,
"After all my toil
I've proof of what I know."
Said Hoyle to Ryle,
"I've seen your file,
And the stars say it's not so."

Said Ryle to Hoyle,
"Don't try to spoil
My fondest galaxies."
Said Hoyle to Ryle,
"That's not my style,
To kill your theories."

"But Ryle," said Hoyle,
"You're full of oil
To spread your 'big bang' tale."
"Really," said Ryle,
"We'll see in a while
Whose figures will prevail."

Now if Ryle is rilled
And Hoyle is roiled
Then X will equal Z.
And if Hoyle is foiled
And Ryle's not wild,
Then God did make that tree.

If the situation or discussion seem appropriate, the following limericks could be introduced. It is a whimsical manner of expressing the whole idea about God's part in the creation, accredited to Ronald Knox.

There once was a man who said, "God
Must find it exceedingly odd,
If he finds that this tree
Continues to be
When there's no one about in the Quad."

From the depths of anonymity came the following reply:

Dear Sir, Your astonishment's odd.
I am always about in the Quad,
And that's why the tree
Will continue to be,
Since observed by Yours Faithfully, God!

VALUE LESSON 5

After discussions of the poems in lesson 4, some interest should be aroused as to what these theories are in more detail. The students can then look up more information about the theories mentioned or any other theory they have heard about. Details of the theories will be discussed as well as refinements and difficulties of them.

Suggested topics:

The Lemaitre Theory
The Evolutionary Theory
The Gamow Theory
The theory of Continuous Creation

VALUE LESSON 6

Place the number of the reaction that best describes your opinion to the following statements:

(1) Yes (2) Most likely (3) Probably (4) Highly unlikely (5) No

____It is important to live for the future.
____The most important thing in school is to gain knowledge to use in the future.
____It is important to behave as most other people do.
____Happiness is the most important thing in life.
____It is important to be more successful this year in school than last year.
____Ambition depends on the individual.
____Students, alone, should determine the dress code.
____School work should take priority over social functions.
____You should be an expert in something.
____The future is uncertain and unpredictable.
____Happiness is more worth-while than popularity.
____The selection of my friends is important to my future.
____You work harder for a grade than a good knowledge of the material.
____It is important to respect and obey your parents.
____It is important to be proud of yourself.

VALUE LESSON 7

Place the number of the reaction that best describes your opinion to the following statements:

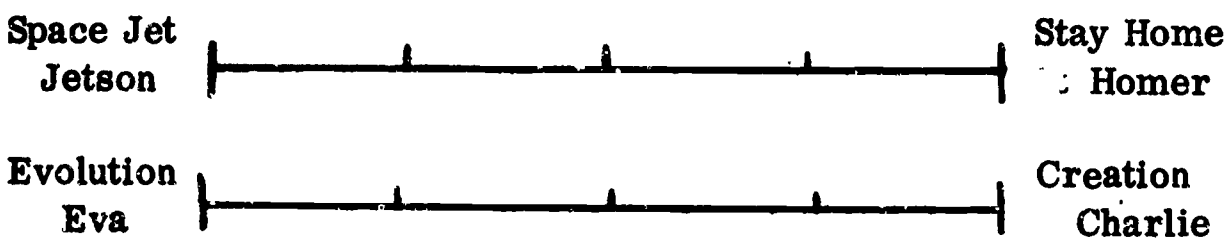
(1) Yes (2) Mostly (3) Sometimes (4) Seldom (5) No

____It is only when a person devotes himself to an ideal or cause that life becomes meaningful.
____I am too critical of the ideas of others.
____I look up to great intellectual thinkers.
____Most people just don'tgive "two hoots" for others.
____In a heated discussion, I generally become so absorbed in what I am going to say I don't listen to others.
____I interrupt others to put my point across.
____My secret ambition is to be an Einstein, Shakespeare, Kennedy, Martin Luther King, etc.
____If given the chance, I want to do something for great benefit of the world.
____It is only natural for a person to have a guilty conscience.
____I am a much better person than I sometimes think.
____I am ashamed of my intellectual output compared to my intellectual ability.
____I respect a happy person above an intellectual man.
____I think I have something to offer the world.
____My parents are the best there are.
____I respect myself.

VALUE LESSON 8

Continuums and Rank-Orders would be suggested for this lesson. A couple would be given by the teacher and then the students could suggest others.

Continuums



Rank-Order

1. Rank the following in order of preference:
   a. Take the next trip to the moon.
   b. Take the next plane to Moscow.
   c. Spend the next year at the North pole.

2. Rank the following in order of preference:
   a. Live as other people do.
   b. Live as I want.
   c. Live as my parents want me to.

VALUE LESSON 9

The last day I would pass back the two questions answered during the first lesson and ask them to change anything they wished to or keep it the same. They would also be asked to explain why they changed it or left it the same.

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TEACHING THE VALUE OF RESPECT THROUGH DRAMA SELECTIONS*

Specific Value: Respect

Specific Area: English

Grade Level: Ninth

Time: Eight Weeks

Project on Student Values
3860 Plainfield, N. E.
Grand Rapids, Michigan 49505

*Materials prepared by Richard L. Johnson

TEACHING THE VALUE OF RESPECT THROUGH DRAMA SELECTIONS

ABSTRACT

I. Philosophical Statement. The study of drama selections provides an excellent means for exploring values. Through studying the situations and characters presented in plays, students can better understand their own values and other people's values and can therefore learn respect.

II. General Objectives. This unit is concerned with analyzing drama selections as meaningful literature and as a vehicle for learning respect.

III. Specific Objectives. At the completion of this unit, students should have learned to:

1. Listen to and follow instructions given by the teacher.
2. Listen quietly while other students are reading parts.
3. Listen quietly to audio-visual presentations.
4. Discuss and consider other people's ideas.
5. Write compositions showing respect for other people.
6. Recognize acts of respect shown by other people.

IV. Statement of Context. This unit is intended for use in ninth grade regular English classes in the inner-city. The largest class consists of 30 students from lower to middle socio-economic families. Of these 30 students, approximately 10 are Black.

V. Outline of Content. Lecture material, oral and silent reading, group discussion, movies, film strips, and records. Materials used include the textbook: Adventures in Reading, by Lodge, Evan, and Braymer, Marjorie. New York: Harcourt, Brace and World, 1963; and certain issues of Scope magazine.

VI. Methods. Reading and analyzing drama material in class, audio-visual presentations, student involvement in writing original plays, thought sheets, composition, bulletin boards, and other methods suggested by Rath in Values and Teaching.

VII. Time Schedule. Eight Weeks.

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TEACHING THE VALUE OF RESPECT THROUGH DRAMA SELECTIONS

Philosophical Statement.

The study of drama selections provides an excellent means for exploring values. While learning respect for other people in the classroom through working together and exchanging ideas, the students will also be examining the situations in the plays and the characters involved in these situations. They will be seeing other people in real life situations and will be constantly evaluating these situations according to their own value systems.

General Objectives.

Students will be examining drama as a type of literature and learning to write short plays on their own. They will be working to comprehend the selections and to share ideas in understanding each other.

Specific Objectives.

A. To listen to and follow instructions given by the teacher.
B. To listen quietly while other students are reading parts.
C. To listen quietly to audio-visual presentations.
D. To discuss and consider other people's ideas.
E. To write compositions showing respect for other people.
F. To recognize acts of respect shown by other people.

Statement of Context.

A. Lecture material.
   1. Introduction to drama. How to read plays and what the various notations mean in drama material.
   2. Background material on Shakespeare and the Elizabethan Theater.

B. Movie: Shakespeare: Man of an Age. Dealing with the life and works of William Shakespeare.

C. Film-strip: "Romeo and Juliet," cast with modern day actors wearing the costumes of Verona, Italy during the fourteenth century.

D. Record: "Romeo and Juliet," parts will be played for the purpose of letting students hear how the parts would be spoken by professional actors depicting the characters in the play.

E. The drama selections: Lodge, Evan and Braymer, Marjorie, Adventures in Reading, Harcourt, Brace and World, 1963, "Romeo and Juliet," by William Shakespeare. Irving, Clarence and Richter, Glenda, New World of Ideas, Harcourt, Brace and World, 1969, "West Side Story," by Arthur Laurents and Stephen Sondheim. (Abridged printing is found in Scope, Jan. 31 and Feb. 7, 1969.)

F. Composition: Composition topics are provided for students to write on. Group plays will be written from ideas arrived at in small group discussions.

Methods.

A. Background material presented by lecture, film, film-strip, and record. This first selection, "Romeo and Juliet," is used to set the stage for drama reading and to get students used to this type of literature. Not as much introductory material will be used or needed for "West Side Story."

B. Oral reading--students will read the various parts in class to get the full feel of character interaction which could be lost in silent reading.

C. Tests and Check-up quizzes -- to be given periodically to measure the amount of comprehension of the material covered.

D. Composition topics--used to have the student examine his own values and express his opinion through the writing on certain topics.

E. Quotations--These will be key quotes taken from the plays. They will be used to inspire students to discover character traits in the play characters and thus examine and discover these and others in themselves and others.

F. Thought sheets--These will be used to relate the concepts found in the plays to individual thoughts of the student or concepts he sees reflected in his own life.

G. Bulletin boards--These can be done as group projects to illustrate ideas which have been researched for better understanding by the rest of the class. These could be models or drawings of the Globe Theatre, drawings illustrating fourteenth century dress, etc.

H. Group projects in writing original plays--At the completion of the text material, students will go into small groups to combine ideas and write short plays. These will be presented before the rest of the class.

Time Schedule.

A. Introductory material, including lecture, film, film-strip, and record, should cover at least one week including discussion time and an assigned value sheet.

B. Reading--A total of six weeks, including test material, will be spent on reading the plays.

C. Group projects in writing original plays--approximately one and one half weeks will be spent in writing and presenting these short plays during class.

D. Class discussion and written work. Discussion will take place whenever it seems appropriate and a values situation presents itself. The values sheets, quotations, and thought sheets will be used throughout the study to help students discover respect for others in the selections.

GOAL SHEET

Behavioral Factors	Initial	Sustained	Quality
1. To listen to and follow instructions given by the teacher.	____	____	____
2. To listen quietly while other students are reading parts.	____	____	____
3. To listen quietly to audio-visual presentations.	____	____	____
4. To discuss and consider other people's ideas.	____	____	____
5. To write compositions showing respect for other people.	____	____	____
6. To recognize acts of respect shown by other people.	____	____	____

GRID

Specific Objectives / Content	1	2	3	4	5	6	totals
A	4	0	3	2	0	3	12
B	1	0	4	2	0	3	10
C	1	2	4	1	0	1	9
D	0	1	4	3	0	1	9
E	3	20	0	3	3	1	30
F	1	2	0	12	9	6	30
totals	10	25	15	23	12	15	100%

Explanation of Content:

A. Lecture material.
B. Movie: Shakespeare: Man of an Age.
C. Film-strip: "Romeo and Juliet".
D. Record: "Romeo and Juliet".
E. The drama selections.
F. Composition: composition topics and student group plays.

Background information--Watt, Holzknecht, and Ross, Outlines of Shakespeare's Plays, Barnes and Noble, 1965, Background material; Teacher's Manual for Adventures in Reading, Harcourt, Brace and World.

Reading Check-up Tests: "Romeo and Juliet"

Acts I and II:

1. An attempt to stop the street fighting is made by (Benvolio).
2. Who insists on continuing the fight? (Tybalt)
3. Prince Escalus says that if the Capulets and Montagues ever disturb the peace again they will forfeit their (lives).
4. At her next birthday Juliet will be how many years old? (fourteen)
5. Romeo first meets Juliet at the ball given by (her father--Lord Capulet).
6. Juliet first learns the identity of Romeo from (the Nurse).
7. After the ball, instead of returning home, Romeo goes where? (Juliet's garden)
8. Juliet tells Romeo she will cease to be a Capulet if he will give up his (name-father).
9. Juliet asks Romeo to send word to her the next day if he plans on (marriage).
10. After leaving Juliet, Romeo goes to confer with (Friar Laurence).

Act III:

1. Mercutio is horrified because peace between him and Tybalt is proposed by (Romeo).
2. Mercutio refers to Tybalt as "King of (Cats)."
3. At first Romeo refuses to fight because he is (married).
4. The words "A plague on both your houses" are spoken by (Mercutio).
5. His words refer to the (two families).
6. The Prince sentences Tybalt's murderer to (banishment).
7. When first told of the tragedy, Juliet thinks that death has come to (Romeo).
8. As a token of her love, Juliet sends Romeo a (ring).
9. Lord Capulet tells Paris he may marry Juliet on which day of the week? (Thursday).
10. When her father orders Juliet to obey him, she feels that her only friend is (Friar Laurence).

Acts IV and V:

1. Juliet tells Friar Laurence that in order to prevent marriage to Paris, she will use a (knife).
2. Friar Laurence promises Juliet that after she wakens, Romeo will take her to the city of (Mantua).
3. The sleeping potion Friar Laurence gives Juliet will be effective for how may hours? (forty-two).
4. Lord Capulet upsets the plans by changing the wedding date to (Wednesday).
5. Friar Laurence will send word to Romeo by a (friar).
6. Before she drinks the potion, Juliet thinks she sees the ghost of (Tybalt).
7. After hearing a false report of Juliet's death, Romeo purchases (poison).
8. Because of an epidemic, the letter Friar Laurence sends to Romeo is delayed in the city of (Verona).

9. Friar Laurence hastens to the tomb because Juliet is to awaken within how many hours? (three)
10. Lord Montague plans to honor the memory of Juliet with a (gold statue).

Reading Check-Up Tests: "West Side Story"

Act I:

1. The leader of the Jets is a boy named (Riff).
2. The leader of the Sharks is a boy named (Bernardo).
3. At the beginning of the play, a fight is broken up by officer (Krupke).
4. The gangs are fighting so that they can control the (Turf).
5. Tony's character might be described as (Mateur, looking for something "Americans").
7. The dance at the gym is important to Maria because she feels it is the beginning of (Her life as a young lady of America).
8. At the dance, Tony and Maria find that they are suddenly (in love).
9. After the dance, the gangs agree to meet at Doc's drugstore for a (war council).
10. In the fight, the two boys killed are (Bernardo and Riff).

Act II:

1. Chino brought the news to Maria that Tony had killed her (Brother).
2. Chino goes out looking for Tony with a (gun).
3. (Tony and Maria) are together all night after the rumble.
4. Doc plans to help Tony and Maria to (run away).
5. (Anita) goes to Doc's drugstore to tell Tony that Maria will meet him.
6. At the drugstore, Anita is (insulted) by the members of the Jets.
7. She becomes angry and given the message that (Chino shot Maria).
8. Tony gets the message from Doc and runs out calling for (Chino).
9. Just after Tony discoveres that Maria is really alive (he is shot).
10. In the final scene, the Jets and the Sharks join together in carrying away (Tony's body).

Composition Topics:

1. Parents--Then and Now.
2. A Character Sketch of Romeo or Juliet.
3. A Character Sketch of Tony or Maria.
4. What Might Have Happened If _____.
5. A Sketch of My Favorite Character.
6. Romeo, The Man of Impulsive Action.
7. If I Had Been (Juliet, Romeo, Maria, or Tony).
8. Love at First Sight?
9. Young Love and Early Marriage.
10. It Takes Two to Quarrel.

Thought Sheets: Thought sheets will be assigned for each week containing some thought of importance to the individual student relating to the concepts being discussed.

Quotations: "Romeo and Juliet"

He jests at scars that never felt a wound. (Romeo)

O Romeo, Romeo, wherefore art thou Romeo?
Deny thy father and refuse thy name,
Or, if thou wilt not, be but sworn my love
And I'll no longer be a Capulet. (Juliet)

What's in a name? That which we call a rose
By any other name would smell as sweet. (Juliet)

Wisely and slow. They stumble that run fast. (Friar Laurence)

A plague on both your houses! (Mercutio)

Quotations: "West Side Story"

Don't buddy boy me, Action! I got a hot surprise for you: you hoodlums don't own the streets. There's been too much raiding between you and the PR's. (Schrank)

End your sufferin, ' little man. Why don't you pack up your gear and clear out and go play with the Jets? (Tony)

Because tonight is the real beginning of my life as a young lady of America! (Maria)

What does it take to get through to you? When do you stop? You make this world lousy! (Doc)

I can kill now because I hate now. How many can I kill, Chino? How many--and still have one bullet left for me? (Maria)

Questions concerning these quotations:

Can you apply respect for others to each of these?
Can you associate this with something in your own life?

Essay Questions:

1. Compare and cont rast the two plays. How do the same problems of 14th century Italy apply to modern times?
2. Select one character from the plays--but not Romeo, Juliet, Tony or Maria--whose actions may be said to contribute to the tragic outcome of the play. Explain carefully what effect this character's actions have on the play's ending.
3. For what reasons would you recommend--or not recommend--the study of these plays to other students in the ninth grade?
4. Compare the personalities and characters of Romeo and Juliet or Tony and Maria.
5. In your opinion, was Lord Capulet a considerate or an inconsiderate father? Explain your point of view and give examples.
6. Compai : the life of Romeo or Juliet or Tony or Maria, as presented in the play, with your own life today. What are the differences? What are the similarities?

CLARIFYING VALUES THROUGH MONEY MANAGEMENT*

Specific Value: Individualism

Subject Area: Consumer Economics

Grade: 12th

Time: 8 - 9 Weeks

Project on Student Values
3860 Plainfield, N.E.
Grand Rapids, Mich. 49505

*Materials prepared by Charlotte Kidd

CLARIFYING VALUES THROUGH MONEY MANAGEMENT

Abstract

I. Philosophical Statement. Values will be incorporated into a money management unit in Consumer Economics. Buying is a matter of making choices. How to spend and buy goods and services is dependent on values.

II. General Objectives. Students will buy goods and services more wisely and objectively. Students will filter their decisions or choices through their value system.

III. Specific Objectives. Students will decide when, where, and how to buy goods and services through discussion, class activities, and testing procedures. Students will identify their needs from their wants and recognize how each changes when their values become more prominent using a projective test as a guide. Students will read advertising media with a critical eye and filter it through their value system before choosing. Students will plan and follow through with a budget for their personal use through completing a hypothetical budget given to them by the teacher.

IV. Statement of Context. 12th grade, non-college bound, 20-25 students, middle class, Money Management - Buying and Spending Wisely.

V. Content. Advertising---Why we need advertising, reading ads critically, techniques used by advertisers, ads influencing the consumer, can we depend on all ads, what kind of an ad influences us. Money Management---Budgeting one's income, analysis of income, what is quality, what is a bargain, how important are brand names, impulse buying, how is a budget related to buying, buying at discount houses, what are standards, what are grades, what are warranties, buying is a matter of making choices, where, when and how to buy, asking yourself questions before choosing or deciding.

VI. Methods. Lecture, discussion, discussions held by the class, finding ads in magazines, price comparatives, promotional studies, buzz sessions, consumer reports, advertising campaign, preparing hypothetical budget, keeping a budget personally, comparing prices in the newspaper, magazines, projective and value clarifying tests.

VII. Time. Eight to Nine Weeks.

VIII. Evaluative Data. Tests, studies, discussions, budgets, comparisons, rankings, continuums, open-ended sentences, observations.

CLARIFYING VALUES THROUGH MONEY MANAGEMENT

Philosophical Statement

Values will be incorporated into a Money Management Unit in Consumer Economics. Buying is a matter of making choices. Money seems to be a material belief or value for 90-95% of the students. How one spends one's money for goods and services is dependent upon one's values. When studying money management students will have to make decisions among the many alternatives of choosing which goods and services will be worthy of their prized good (money).

General Objectives.

Students in Consumer Economics will:

1. Filter their decisions or choices of goods and services through their values before selecting.
2. Develop the value of individualism in buying and spending.
3. Help them to see that money holds different values for different individuals.
4. Develop community relations especially among merchants.
5. Deaccentuate the value of conformity and accentuate the value of individual choice and personally perceived justification for it.
6. Develop an attitude of consistency among opinions about money expressed in class and actual practice outside of class.
7. Express their buying choices freely without feeling they will be ridiculed or degraded.
8. Buy goods and services more wisely and objectively.
9. Evaluate the advantages and disadvantages of keeping a budget personally.

Specific Objectives.

The student in Consumer Economics will be able to:

1. List orally in one class period using a previous written assignment as criteria, reasons why they choose one good or service over another.
2. To identify in two class periods, using a projective value test taken twice at nine week intervals, their needs from their wants and recognize how needs and wants change as their beliefs and values become more prominent.
3. To arrange on the board, during one class period, advertising found in eight popular magazines by counting the ads in the magazines and divide by the total number of pages. This is to show how producers try to persuade and influence us.
4. To write in one class period a two page paper comparing and contrasting how advertising is educational, communicative, helpful, and competitive using class discussion as their criteria.
5. To construct or develop a discussion, 50-60 minutes in length, among four members in a group on topics to do with advertising given to them by the teacher.

6. To construct a promotional advertising study including a specific product, advertising media used by the product, cost of advertising used on the radio and television and in the newspaper and magazines. Study is to be 15-25 pages in length and the students will be given 3 1/2 weeks to prepare outside of class.
7. To identify orally and in written from the key words and phrases related to negative aspects of advertising; frauds, health quackery, referral racket, packaging deceptions, bait advertising, home improvement swindles, charity gyps, debt consolidation schemes, price and size comparisons from a study guide given to them by the teacher.
8. To identify and define orally in class from a study guide, key words related to income; gross income, theoretical income, net income, discretionary income, deductions and expenditures.
9. To construct a theoretical budget in four class periods using a study sheet and class discussion as a guide. It will include a bi-weekly income, expenditures categorized into 12 groups and a monthly bank balance.
10. To list the steps and advantages and disadvantages of a budget in 25 minutes orally using previous class discussion as their criteria. 75% of the students will do this correctly.
11. To name ways of cutting down expenses in the budget categories orally in one class period, using their own ideas and experiences as their guide.
12. To write a two page paper in one class period analyzing why the student and his family buy the following items at the places where they do; clothes, food, drugs.
13. To write in two class periods a three page analysis of an article in a Consumer Report.

Context

The unit of managing finances for the purpose of developing the value of individualism will take place in a heterogeneous grouping of 20-25 seniors in high school. The general ability level of the class will be below average to average.

The majority of the students come from a middle class family. The community is religiously dominant and socially isolated. 90-95% of the students have lived in the Grand Rapids area all their life.

Values will be incorporated in a money management unit because buying is a matter of making choices according to one's beliefs and values.

Outline of Content

I. Advertising
   - A. Background of advertising - discussed in class
   - B. Function of advertising
     1. from consumer's standpoint
     2. from producer's standpoint
     3. analysis of advertisements
     4. analysis of drug labels

C. Techniques used by the advertisers to influence the consumer
    1. Which is the most affective
    2. Is one particular type used more with certain kinds of products
    3. Which type of an ad influences us personally
D. Compare and contrast educational, communicative, helpful, and competitive worth of advertisements
E. Can we depend on all advertisements for their net worth
F. Society with advertising vs. society without advertising
G. Local stores use of advertising
H. Ads with meaningless words
I. Advertising in other countries
J. Advertisings cost in the four main media
    1. television
    2. radio
    3. newspapers
    4. magazines
K. Negative aspects of advertising
    1. misleading advertisements
    2. deceptive phrases or titles
    3. health quackery
    4. home improvement swindles
    5. bait advertising
    6. debt consolidation schemes
    7. referral rackets
    8. charity gyps
    9. packaging and size and price deceptions

II. Budgeting
    A. Buying is a matter of making choices
    B. Analysis of income - key words discussed
    C. What is quality
        1. Why do some articles have more worth than others
        2. Value clarification - money worth is not always the same as value worth
    D. What is a bargain
        1. utility of a good or service
    E. How important are brand names
        1. Why do you think some individuals buy at stores with brand names and other individuals do not pay any attention to brand names.
    F. Impulse buying
        1. What items do you personally buy on an impulse
    G. What do you think of the practice of buying at discount houses?
    H. What are standards and grades?
    I. What are warranties?
    J. How is a budget related to buying?
        1. Determine a need from a want
        2. value clarification
    K. When is it the best time to buy
        1. clothes, food, transportation needs or wants, household furnishings, etc.

L. How is the best way to buy
    1. cash - credit
    2. personal preference
M. Where is the best place to buy
    1. shop around - why or why not
    2. try new items - why or why not
N. 7-way test of buymanship
    1. Should I buy
    2. Where
    3. When
    4. How
    5. What specifications do I seek
    6. What brand or type
    7. Will I or am I satisfied with it
O. Advantages and Disadvantages of a budget
    1. from a personal viewpoint
P. Steps in budgeting
Q. Cutting expenses;
    1. Value clarification - why some individuals will cut down in one category while others will cut down in a different category.

Methods or Strategies

I. The day we begin the unit, the students will take a projective test. The test includes questions which require opinions and attitudes. Students will take this again in nine weeks for the purpose of clarifying their beliefs and values. It will also show how decisions and choices change over a short period of nine weeks when your beliefs have been committed.

II. Each Friday during this unit the class will develop value clarification using budgeting as the meat of the strategies. Value tests, continuums, open-ended statements, rankings will be used. I will give them 2-3 examples of which ever device we are using on that day and they will follow with their ideas. The examples I will use are listed with the hand out material on a page entitled value clarification.

III. Price Comparatives; Each student will be assigned to two days to give his two price comparatives. A price comparative is choosing an item and comparing its quality and price at three types of stores; a department store, a discount house, and a speciality shop. They are to include their opinion of where is the best place to buy in regard to price and quality. Each student willhave to make a decision and express it verbally.

IV. Lecture-discussion in the areas of; background of advertising, function of advertising, techniques used by advertisers, positive aspects of advertising, negative aspects of advertising.

V. Identify techniques of advertising in actual magazines. Students will bring 2-3 magazines to class and find 2 examples of each of the five techniques used by advertisers; emotional, testimonial, creative, logical, psychological. They will then display a bulletin board with their examples with titles above them.

VI. Students will present oral commercials lasting 30 seconds to 1 minute in length. They are to make up a product and use an advertising technique that would persuade the rest of the class to buy the product. Most students will use the technique that influences them personally.

VII. Write a paper comparing and contrasting how advertising is educational, communicative, helpful, and competing. These papers will be read and discussed the following day. It will be interesting and clarifying to the student to hear others and recognize the fact that their reasons are the same as or opposite of everyone else.

VIII. Organize into groups of four and develop a discussion or debate on topics given to them by the teacher; Topics; History of advertising - How it is changing? Local Stores use of Advertising, Advertisements with Meaningless words, Society with advertising vs. society without advertising, Advertising in other countries. Each group will be given four class periods plus outside time to prepare their presentation of 50-60 minutes in length. They may allow time during the discussion for questions or comments or after the discussion which ever is more appropriate. The debate may arrouse some questions and comments because some of the students will side on one side and others with the other side. There will actually be no wrong comments or answers because most all of it is based on personal opinions.

IX. The students will create a promotional study which involves following the trend of a product through its advertising media. It also includes research on the cost, data, and other information of advertising in the four main media; television, radio, newspaper, magazine. The study will be 15-25 pages in length including charts of sales increase due to a certain advertisement, of magazines and newspaper costs variances due to place, position, and length, of radio and television costs due to time, length and repetition. It should also include examples of advertisements or commercials used by the product they are researching. It should be ended with a one page summary of the students personal opinion in relation to the purpose of the assignment, the personal worth of the assignment, and the personal reaction to the information and data found.

X. Budgeting - Money Management:

Buying is a matter of making choices; If I was given $5.00 at this very moment to do with what I wanted I would...

This statement will be placed on the board when class comes in. We will then make a list of what each person would do with the $5.00. Each person, upon stating what he would do with it, will explain why -- which will be placed next to his first answer. This will help to clarify how individuals preferences differ and why.

XI. Lecture-discussion in the following areas: concerning analysis of income, brand names, standards, grades, bargains, warranties.

XII. What is quality? Definition compiled from class discussion. Question will be raised "Is money worth the same as value worth?" Ask each student to name some material item they own that they prize. These will be listed on the board - then the actual money value or money worth of each article will be placed next to it. We will then clarify opinions of "Is Sally's jewelry box valued at $6.00 more valuable than Tom's valet case valued at $5.00." This should show belief or value clarification in regard to individual values being different from one another. This will be followed by having each student listing another material item they prize and its actual money worth. We will then ask ourself the question, "Is Sally's jewelry box valued at $6.00 more valuable to her than her hope chest valued at $150.00?" Does Sally value things in order of cost or money worth or for other value reasons? Discussion will follow to help clarify the fact that we prize different items for different reasons, cost and price not always being the first in our mind.

XIII. What do you think of the practice of buying at discount houses? This question will open a discussion to the class. It depends on what discount houses, what item I am purchasing will be the two main answers I receive from the class. With this I will ask them why does the item have anything to do with whether you buy from a discount house or from a well known higher priced store. Why do we buy certain items such as oil for the car, a flashlight, batteries, garden tools, etc. from a discount house and we would never even look at the clothing at a discount house? What is the value or belief we are trying to get at? Do we value what other people might think if we buy our graduation dresses and suits at a discount house more than our other values? This type of questioning will begin the student to wondering what his values are in relation to this topic. A continuum might also be used here; such as I would never buy clothing at a discount house at one end and I always buy clothing at a discount house at the other end with my friends being in the middle of the continuum. Anyone may pass if they wish.

XIV. Lecture-discussion concerning the advantages and disadvantages of keeping a budget. There will be concentration on how a budget is related to buying. Examples such as; if I have $15.00 and I need a pair of new shoes but I also want a mirror for my car - will I work it so I can get both or save until I can get both, be satisfied with one item and wait for the other or should I buy quality in one item and not in the other? These are questions you should ask before selecting an alternative. Discussion will follow as to what most of the students would do in a situation as above. This will help to clarify individual needs from wants and if your needs are really needs and wants really wants.

XV. To clarify a need from a want varies from individual to individual. We will make a list on the board of common needs of all individuals involved - then we will make a separate list of needs that some students feel are needs but others feel are wants. The students will also state why they are needs and not wants. This will help to demonstrate individual differences and beliefs regarding needs and wants.

XVI. Discuss the 7-way test of buymanship and concentrate on these questions before buying: Should I buy? Decision must be made for yourself - do you need it or want it? Where should I buy? Do I want quality, brand name, economy? When should I buy? Now or later. How? Cash or credit. Types available. Brand name? What specifications do I seek? Color, size, utility. Am I or will I be satisfied? I will use the examples of clothes, washing machines, cars as examples to run through the jest of buymanship.

XVII. The student will write an analysis of an article in the Consumer Report magazines available in the library. This will point out the valuable information that can be obtained about a product or service before choosing an alternative.

XVIII. Class discussion on cutting expenditures in budgeting categories. Cases will be sighted where a family spends so much in each category but needs to cut down to meet future needs and wants. The twelve categories will be placed on the board and each student will be asked to choose the categories where he or she would spend less- thus showing which the student values more. This is illustrated on the sheet labeled Clarification of Values.

Time Schedule

I plan to arrange to have the unit after the first marking period. This will give me a chance to get to know the student and the student to get to know me. I feel that value clarifying techniques would have a greater degree of success when rapport has been established. The Money Management unit will take place the tenth week through the eighteenth week. This may take longer when put into actual practice.

Very few grades as such will be given - three fourths of the time will be spent on clarifying beliefs and values in regard to Money management, budgeting, advertising, etc.

Evaluation Data:

I have included all the evaluation data I plan to use in this unit in September, 1969. Time did not allow me to implement this unit into the classroom this spring. Therefore, I will not be able to include all of the data necessary to complete this unit. However, I plan to keep and record all data in the fall and send it to you when completed.

Due to the lack of time this unit will not be implemented in the classroom until Fall, 1969. Thus I am unable to complete the grid.

PROJECTIVE TEST (Taken twice at nine week intervals)

Name _____ Age _____ Date _____

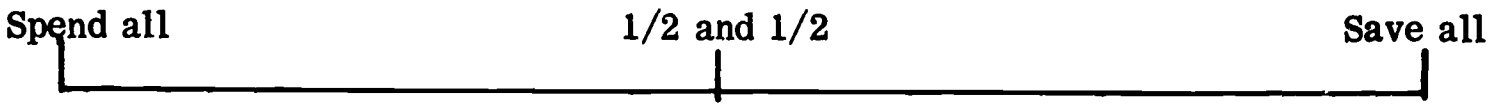
1. I like
2. I dislike
3. My mother always says
4. My father always says
5. My favorite passtime is
6. My family is
7. I think boys are
8. My best friend is
9. I think I am
10. I usually dream about
11. I want to be
12. The thing I want most is
13. Teachers are
14. One thing I'm going to like about this class is
15. I think school is
16. If I had $5.00 I would buy
17. If I could travel, I would go to
18. I feel happiest
19. My parents become upset when I
20. I am especially good at
21. The most important thing about a person is
22. I would like to just like
23. The one thing I would like to do most is
24. When I read, I usually read
25. At home, my main chore is
26. When I finish school, I would most like to
27. I intend to go to school until
28. If I could change one thing it would be
29. The most important person I know is
30. I enjoy
31. If I had $10.00, I would
32. The class I enjoy most is
33. My favorite television show is
34. My favorite spectator show is
35. I think girls are

VALUE CLARIFICATION -- Continuums

All on myself — 1/2 and 1/2 — All on others

Situation: If I had a $1000 given to me would I spend it? They are to place themselves on the continuum.

The same situation as above but they are to say whether they would spend or save the money.



OPEN-ENDED STATEMENTS

If someone gave me $5.00 I would . . .

My prized material good is . . .

If someone gave me $50.00 I would . . .

If I found $5.00 I would . . .

If I found $50.00 I would . . .

The last two could also be used in rankings.

RANKINGS

If I worked by the hour - $2.50 an hour

1. I would work at my normal pace .
2. I would work a little slower than usual.
3. I would work very slow.

Students will want to try more than what I have listed -- but they may have some of their own they wish to try. Other activities like these are included in the methods section of the unit. I feel some of them are quite thought provoking experiences.

The following will be included in an advertising exam. Students will not be told ahead of time that this will not be counted. They will answer questions and when we go over this test we will take a poll of good practice answers and bad practice answers with their reasons.

It will be interesting to see how many say, "You can't grade us on this," before they find out it won't be counted.

In the space provided at the right of each item, write the letter tha identifies the correct answer printed at the top.

A. Good policy or practice B. Bad or doubtful policy or practice

1. Buying goods at places advertising them at wholesale prices. _____
2. Buying goods that are being closed out at the end of the season. _____
3. Buying at a preinventory sale. _____
4. Assuming that items bought at an auction sale are always bargains. _____

5. Buying durable goods from one particular outlet because of unlimited charge privileges. _____
6. Buying where grades and standards are indicated on labels. _____
7. Assuming that the cheapest item is the best bargain. _____
8. Using trade name or brands as a guide in buying, based upon past experience in regard to quality. _____
9. Assuming that nationally advertised brands are best . _____
10. Assuming that the most expensive item is the best. _____
11. Assuming that all branded goods maintain the basis of an advertisement. _____
12. Buying an electric sweeper solely on the basis of an advertisement. _____
13. Reading the market information in the newspaper to determine price trends of fruits and vegetables. _____
14. Buying at a store primarily because it offers the most shopping conveniences and services. _____
15. Patronizing stores that use bait advertising. _____

Until a few years ago the Reader's Digest stubbornly held to a policy of not permitting a single word of advertising in its pages. What are the possible reasons for the change of policy which led to the inclusion of advertising material? (5 points)

ADVERTISING TEST

Name _____

True and False: Place + for true answers and a 0 for false answers (14 points)

____ 1. Businesses spend in excess of $15 billion a year in advertising.
____ 2. Long ago, advertising was not needed, manufacturement before demand was not known.
____ 3. An early American shop in 1880 advertised the nature of the articles and services that were available rather than brand names.
____ 4. Today most producers can effectively deal directly with the consumer.
____ 5. Advertising's major function is the creation and stimulation of demand for goods and services.
____ 6. Advertising also functions to promote more extensive use of an already existing product.
____ 7. Advertising's greatest success to date has been in the area of Brand Name Identification.
____ 8. The producer is convinced that it pays to advertise because it has proved to be the best way to market their goods and services.
____ 9. Increased sales through successful advertising create the need for increased production.
____ 10. Modern advertisers have learned to successfully control feelings of guilt, loneliness, fears, doubts, insecurity, one might say that they work on the man's mind and his soul.
____ 11. Advertisers seek to present their products in a luxurious situation so that the consumer becomes dissatisfied with what he has and spends money on the new product.
____ 12. Advertising tends to discourage competition.

____13. Advertising has provided an effective means for distribution of goods and services -- at the same time it is questionable whether these goods and services are as good as they are advertised to be.

____14. An alert, well-informed consumer is the best safe-guard against abuses in advertising.

Fill in the blank at the left with the appropriate word or words which will make the sentence correct: (26 points)

_____ 1. _____, _____, and _____ form the link between the producer and the consumer.

_____ 2. _____ is absolutely necessary in our complex mass-production society.

_____ 3. The advertiser must get the appeal of the consumer.

_____ 4. Industries rank advertising small when compared to our industrial giants such as _____, _____, and _____ industries.

_____ 5. Every producer's goal is to move his _____ and _____ into the hands of the consumer.

_____ 6. A continuous contact between _____ and _____ will ensure a constant level of sales.

_____ 7. Advertising is _____; consumers learn of new products that appear on the market, products that may improve their level of living, contribute to better health and in general lead to increased satisfaction in our daily lives.

_____ 8. Advertising leads to better merchandise at _____; consumers gain in this way.

_____ 9. Advertising serves the _____.

_____ 10. Advertisers reap rich dividends from the knowledge that consumers, on the whole, are _____ and that few people have mastered the art of _____ advertising material with a critical eye.

_____ 11. Advertising is good when it gives us the _____ we need, but bad when it withholds or distorts _____ we should have in order to make up our minds about a product or service.

_____ 12. _____ frequently becomes the buyer's helper but it should not become the directive force dictating the course of action that the buyer must follow.

_____ 13. If _____ gain control of the market - the little man could not survive.

_____ 14. The nations largest corporations are also the nations largest._____.

_____ 15. Health quacks emphasize drugs that will cure the common ailments of _____, _____, and _____.

_____ 16. Mrs. Kidd is from _____.

Compare advertising in the United States, a capitalistic country and Russia, a government controlled state. (5 points)

Assume you buy a refrigerator costing $275.00 of which $1.50 is advertising cost. Explain how you have benefited by that $1.50 additional cost? (5 points)

Define the following by a definition or by using an example; (15 points)

A. Debt Consolidation Schemes
B. Bait Advertising
C. The Referral Racket
D. Home Improvement Swindles
E. Packaging and Sizing Deceptions

How could a consumer tell if he or she were in the hands of a quack doctor? Name at least five characteristics. (5 points)

1.
2.
3.
4.
5.

Advertising has a tendency to cause inflation. Explain how? (10 points)

State your opinion of this test - Please no profanity -

Clip an advertisement from a magazine and give these instructions to the students. Below is an advertisement. Analyze it carefully. Included in this advertising analysis should be the technique used, why that particular technique was used for that product, is the ad educational, is the ad communicative, does the ad inform the public, does it lead to better merchandising at lower prices? Analyze it carefully. (10 points).

BUDGETING TEST

Name _____

True and False: Place a + for true answers and a 0 for false answers (30 points)

____ 1. Fundamentally, buying is a matter of making choices.
____ 2. The vast majority of families earn enough money to enjoy unlimited purchases of luxuries.
____ 3. Basically, impulse items are those necessities that one buys on the spur of the moment.
____ 4. A significant advantage of a budget plan is the automatic assurance that one will buy wisely.
____ 5. Preinventory sales provide for the sale of goods slightly in advance of a regular season on certain goods.
____ 6. At the beginning of a season, style goods sell at their highest price.
____ 7. As a general rule, the highest priced item is the best bargain.
____ 8. Buying where premiums and stamps are offered is an unwise guide to buying.
____ 9. People who buy in the smallest units pay less than those who buy in larger units.
____10. Repair service policies of discount houses are basically as comprehensive as the policies of standard retail outlets.
____11. The basic purpose of a brand name is to encourage people to ask for the product again after using it the first time.
____12. One may safely buy without examination any product which has a good reputation.
____13. Reputable manufacturers are ordinarily concerned with maintaining consistent quality in their products.
____14. A standard ordinarily is thought of as a measure of quantity, weight, or extent and sometimes quality.
____15. When more than one quality of a particular food item is involved, the term grade applies to standards of quality.
____16. The term preshrunk is an example of informative labeling.
____17. Some labels of foods provide information in regard to size, maturity, and style of pack.
____18. Most food products sold today carry adequate information in regard to grades.
____19. Meaningful uniform grade standards have been established for all classes and kinds of products.
____20. Many of the trade names and terms used in connection with labeling of various products are designed for the purpose of misleading the consumer.
____21. For budgeting purposes, income is restricted to what is received in wages for salaries.
____22. Loan repayments are properly considered as expenditures for budgeting purposes.
____23. Amounts budgeted for recreation are ordinarily considered as fixed payments.
____24. In a cash budget, interest on money borrowed would be considered as a fixed expenditure.
____25. Household utility bills are ordinarily considered as variable payments in a cash budget.
____26. When the major income for a month is received, the first budget allocation should be for savings.

____27. A family may determine its net worth by deducting its total debts from its total income.
____28. Setting aside a part of the income regularly is known as budgeting.
____29. For federal income purposes one is required to list all income.
____30. No two budgets are identically the same.

How is the well-known Law of Supply and Demand related to your career and salary? (5 points)

Every family has different needs and wants. One family's needs may be the wants of another family. Explain. (5 points)

Name five advantages to having a budget? (10 points)
1.
2.
3.
4.
5.

Name the four basic expenses. Also name six other categories that you would include in a budget. (10 points)

1.	1.
2.	2.
3.	3.
4.	4.
	5.
	6.

Matching - Place the letter of the most correct answer that corresponds with the word to the left. (14 points)

_____ Gross Income	A. Social Security, taxes, pension fund
_____ Discretionary Income	B. Logical plan for spending and saving money wisely
_____ Inflation	C. Too much money in circulation; value of a dollar worth less
_____ Budget	D. Theoretical Income
_____ Net Income	E. Income after deductions are subtracted
_____ Deductions	F. Income after deductions and household expenditures are subtracted.
_____ Deflation	G. Not enough money in circulation, value of a dollar worth more

HOME VALUES TEST FOR FAMILY MEMBERS

You may want all 10 homes, but for this test you can have only one at a time. Make a choice between the 2 homes in each pair and draw a circle around the number of the home you choose. For example, if you were choosing a radio:

1. This radio had good tone quality.
2. This radio will get long distance stations.

1. is the beautiful home. It has nice colors and good design. It is good to look at both inside and outside.
10. is the Inexpensive home. It costs little to operate and suits the family income.

******

9. is the home where you can bring your friends. You can have many good times here.
6. is for personal interests or hobbies. You can spend spare time in this home doing almost anything you like to do.

*****

2. is the comfortable home. Here you can rest and relax and feel at ease.
8. is the safely built home. There is little danger of fire, accidents, and other such troubles.

*****

7. is the home that gives you some privacy. You can do the things you want to do without being bothered.
9. is the home where you can bring friends. You can have many good times here.

*****

3. is the convenient home. It is neat and orderly and has many new labor saving devices.
6. is for personal interests or hobbies. You can spend your spare time in this home doing almost anything you like to do.

*****

4. is the home in the ideal location. It is near to the things that are really important to you.
1. is the beautiful home. It has nice colors and good design. It is good to look at both inside and outside.

*****

6. is for personal interests or hobbies. You can spend your spare time in this home doing almost anything you like to do.
10. is the inexpensive home. It costs little to operate and suits the family income.

*****

5. is the home built for good health. It is clean, there is plenty of sunshine and fresh air.
3. is the convenient home. It is neat and orderly and has many new labor saving devices.

*****

10. is the inexpensive home. It costs little to operate and suits the family income.
9. is the home where you can bring your friends. You can have many good times here.

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3. is the convenient home. It is neat and orderly and has many new labor saving devices.

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5. is the home built for good health. It is clean, there is plenty of sunshine and fresh air.
2. is the comfortable home. Here you can relax and rest and feel at ease.

*****

6. is for personal interests or hobbies. You can spend your spare time in this home doing almost anything you like to do.
8. is the safely built home. There is little danger of fire, accidents and other such troubles.

*****

10. is the inexpensive home. It costs little to operate and suits the family income.
7. is the home that gives you some privacy. You can do the things you want without being bothered.

*****

6. is for personal interests or hobbies. You can spend your spare time in this home doing almost anything you like to do.
5. is the home built for good health. It is clean, there is plenty of sunshine and fresh air.

*****

2. is the comfortable home. Here you can rest and relax and feel at ease.
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7. is the home that gives you some privacy. You can do the things you want to do without being bothered.
5. is the home for good health. It is clean, there is plenty of sunshine and fresh air.

*****

6. is for personal interests or hobbies. You can spend your spare time in this home doing almost anything you like.
2. is the comfortable home. Here you can rest, relax, and feel at ease.

*****

4. is the home in the ideal location. It is near to the things that are really important to you.
3. is the convenient home. It is neat and orderly and has many of the labor saving devicing.

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*****

3. is the convenient home. It is neat and orderly and has many of the new labor saving devices.
7. is the home that gives you some privacy. You can do the things you want to do without being bothered.

Here you will find the answer to the question "what kind of home would I be happiest to live in?"

Look through the pages, count all the 1's you have circled and write the total beside number 1 in the list below. Then count all the 2's circled and continue through the 10 numbers.

TOTALS

_____ 1. Beauty
_____ 2. Comfort
_____ 3. Convenience
_____ 4. Location
_____ 5. Health
_____ 6. Hobbies
_____ 7. Privacy
_____ 8. Safety
_____ 9. Friends
_____ 10. Economy

Make a new list. Write the word having the highest number under totals in the first space below. The word with the next highest total in the second space and continue until all 10 words are written. If there is a tie, write the words in order that you choose.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

GOAL SHEET

Affective

The student should be able:	Initial	Sustained	Quality
1. to initiate class discussion on an issue without prompting.	____	____	____
2. to contact merchants or accountants in the community for an interview or for a class lecture.	____	____	____
3. to relate the concept of saving for the future (deferred gratification) in money matters, to other areas.	____	____	____
4. to help a friend who might be having difficulty in budgeting without condensension and without expecting a reciprocal help agreement.	____	____	____
5. to help the family with budgeting or to share knowledge with other members of the family.	____	____	____

Cognitive

1. to list orally in one class period using a previous written assignment as criteria reasons why he chooses one good or service over another.	____	____	____
2. to identify in two class periods using a projective value test taken twice at nine week intervals, their needs from their wants and recognize how needs and wants change as their beliefs and values become more prominent.	____	____	____
3. to arrange on the board, during one class period, advertising found in eight popular magazines by counting the ads in the magazines and divide by the total number of pages. This is to show how producers try to persuade and influence us.	____	____	____
4. to write in one class period a two page paper comparing and contrasting how advertising is educational, communicative, helpful, and competitive using class discussion as their criteria.	____	____	____

Goal Sheet (Cont)

	Initial	Sustained	Quality
5. to construct or develop a discussion, 50 -60 minutes in length, among four members in a group on topics to do with advertising given to them by the teacher.	_____	_____	_____
6. to construct a promotional advertising study including a specific product, advertising media used by the product, cost of advertising used on the radio and television and in the newspaper and magazines. Study is to be 15-25 pages in length and the students will be given 3 1/2 weeks to prepare outside of class.	_____	_____	_____
7. to identify orally and in written from the key words and phrases related to negative aspects of advertising; frauds, health quackery, referral racket, packaging deceptions, bait advertising, home improvement swindles, charity gyps, debt consolidation schemes, price and size comparisons from a study guide given to them by the teacher.	_____	_____	_____
8. to identify and define orally in class from a study guide, key words related to income; gross income, theoretical income, net income, discretionary income, deductions and expenditures.	_____	_____	_____
9. to construct a theoretical budget in four class periods using a study sheet and class discussion as a guide. It will include a bi-weekly income, expenditures categorized into 12 groups, and a monthly bank balance.	_____	_____	_____
10. to list the steps and advantages and disadvantages of a budget in 25 minutes orally using previous class discussions as their criteria. 75% of the students will do this correctly.	_____	_____	_____
11. To name ways of cutting down expenses in the budget categories orally in one class period, using their own ideas and experiences as their guide.	_____	_____	_____
12. to write a two page paper in one class period analyzing why the student and his family buy the following items at the places where they do; clothes, food, drugs.	_____	_____	_____

Goal Sheet (cont)

	Initial	Sustained	Quality
13. to write in two class periods a three page analysis of an article in a Consumer Report.	_____	_____	_____

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VALUE CLARIFICATION OF ETHICS AS INCORPORATED IN A UNIT ON PERSUASION*

Specific Value: Ethical persuasion

Subject Area: Public Speaking

Grade Level: 11-12th

Time Schedule: Seven Weeks

Project on Student Values
3860 Plainfield Ave.
Grand Rapids, Mich. 49505

*Materials prepared by Gary Kidd

VALUE CLARIFICATION OF ETHICS AS INCORPORATED IN A UNIT ON PERSUASION

Abstract

I. Philosophical Statement. In the process of interpersonal communication, transmission and reception of a message calls for a great deal of selectivity. By message selection and preparation, the speaker is behaving according to his values. As a receiver, the listener decodes or filters what he hears through his system of values.

II. General Objectives. The unit will be designed to:
   A. Create special practice in the organization and presentation of a message to an audience.
   B. To develop a situation for subjective analysis.
   C. To assist in a clarification of the value of ethics on an interpersonal level through exercise in the presentation and reception of a message.

III. Specific Objectives. The student will be able to:
   A. Verbally and visually communicate an interest holding message of his choice, of from five to seven minutes, with the purpose of persuading his audience to his way of thinking.
   B. Gain an evaluation of his communicativeness by listening to oral criticism (judgements rendered by his audience).
   C. Analyze a speaker by participation in a critique session held immediately following the presentation in terms of physical and vocal delivery, organization, and selection as discussed in class.

IV. Context. Students are from eleventh to twelfth grade. Their ability is mixed. They come from a small community of about 10,000 with a strong religious affiliation. They are of lower middle-class. The unit being taught deals with persuasion in public speaking. There are about twenty-five students.

V. Content. The unit will deal with the area of persuasion in vocal and physical delivery. The class will study technique in organization and presentation. Students will participate in oral critiques, both as a speaker and a listener. The discussion following each presentation will provide a situation to stimulate thought.

VI. Methods. Draw a definition of persuasion and its related aspects by discussion and questionnaires. Listening to a presentation on technique (by instructor), Individual research on a chosen topic, oral presentation of a message to the class. Concurrent class evaluation of the message presented, individual group elaboration on the topics presented.

VII. Time. Seven Weeks.

VALUE CLARIFICATION OF ETHICS AS INCORPORATED IN A UNIT ON PERSUASION

Philosophical Statement

The integration of value clarification instruction seems very compatible with the field of speech. In the process of interpersonal communication, transmission and reception of a message calls for a great deal of personally perceived alternatives. In the domain of message selection and preparation, the speaker is behaving according to his values. As a receiver, the listener decodes what he receives through his system of values. Owing to the design of the overt expression of the field of speech, the behaviors will be readily observable for all those experiencing this exercise.

General Objectives

1. To create special practice in the organization and presentation of a message for an audience.
2. To develop a situation for subjective analysis of a message communicated by a speaker.
3. To develop an atmosphere whereby the class may express opinions toward societal activities for the purpose of introspection (within the value domain).
4. To create an activity by which the class may analyze the specific opinions expressed, by speakers and their supporting authorities.
5. To point out the need for discriminative listening practices.
6. To develop competency in individual communicativeness on an interpersonal level.
7. To develop technique in the appropriateness of physical and vocal expression of a message to aid in individual communicativeness.
8. To develop a sense of ethical practices in the communication of an opinion.
9. To develop a sense of utility for immediate and delayed system of visual and audible feedback for increased competency in communicativeness.
10. To permeate a sense of responsibility toward the other members in the class, to himself, and to the progress and worth of the value clarification exercise.
11. To create practice and instruction in a specific type of organization criteria, essential for influence.
12. To develop the need for proper documentation of opinions of authorities used as support for individual expressions of theory.
13. To create the need for logical presentation of argumentative data used in the expression of a belief.

Specific Objectives

The student will be able to:

1. Rank methods of influencing human behavior in one class period, in terms of value assessments prescribed to them by the instructor after an explanation of each method.

2. Verbally explain the three basic elements that comprise vocal expression and their relatedness to message transmission within ten minutes.
3. Discriminate between appropriate and inappropriate physical expression as is associated with vocal expression by verbal comment (as a form of reaction) centered about a demonstration performed by the instructor.
4. Answer, as a minimum, 70% of the questions asked on an objective exam regarding physical and vocal delivery within one class period.
5. Select from a given list of controversial subject areas or those suggested or stimulated by such a list and choose a particular side to present to the class.
6. Verbally and visually communicate an interest holding message of his choice with documentation of authorities, from five to seven minutes in length, with the purpose of persuading his audience to his way of thinking on his assigned day.
7. Explain verbally after his presentation the reactions of his audience for the purpose of utilizing feedback and eliminating barriers.
8. Gain an evaluation of his communicativeness as a speaker, by listening to oral criticism and written criticism (judgements rendered by his audience, the class and the instructor).
9. Improve the effectiveness of his communicativeness in the areas mentioned verbally and in written form after his initial and each subsequent performance by displaying a performance with an absence of the barriers pointed out by such judgements.
10. Analyze a speaker by participation in written and oral critique sessions conducted during and following the presentation of a message, in terms of the criteria regarding physical delivery, vocal delivery, organization, and selection as discussed in class.
11. Discriminate with a minimum competence level of 70%, between sufficient and insufficient amounts of documentation, by listening to twenty examples read by the instructor within ten minutes.
12. Discriminate, with a competence level of 70% among the five sequential organization steps, within ten minutes, by written reactions to ten oral passages of these steps read without regard to order.

Context

Students are of eleventh and twelfth grade level. Ability among the students is of wide range. Being a required course, the intellectual level is not a homogeneous grouping by that criteria. All graduating seniors must receive a passing mark in this course.

Socially the students are somewhat isolated. About 95% of the students have not had contacts outside of the immediate area. Because of this the environmental and social experience is restricted.

The community has a strong religious affiliation, to their respective, philosophies. This, along with the strong ethnic affiliation, serves to polarize a given subgroup as well as divide the community as a whole.

The economic level of the community is that of lower-middle class. Skilled and semi-skilled jobs are performed by most of the family breadwinners.

The unit of concern is that of persuasion. It is being taught as one unit of a multiple-unit course. About twenty-five students in the class.

Content

Discussion of influence of human behavior will begin the unit. A definition guided by the instructor, will be compiled by the class. Questions such as - what types of behavior are we capable of influencing? Which is most permeable? - will aid in stimulating the discussion

With physical, psychological, and intellectual, decided upon, we will concentrate on psychological and intellectual. Recognizing that physical behavior is merely an overt result of a cognitive suggestion, this will not be our particular area of concern.

Barriers to influence of human behavior will be discussed in association to each of the two levels of behavior.

The specific methods of influence discussed will be force, coercion, and persuasion.

With persuasion being the method of utmost concern, all technique training will be focused on this type of influence.

Now that we have discussed methods on a very general level, we can deal with specific methods as persuaders to influence our listeners. Logical and emotional appeal, being the two specific areas of input, will be given particular concern.

In terms of logical appeal, reference will be made to:

I. Organization - Motivated Sequence
   - A. Attention
   - B. Need
   - C. Satisfaction
   - D. Visualization
   - E. Action

Within each specific division of the organization form, information designed to "lead" the audience members to your specific end will be pointed out.

II. Methods of Support
   - A. Historical Examples
   - B. Opinions of Authority
   - C. Statistics

Particular consideration will be given to these areas of support in light of credibility of authority (based on the willingness and ability to tell the truth). Statistics and historical examples will be given consideration in relation to recency.

III. Forms of Reasoning
   - A. Deductive
   - B. Inductive

IV. Emotional Appeal
   - A. Ethos
     1. Pertaining especially to the individual speaker in relation to his audience. The importance of him being believed and respected as a speaker.

V. Physical Delivery
   A. This area will be referred to in terms of gestures (any movement of the body that enhances the message).
   B. Conventional Gestures
      1. Those, which in isolation, exhibit full meaning will be discussed.
   C. Worth determination in view of relaxation, timing, and naturalness will be considered. Appropriateness will also be related to in terms of its association to the intent of the message and vocal expression.

VI. Vocal expression
   A. This will open the technique area to the tools of vocal expression; the most basic of which are pitch, volume, rate, and quality (the latter will be of lesser concern in this particular unit, because no vocal interpretation or impersonation will be called for).
   B. As in physical delivery, these tools will be useful in the construction of an effective presentation, as well as serve for evaluation purposes when such is called for in other presentations.
   C. Specific mention will be made in each evaluation of pitch, rate, and volume, when critiques are offered during class.
   D. Appropriateness of physical and vocal expression to the intent of the message will be stressed.

VII. Listening
   A. Discrimination of opinion based on authority and experiences will be considered.
   B. How well the listener is able to discriminate between personal opinion and historical fact will be of importance here.
   C. Self-realization of psychological barriers will be attempted.
   D. Attempts will be made in attributing the lack of influence due to questionable ethos emmisions.

VIII. Presentations will be evaluated by the audience in terms of the criteria mentioned previously.

Methods

With the assistance of an explanation of each of the following terms, the students will be asked to rank them in terms of: most direct, longest lasting, most ethical, most sophisticated, and most acceptable, with reasons for each choice made, if volunteered.

FORCE
COERCION
PERSUASION

In dealing with the same academic concept, the students will be asked to complete the following open-ended questions:

I could be forced to give up my _____, but not my _____.

I could be threatened to give up my _____, but not my _____.

I could be persuaded to give up my _____, but not my _____.

By completing each of the statements, the students would probably place the object or ideal they prize the most in the second blank, in each case. Hopefully, this would help to demonstrate that more deeply prized ideals or possessions are yielded in persuasion because of logical influence rather than force or threat of force.

Which of the three forms of behavior (intellectual, physical, or physiological) is most worthy of influencing for the purpose of furthering your opinion. Reasons may be supplied if you so wish.

In terms of organization questions will be asked to pre-test their present familiarity within the area of organization. Questions such as:

What is organization?
Why is it important?
What are some of the reasons for organization?
What are some of the things you organize?
Do you think organization will help in clarifying your opinions?

After a brief explanation of credibility based on the criteria of ability and willingness to tell the truth, the following sets of alternatives will be given to help clarify this concept for them.

- Who would be the most willing to tell the truth about:

The quality of -- a car, a house, a diamond ring, a toothpaste,etc.
An auto accident
Sex
Prison systems
Politics
Censorship
Justice
Abortion
Etc. (*The list is more extensive and complete as it appears in the evaluation section of the manuscript, this is to serve as a suggestive list).

A similar list will be given to the students and will ask who would be the most able to tell the truth.

When the list is referred to for the third time, the students will be asked to record the person or persons who are most able and willing to tell the truth about each respective category.

Dealing with ethical practices of persuasion perhaps more specifically, the students will be asked to rate themselves on the following continuum:

You are going to sell something that you know has faults. Place yourself on this continuum -

Tell nothing about the faults ——— Tell all about the faults

If you were going to buy something from someone, where would you expect him to be on this same continuum?

In the area of reasoning, a specific clarification method will also be used.

After a brief explanation of inductive reasoning and the nature of induction and logic, I will ask the students to place themselves on the following continuum:

Do you need all of the specific examples to draw a conclusion or none of them, about: politicians are unethical, salesmen are unethical, persuasion is ethical.

All ——— None

Deductive reasoning will be explained as beginning with a generalization and showing how a specific example is a member of that generality.

Ethos- This will be explained as -- listener respect for the speaker.
-- listener's impression of the speaker's character.

I will ask a guest to come in and speak to one-half of the class about abortion. I will introduce him as a specialist in gyneoology. He will deliver a prepared speech.

The other half of the class will be asked to listen to an untidy, half shaven, uncombed "Mr. Jones". He will deliver the same prepared speech to his group.

In each case the listeners will be asked to react to their speaker in terms of what he had to say. They will be asked to rate his credibility.

Physical Delivery - These areas will be dealt with by recognition
Vocal Expression - of correct practices by observing a demonstration of the principles by the instructor.

Topic Selection

This area permits a wide range of alternatives for the students. They will be instructed to construct a persuasive message using the techniques described in class. They will have from five to seven minutes to present their message to the class. They will be permitted to use all means of support necessary to influence the class to their way of thinking.

The presentation will comprise a total of topic selection, language, and technique.

Due to the oral nature of the criticism it is difficult to project the outcome of the defense of ideals that the speech will stimulate or reinforce for both the speaker and the listener, depending on the relatedness or unrelatedness of the opinions transmitted and received.

Technique will also be critiqued. This will probably stimulate less opinion (dissenting) than the nature of the subject matter, although it is important to the academics of the course. The students will fill out an opinion blank before and after the presentation to see if there was any significant change in belief brought about by the message.

** Since I had no opportunity to implement this unit at the time of its conception (as I took the course in student values in the Spring of 1969 and the school was nearing a close), I have no data to submit as a result of my evaluation. I will include the instruments of value clarification that I intend to implement as part of my course next October.

Time Schedule.

I intend to include this particular unit in my course next October, after I get to know the students and they get to know me somewhat. This will occur the first part of the second six weeks marking period. The unit will take approximately seven weeks.

Evaluation Instruments

How would you rank these three methods of influencing human behavior in terms of:

	FORCE	COERCION	PERSUASION
The most direct			
The longest lasting			
The most sophisticated			
The most socially acceptable			
The most ethical			

Complete the following open-ended questions in all honesty.

I could be forced to give up my _____, but not my _____.

I could be threatened to give up my _____, but not my _____.

I could be persuaded to give up my _____, but not my _____.

*** Please explain the difference or the lack of difference in the answers you recorded.

Do you think a difference should occur? If so why? If not, why not?

***

Which of the three forms of behavior is most useful in influencing your listeners of your opinion, and why?

Physiological Psychological Intellectual

Please explain them in descending order according to their usefulness of being influenced.

***

Answer the following --

What does organization mean to you?
How is it important to you?
Why do you organize?
What are some of the things you organize?
Do you organize for yourself or for others?

***

Have you ever asked for the keys to the car?
Who do you usually ask? Why?
What degree of success do you enjoy?
What methods do you use?
Do you view these methods as ethical?
Do you feel that ethical methods are more successful when the request is made more than once?
Do you believe that unethical practices will eventually cause a lack of general trust?
Do you believe unethical practices in obtaining small amounts of happiness carry over into the more serious practices?
Do the ethics of the practices used in obtaining something make that obtainment less nobel or less pure?

*****

Rank the following methods of support in terms of:

Most influential
Most factual — Answer in terms of your belief.
Easiest to hedge on
Most easily accessable
Most credible

Methods: Historical Examples, Opinions of Authorities, Statistics, Manufactured Evidence

*****

Who would be the most willing to tell the truth about these and why?

The quality of: a car, a watch, a diamond ring

Ideas:

Justice	Abortion	Sex
Prejudice	Birth control	Politics
Censorship		
Communism		
Hollywood marriage		

With the same -- name the type of person who would be most able to tell the truth about the same areas.
In which cases are these choices the same; willingness and ability?

If you were going to sell something that you know has faults, would you tell him about all of the faults? Some of them? None of them?

Place yourself on the following continuum exactly where you think you appear.

Tell all about the faults ——————————— Tell about none of the faults

Why did you place yourself as you did?

*****

If you were the buyer, where on this continuum would you expect the salesman to place himself?

Tell about all the faults ——————————— Tell about none of the faults

Why did you place the salesman as you did?

*****

In inductive reasoning, we gather specific examples and make a generalization from that collection of data. In some cases we need more data to make a generalization than in others.

With these generalizations in mind, place yourself on the continuum in relation to the amount of examples you would need before the generalization could be made.

Politicians use unethical practices.
Salesmen use unethical practices.
Commericals are ethical.
Persuasion is ethical.

No examples needed ——————————— All examples needed

Why did you select the place you did? (In each case)

Which of the above has the most right to be unethical? When? Why?

*****

You have just listened to a speaker on the topic of abortion. At this time I would appreciate your reactions to the following questions.

Was the speaker well dressed?
Did he appear confident?
Did he have a pleasing voice?
Did he smile often?
Was his language well chosen?
Was the speech well organized?
Did he have an interesting topic?
Did the speech seem boring at times?
Does the speaker remind you of someone you know?
Did you feel he talked down to you?
Did you find yourself agreeing with most of what he said?
Did the speaker use ethical devices?
Did you pay more attention to the speaker or the speech?
Do you feel you objectively listened to the message?
What impressed you most about the presentation?
What did you find most displeasing about it?

A list of suggested alternatives for topic choice

Traffic Safety
Juvenile Deliquency
Politics
Modern Medicine
Water Pollution
Conservation
Foreign Aid
Selective Service
Advertising
Crime
Censorship
News Reporting
National Defense
Space Travel
Narcotics
Labor Unions
Penal Systems
Insurance
Poverty
Racism
Mercy Killing
Inter-racial Marriage
Women in Armed Forces
Teen-age Marriage
Generation Gap
Riots
Non-Violence
Racial Equality
Police Brutality
Apathy
Communism
Evolution
Teacher Strikes
Commercials
Pre-Marital Sex
War
College
Death
Material Wealth

*****

This is no estimated grid presented because it is impossible to do without having implemented the unit first. The twelve objectives will be used on the Grid.

*****

GOAL SHEET

The student will be able to:	Initial	Sustained	Quality
1. Rank methods of influencing human behavior in one class period, in terms of value assessments prescribed to him by the instructor after an explanation of each method.	_____	_____	_____
2. Verbally explain the three basic elements that comprise vocal expression and their relatedness to message transmission within ten minutes.	_____	_____	_____

	Initial	Sustained	Quality
3. Discriminate between appropriate and inappropriate physical expression as is associated with vocal expression by verbal comment centered about a demonstration performed by the instructor.	____	____	____
4. Answer, as a minimum, 70% of the questions asked on an objective exam regarding physical and vocal delivery within one class period.	____	____	____
5. Select from a given list of controversial subject areas or those suggested or stimulated by such a list and choose a particular side to present to the class.	____	____	____
6. Verbally and visually communicate an interest holding message of his choice with documentation of authorities, from five to seven minutes in length, with the purpose of persuading his audience to his way of thinking on his assigned day.	____	____	____
7. Explain verbally after his presentation the reactions of his audience for the purpose of utilizing feedback and eliminating barriers.	____	____	____
8. Gain an evaluation of his communicativeness as a speaker, by listening to oral criticism and written criticism.	____	____	____
9. Improve the effectiveness of his communicativeness in the areas mentioned verbally and in written form after his initial and each subsequent performance by displaying a performance with an absence of the barriers pointed out by such judgements.	____	____	____
10. Analyze a speaker by participation in written and oral critique sessions conducted during and following the presentation of a message, in terms of the criteria regarding physical delivery, vocal delivery, organization, and selection as discussed in class.	____	____	____

	Initial	Sustained	Quality
11. Discriminate with a minimum competence level of 70% between sufficient and insufficient amounts of documentation, by listening to twenty examples read by the instructor within ten minutes.	_____	_____	_____
12. Discriminate with a competence level of 70% among the five sequential organization steps, within ten minutes, by written reactions to ten oral passages of these steps read without regard to order.	_____	_____	_____

*****

Draw an illustration of the communication process being careful to put each item in its proper order. In the illustration label each part specifically.

In order explain the process, trace an audible stimuli through the process.

Name the four types of listening and briefly explain each. (With example)
1.

2.

3.

4.

******

TEST ON PHYSICAL AND VOCAL DELIVERY

Name_____
Hour _____

40pts. True and False + for True
0 for False

____ 1. Facial expression helps to reinforce and clarify your message.
____ 2. Eye contact with the audience helps your sincerity factor as a speaker.
____ 3. If you are sincere and eager to communicate, the gestures will come automatically.
____ 4. Distractions are constantly competing with your message for attention.
____ 5. Lack of variation in rate results in a monotone.
____ 6. Volume must always be appropriate to the intent of your message.
____ 7. A presentation depends upon visual as well as audible communication.
____ 8. A speech in the classroom begins when you open your mouth to speak.
____ 9. It is best to pause a moment before beginning a speech.

____ 10. It is best to wad up your note card and put it in your mouth, in order to keep it out of sight, while speaking.
____ 11. When making a personal appeal to the audience you should be behind the podium.
____ 12. It is necessary that vocal expression clarifies your message, but it is not necessary that physical do so.
____ 13. The length of the utterance and the pitch level at which it is spoken determine the rate of speech.
____ 14. Rate (a lack of its regulation) is primarily responsible for a jerky flow of speech.
____ 15. A sharp drop in the volume of your voice is usually the best way to arrive at a softer volume (keeping the audience's point of view in mind).
____ 16. Criticism is defined as finding errors in a presentation.
____ 17. A general comment is more helpful than a specific one when evaluating.
____ 18. A speaker who makes the mistake of mumbling shows a problem in articulation.
____ 19. Relaxation, vigor, and timing were the three basic elements that reveal the value of vocal expression.
____ 20. Pitch is determined by mass, tension, and length.

*****

20 pts.
Matching place the letter of the choice above which is most accurately associated with the statements below. NONE IS USED MORE THAN ONCE!

A. Pitch	D. Rethorical Question	G. Criticism	J. Timing	N. Articulation
B. Rate	E. Physical Expression	H. Illustration	K. Natural	O. Certs
C. Interest	F. Vocal Expression	I. Volume	L. Tone	P. Quality

____ 1. Refers to the evaluation of a presentation.
____ 2. "How would you like to do something for your country?" is an example.
____ 3. Refers to the forming of each word spoken.
____ 4. The part of your presentation that communicates visually.
____ 5. Refers to the intensity or loudness of the voice.
____ 6. Is important in getting a gesture in when its supposed to be seen.
____ 7. Is determined by the frequency of vibration.
____ 8. Refers to the part of the message that is concerned with audible communication.
____ 9. Can be a breath mint or a candy mint.
____ 10. Is a way in which to open a speech, sometimes referred to as an example.

*****

The following are remarks from verbal criticism offered in class. Place an X for the remarks which are helpful; place 0 for the remarks which are useless. Keep the suggestions for proper criticism in mind while answering.

____ 1. "Don't fiddle with your notes."
____ 2. "Try not to be so nervous the next time you speak."
____ 3. "You had a good choice of topic, but try to slow down your rate of speech."
____ 4. "Move around more when you speak. You stood there frozen to one spot."
____ 5. "I enjoyed your speech; but try to include something the girls can understand when speaking about hunting."
____ 6. "Your rate was regulated well, but it seemed to be inappropriate when you opened with that example. Slow down a bit there."
____ 7. "Your sincerity level was low."
____ 8. "You seemed conversational. Try to work on eliminating those useless utterances."
____ 9. "Speak up."
____ 10. "Your good ideas were somewhat lost because you tended to mumble. Work for clarity of speech next time."

*****

The following are situations which call for a definite rate. Place S if the situation should be described at a slow rate. Place F if the situation should be described at a fast rate. (Consider intent of the message, exclude humorous effect)

____ 1. The final minutes of a tied basketball game.
____ 2. A haunted house.
____ 3. Giving detailed directions
____ 4. Telling your best friend about an exciting weekend.
____ 5. A soaring Eagle in flight.

*****

Test on Communication and Listening

Place a + for true and 0 for false

____ 1. Before the process of articulation the originator of the message is called the sender.
____ 2. In the listening process, you must pay attention before you recognize a sound.
____ 3. The channel is determined by the sender while encoding.
____ 4. Listening for opinion is most closely related to listening for inspiration.
____ 5. The connecting link between the receiver and the sender is most accurately referred to as a response.
____ 6. In considering the barriers in communication, one of the physical barriers is the loss of sight. (In visual communication)
____ 7. The channel of communication determines the type of feedback.
____ 8. In interpersonal communication the perceptors are not stimulated.
____ 9. Interpretation is necessary for the recognition of a stimulus.

____ 10. In inspirational listening the evaluation step is called on for the purpose of its reasoning power.
____ 11. A physical barrier is usually caused by the listener.
____ 12. The source with the use of his mind changes the stimulus into an idea.
____ 13. It is necessary to have feed back in order to call the source a sender.
____ 14. Communication skills are necessary to perform the encoding process, but not the decoding process.
____ 15. In the encoding process we convert verbal language into the "language" of the particular channel he has chosen.
____ 16. Paying attention was one of the suggestions for effective listening mentioned in the text.
____ 17. Interpersonal communication sometimes involves the perceptor of vision.
____ 18. A message cannot be a stimulus.
____ 19. Hearing is necessary for listening, but attention is not.
____ 20. A listener calls on his knowledge and experience for association purposes.

*****

Matching - Place the letter of the choice which is most closely associated with the statement below. USE EACH ONLY ONCE.

A. physiological	F. Receiver	K. Interpretation	P. Recognition
B. Stimulus	G. Source	L. Hearing	Q. Interest
C. Encoding	H. Communicator	M. Evaluation	R. Idea
D. Channel	I. Listening	N. Barrier	S. Message
E. Feedback	J. Perceptors	O. Physical	T. Music

____ 1. The person who converts the stimulus into an idea.
____ 2. Culture was given as one of the factors influencing this.
____ 3. Serves as the stimulus for the receiver.
____ 4. This agent is responsible for distinguishing one sound from another.
____ 5. Receiving audible stimuli (sound waves)
____ 6. The process which allows the sender to be a communicator.
____ 7. A functional disorder is a name for this interruption.
____ 8. This is received by the perceptors.
____ 9. The method of transferring a message from sender to receiver.
____ 10. Judgement rendered by the receiver.
____ 11. Realizing the presence of stimuli.
____ 12. The entire of understanding and responding to audible stimuli.
____ 13. A stimulus from the receiver allows the sender to be called this.
____ 14. The object of the message.
____ 15. Receptors for stimuli.
____ 16. A break in communication.
____ 17. A type of interruption independent of speaker and listener.
____ 18. Maintained attention.
____ 19. A stimulus acted on by the brain.
____ 20. A type of communication.

Speaker _____ Topic _____

CONTENT:

Topic	Organization	Originality	Research
challenging	strong plan	imaginative	outstanding
important	satisfactory	ordinary	adequate
acceptable	not clear	doubtful	lacking
pointless	no plan	dull	neglected

Comment:

DELIVERY:

Audience contact	Preparation	Poise	Gestures
compelling	complete	assured	purposeful
aware	satisfactory	evident	restricted
indifferent	memorized	uncontrolled	artificial
no attempt	not apparent	lacking	none

Comment:

VOICE:

Voice	Ennunciation	Volume	Rate
pleasing	precise	regulated	flexible
expressive	clear	satisfactory	constant
harsh	careless	erratic	no variation
monotonous	mumbled	too high-low	too fast-slow

Comment:

LANGUAGE:

Communication	Vocabulary	Special Problems
Achieved purpose fully	rich	breathlessness
Got most points over	adequate	"uh" and "ah"
Occasionally makes a point	slangy	stuttering
Failed in purpose	unacceptable	hissing

Grammar:	Pronunciation:
errors	mispronounced words

Overall Comment:

CRITIC _____ _____

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A STUDY OF THE CONTRIBUTIONS OF AMERICA'S BLACK RACE FROM THE PAST TO THE PRESENT TO TEACH RESPECT FOR THEM AS FELLOW AMERICANS*

Specific Value: Respect

Subject Area: American History

Grade Level: High School, 11th grade

Time: 12 Weeks

Project on Student Values
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A STUDY OF THE CONTRIBUTIONS OF AMERICA'S BLACK RACE FROM THE PAST TO THE PRESENT TO TEACH RESPECT FOR THEM AS FELLOW AMERICANS

Abstract

I. Philosophical Statement. The study of history is the logical place to provide students with information they are seeking on the past and present contributions of Black people to the Nation. From this they may develop or increase their respect for the Blacks as fellow Americans.

II. Statement of General Objectives. Contribute to the knowledge, the understanding, and the ability of students to develop respect as a value.

III. Specific Objectives.

A. The students will not hesitate to defend his or her value of tolerance vocally.
B. Students will demonstrate in writing the assimilation of this value.
C. Students will read magazines, books, and articles, written by, and/or about Black people.
D. Students will attend movies, plays and TV programs that place emphasis upon Black Culture.
E. Students will become knowledgeable about the paintings and sculpture of some of the Black Artists.

IV. Context. 11th Grade.

V. Content. Assigned readings from the text and other relevant materials, forums, essays, debates, individual reports. Changes in student's value(s) of respect will be observed and noted as they interact with the material and with each other.

VI. Methods. The students will be exposed to the usual academic methods of acquiring knowledge, i.e., readings, filmstrips, lectures, group discussion, forums and independent study. Such techniques of measurement as observation, the continuum and rank order will be introduced throughout the unit, to obtain feedback and to expose students to future usage of these for evaluation at the end of the unit.

VII. Time Schedule. Twelve weeks.

A STUDY OF THE CONTRIBUTIONS OF AMERICA'S BLACK RACE FROM THE PAST TO THE PRESENT TO TEACH RESPECT FOR THEM AS FELLOW AMERICANS

Philosophical Statement.

Todays teenager-tomorrows citizen, is bewildered if not lost as he travels between his two worlds---the school and the society that share his life. For, beyond the usual problems of adolescence, he has been burdened with the problem of a society in social ferment, a problem he hears of daily through the blessing (or is it the curse?) of modern communications. And when he resides in a community such as the one where I teach, he has no opportunity for first hand contact with the unrest that he hears of. Yet, it is all around him, East Lansing lies just one half hour away, Battle Creek, the same distance to the West, and Grand Rapids only one hour's journey North from here. He wants answers to his questions, he wants some first hand exposure, and if this is not to be had he turns to source that has taught him so much in the past, the school, and asks for the facts, the opinions, the other side if there is one, so that he may develop his own individual value.

It seems right, then, that that part of the curriculum which is devoted to teaching the history of the Country, would be the place to supply him with knowledge of the contributions of the Black race as well as those of the White.

By use of a 12 week unit dedicated to this subject I hope to give him much of the information he is seeking to develop his values to include respect for the Black race, based on their contributions to America's past and present.

Statement of General Objectives

1. Present this unit of American History to provide some of the information that the text omitted.
2. Provide information and study materials in many forms to create student interest.
3. Provide information but not conclusions; the students must have the chance to develop their own!
4. Assist students to develop or clarify their own individual values.
5. Give the students the encouragement to study, to question, to think.
6. Create a learning environment that is teacher guided not dominated.
7. Re-enforce the skills of not only public speaking and discussion but also the willingnes to defend publicly their individual value. .
8. Emphasize present as well as past contributions of the Black race.
9. Measure each student's development as the unit progresses.
10. Correlate the many activities so that the unit is organized to provide the student with the type of learning environment that he is accustomed to.

Specific Objectives

1. The students will not hesitate to defend their value of tolerance vocally.
2. Students will demonstrate in writing the assimilation of this value.
3. Students will read magazines, books, and articles, written by and/or about Black people.
4. Students will attend movies, plays and T.V. programs that place emphasis upon Black culture.
5. Students will become knowledgeable about the paintings and sculpture of some Black artis

Statement of Context

This unit of learning respect for the Black Race will be interwoven in a study of American history at Olivet High School, Olivet, Michigan. Olivet High School is a small class D high school of 350 students. A majority of the student population is bussed in from outlying farms, with the remainder coming from the city itself. Even though the city is the home of Olivet College, few of the student's parents have gone to college. Approximately 15-20% of these have not graduated from high school. About 30% of the Seniors go on to college with less than half of these finishing a four year course.

American History is a required course for all Junior Class members. The yearly enrollment of approximately 60 students is divided into two classes, meeting for 55 minutes a day, Monday through Friday. The classes are a heterogeneous lot, ranging from National Honor Society Members to students that can neither read nor write.

Content

The historical reading bases for this course and the one this value unit is to be interwoven into, will be the required text - Todd and Curti, Rise of the American Nation, Harcourt, Brow and World Inc., 1960.

Additional Required Reading: For current event hour, report on any article from a recent issue of Ebony Magazine, Vet, Tar, Negro Digest or any other black publication.

Hughes, Langston. Famous American Negroes. New York: Dodd, Mead and Co., 1963, pp. 3-144.

Modern Negro Contributions. Chicago: Afro-American Publishing Co., Inc. (Illustrated with 24 display prints).

Stratton, Modeline. Negroes Who Helped Build America. Ginn and Co., 1965.

Johnston, Mary. Pioneer of the Old South.

Reasons, and Patrick. Crispus Attucks, 1968.

Dodd's, William, E. The Cotton Kingdom. Yale University Press.

Franklin, John H. From Slavery to Freedom.

Bradford, Sara. Harriet Tubman: The Moses of Her People.

Catton, Bruce. Stillness at Appomattox, 1961.

Johnson, George. Carpetbag Government, Holt, Press, 1963.

Society for Visual Education Film Strips

Benjamin Banner, Frederick Douglas, Robert S. Molls, Mary McLeod, George Washington Carver.

Methods

Use of the text Rise of the American Nation, Chap. 42, "Civil Rights Becomes An Urgent Issue of the 60's with the Civil Rights Act of 1964."

1. Teacher will present background on the immediate social temperament from 1960-1964 when the Act became law; points to be stressed and discussed will include
   a. August 28, 1963, 200,000 Negroes and Whites march on Washington

      It is hoped that the students will bring out the point that the march came about because of impatience with slow government action, in that it was exactly 100 years after the signing of the emancipation Proclamation.
   b. Congress, reflecting its own uncertainty moves slowly and when President Johnson takes office in November, 1963, the bill was still pending.

      Students discussion should bring out the reason for Congress' procrastination.
   c. January 1964, President Johnson urged Congress to make the Civil Rights its first order of business.

      It is desired that from out of this point the students will realize the urgency and the presidential pressures reflecting the social temper of the time.
   d. February 1964, the House of Representatives passed the measure.

      Students discussion by now should be able to associate the liberal nature of the house as learned from their past studies and its abilities studies and its ability to relate and act upon the attitude of the votes.
   e. June 1964 the more conservative Senate was blocked by the filibustering Senator Richard Russell of Georgia.

      By now the student discussion should emphasize that the Senate is as always the Conservative governing body and reflects the traditional Southern opinion of the Colored Race.
   f. July 2, 1964, President Johnson signs the Civil Rights Act into law.

      Student discussion that follows should bring out the far reaching provision of the Act to prohibit discrimination.

      1. in voting.
      2. in public educational institutions
      3. in the hiring, firing, and promotion of workers by employers
      4. by the owners and operators of public business facilities
      5. provided federal financial, technical and legal assistance to public schools to carry out desegregation
      6. provided the federal government with power to cut off federal funds to state and local programs that discriminated on the basis of race.

   I will after this phase of the unit, try and obtain some facts as to where the students are at. It is my intent to use the debate technique for this.

   The debate scene will be that of the U.S. Senate during the period January-June 1964 when the argument raged over the Civil Rights Act of 1964. Students will voluntarily elect which side of the agreement they wish to defend, choose a moderator and defend their position.

2. The Second Piece of Social Legislation that brought the Federal Government into the center of this issue was the voting rights act of 1965. Significant for, rights and respect are one in a Democracy.

Because teenagers as a rule have a tendency to conform with their peer group, and like others to give into peer pressure rather than risk ridicule, I shall assign a short essay, (3-5 pages), in hopes they will tell in writing those values that they will not speak openly. This assignment will include the introduction by myself, that there are no sbsolutes - no right or wrong answers, but rather the informed value(s) of the students.

What they must attempt to do is to defend their opinions in respect to whether they are for or against these provisions of the Act, which stated that the Civil Service Commission examiners had the right to look into any state or district where,

1. voter-qualification tests were being used.
2. fewer than 50% of the eligible adults were registered
3. where literacy tests were required for voter registration

As previously noted this unit which is an analysis of Black contributions to America's past will come at the end of the Course. As such it will be tied in with the final chapters of the text, which notes the Federal Legislation that brings to the surface, in the 1960's, a social problem that haunted the nation's conscience since 1787, when the Constitution was drafted.

At this point in the Unit, I shall turn backward to the nation's beginning, and place emphasis upon the Negroe's Contributions to the United States from 1607 to 1969.

Unfortunately this text like so many others, has been carefully edited to place emphasis only upon White Americans; American Past, and must be heavily supplemented by outside sources.

It is my intention then, to divide American past as presented in this text into large homogeneous unit, placing emphasis upon Negro contributions by guiding with supplemental materials the study of Negroes who contributed much to the period.

3. The Years 1607-1775 (text, pp. 0-108)

Required supplemental reading here will center on the plantation system of the South as described by Mary Johnston in her Pioneer of the Old South. Points of emphasis will be:

   a. Introduction of Black People to America through the slave traders
   b. The plantation system as built upon slave labor
   c. Contributions to America's economical beginning by the Blacks through their involuntary servitude to their owners.

After the study I plan to introduce the idea of Rank-Order. After introduction and explanation I shall try the following:

1. Rank the following according to your preference, of which contributed the most to this period of History.
   a. The American Indian
   b. Appointed Colonial Governor
   c. Negro Slave
   d. Poor Whites
2. Which of the above four would you of rather been?
3. Which of the above contributed the most to the early development of the United States.

At this point of the Unit the film strips and record Benjamin Banner 1731-1806, published by the "Society for Visual Education" will be used.

Points to be discussed will include:

1. Banner becomes the first American National figure in his lifetime through his contributions in Mathematics, Astronomy, Publishing, inventing, and his works in planning the City of Washington, D.C.

Part two, pages 109-220 in the text, the years 1776-1800.

The first supplemental reading will be the short story of Crispus Attucks by George Reasons and Sam Patrick. The account of Negro Slave who became the First Revolutionary War Hero.

Major points to note:

1. Runaway slave leads a group of white sailors to the rescue of a white boy that was beaten by a British soldier.
2. Attucks was shot by another sentry, and the colonial people then attacked the guards, losing four more men.
3. At the trial the soldiers are acquitted, and Attucks was pictured as a member of a "Motley rabble."
4. History rejects this, and in 1888 a monument is dedicated to him at the site.

At this point I will introduce the value continuum because it has been my experience that students have varied opinions and reactions after reading the story of Attucks.

1 5 10 5 1

The left of the continuum will represent students who feel that Attucks was a brave colonist who answered the call to duty. The center or "10" will represent the students who feel that he was neither a hero or a fool but rather a victim of the times. The extreme right of the continuum will account for those who felt that he was a fool who threw away his life for a cause that wasn't even his.

Part three, the years 1801-1860, pp. 221-349 in the text

This unit will deal in depth with the contributions of the 4,000,000 Black slaves to the Southern economy. Background information provided by the teacher will include the following:

1. Sources of slaves
   a. West African Kingdoms of Ghana, Melle, and Songhay.
   b. Gold Coast Kingdoms of Ashanti and Dahomey.
   c. Primitive tribes of Africa.
2. Capture and Sale to slave traders
3. Transportation to America
4. Resale at an American Slave Market

Assigned reading for this Unit will be William E. Dodd's The Cotton Kingdom, Yale University Press, a study of the plantation system.

Further suggested reading will be John Hope Franklin's From Slavery to Freedom: A History of American Negroes, Knopf.

Upon completion of this assigned reading I will utilize the forum approach. Each of the two History Classes will be split into three forums to discuss the contributions made by the slaves in the following jobs,

1. Field Hands
2. Blacksmiths, carpenters, painters, and general maintenance
3. Clothing, cooking and nursemaids to the White children.

It is hoped that out of this unit the students will understand not only the cruelty of human bondage but the tremendous contributions the slave made so "Cotton Was King"

The film strip and accompanying record, Frederick Douglas, will be shown to illustrate another phase of contributions by a Negro of this period.

His contributions to America that are emphasized are:

1. Because a nationally known orator and publisher in the Anti-Slavery Movement
2. Served as a U.S. Marshall
3. Minister to Haiti

Enrichment

Harriet Tubman: The Moses of Her People. by Sara Bradford. Important points to discuss are:

1. Her life as a slave
2. Her escape and her return to help others escape
3. Her contributions to the Union Army as a spy behind the Confederate lines.

The book or the movie version, Of Human Bondage

Part Four - The years 1861-1900, pages 350-578 in the text

In this phase of American History we will study contributions of the Civil War and Reconstruction.

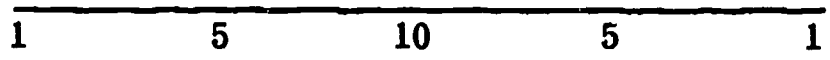
Assigned reading will include the Monill's short story of the 54th Massachusetts Regiment and Chapter Four of Bruce Cotton's at Stillness at Appomattox.

Points to be emphasized will be the concepts that the Civil War was a war to end slavery and that the Black soldiers fought and died as bravely as the whites.

The Society for Visual Education Filmstrip and accompany record, Robert S. Molls will be used to tell the story of the slave who captured a confederate ship and after the war becomes a legislator from South Carolina.

At this point I would like to try a second value continuum to note the changes (if any) since the first. As was noted the first continuum dealt with Crispus Attucks and measured student values as to whether he was a brave man or at the other extreme a fool who threw away his life for nothing.

The continuum will be numerically the same, "1" on opposite ends and 10 as dead center. Again the far left will represent student(s) values as to these Black soldiers bravery, the center or "10" meaning these soldiers were only victims of circumstances and the right side meaning that they were foolish to throw their lives away for a White man's folly.



From this second continuum I am interested in noting changing values of students as compared to the first continuum.

Reconstruction - the futile period after the Civil War will be covered in reading George Johnson's short story, Carpetbag Governments.

Upon completion of this reading the students will be required to write a short essay (3-5 pages) on the accomplishments of these first Negroe legislators of the South.

The following Society for Visual Education Film Strips will be shown:

1. Mary McLeod Bethrine, the story of a Negro girl who grew up to be a famous humanitarian and consultant to four Presidents. Points stressed are her accomplishments as,
   a. Improving social conditions
   b. Promoting equal opportunity
   c. Founding of Bethume-Cookman College
   d. Her role as a U.N. Delegate

2. George Washington Carver, the story of a poor Negro boy, his struggle for education and his contributions to America in,
   a. Education
   b. Science
   c. Agriculture

After each of these filmstrips, class discussion will cover the contributions of these two Negroes to both Black and White Americans.

Enrichment:

   a. The story of Booker T. Washington, ex slave, famous educator
   b. W.E.B. DuBois, Ph.D., Educator

Part Five - the years 1901-1969, pages 579-815 in the text

In this final part of the Unit, I want to put the students on their own in doing research into the contributions of Black Americans to American History. The format will be as follows,

1. I will prepare a suggested listing of Negroes who have contributed much to American History. Students may choose from the list or elect a person or persons of their own.

2. Reports will be given orally with a time limit of 20 minutes.
3. Questions and discussion to follow.

Suggested List

1. Labor Leaders
   Philips Randolph V.P. AFL-CIO
2. Government
   Rovert Weaver, 1961 Administrator of Federal Housing and Home Financing Agency, 1966
   Secretary of Federal Housing and Urban Renewal.

   Julian Bond, Nominated as a Vice Presidential Candidate by his party.

   Thurgood Marshall, Federal Judge, appointed by President Kennedy.

   Richard Hatcher, Mayor of Gary, Indiana

   Ralph Bunche, United Nations Medeator

   Carl B. Stokes, Mayor of Cleveland, Ohio.

   Carl Rowan, Director of U.S. Information Agency

   James B. Parsons, Federal Judge

   Edward W. Brooke, Attorney General of More.

3. Military
   Benjamin O. Davis Jr., General U.S. Air Force

4. Medicine
   Dr. Daniel William, Heart Surgeon
   Charles Drew, Blood Bank

5. Art
   Dean Dixon, Symphony Conductor
   William Grat Still, Composer
   Duke Ellington, Music
   Sidney Poitier, Actor

6. Civil Rights
   Martin Luther King

7. Education
   John Hope Franklin

8. Publisher
   John H. Johnson, Ebony, Vet, Tar, Negro Digest.

9. Sports
   Jackie Robinson
   Sugar Ray Robinson
   Wilt Chamberlain
   Joe Louis

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10. Inventor
    Elijah McCoy

11. Agriculture
    New Farmers of America Merged with FFA

12. Religion
    Dr. Hollis F. Price

13. Special Student Interests

Time Schedule

This unit is planned to occupy 12 weeks, the last two marking periods to the Spring semester.

March 4-8 Introduction to the Unit, including assignments and student's questions.

March 11-15 Reading assignments chapter 42 of the text followed by the first of the student debates.

March 18- April 1 Part I, the early years of America (1607-1775) Reading assignments from Rise of the American Nation and Pioneer of the Old South Filmstrip, Benjamin Banner, the first use of rank orde.

April 2-6 Part II, the years 1776-1800 reading assignment; Crispus Attucks and the text Rise of the American Nation. Introduction to the value continuum.

April 9-23 Part IV, the years 1860-1900, assigned readings in Rise of the American Nation, 54 Massachusetts Regiment, and Stillness at Appomattox filmstrips. Value continuum second usage
Student essay based on Carpetbag Government.

May 9-30 Part V, the years 1969, assigned readings in the Rise of the American Nation. Individual Study, Student reports, Summing up, Student ideas on how to improve future units such as this.

GOAL SHEET

Behavioral Factors	Initial	Sustained	Quality
1. The students will not hesitate to defend his or her value of tolerance vocally.	____	____	____
2. Students will demonstrate in writing the assimilation of this value.	____	____	____
3. Students will read magazines, books, and articles, written by and/or about Black people.	____	____	____
4. Students will attend movies, plays and TV programs that place emphasis upon Black culture.	____	____	____
5. Students will become knowledgeable about the paintings and sculpture of some of the Black artists.	____	____	____

DEVELOPING AND ASSERTING ONE'S INDIVIDUALITY WHILE PARTICIPATING IN A CULTURE*

Specific Value:	**Individuality**
Subject Area:	**English-Mythology**
Grade Level:	**10, 11, 12th Grades**
Time:	**Twelve Weeks**

Project on Student Values
3860 Plainfield, N.E.
Grand Rapids, Mich. 40505

*Materials prepared by Pam Lewis

DEVELOPING AND ASSERTING ONE'S INDIVIDUALITY WHILE PARTICIPATING IN A CULTURE

Abstract

I. Philosophical Statement- Mythology, as a form of literature, provides insights into man and his creation, his culture. It illustrates what man has developed above and beyond a protective society and shows man's ideas, knowledge, values, and learned behavior patterns. Mythology can be used to show how man can assert his individuality and still work with other individuals without becoming a conformist or mediocre. Man can simultaneously be a strong creative individual and a strong creative group member.

II. Statement of General Objectives- Initiate responses and thinking from students to mythology as a thought provoking form of literature and as a means to discover creative individuals with strong characters performing in a growing culture.

III. Statement of Specific Objective for Value Education- Students should learn to understand their own creative powers, their potentials as individuals, and how, as creative individuals, they each can aid their culture.

IV. Statement of Context- This unit was taught in 4 non-graded (10,11,12) English classes (with an individual class load of about 35 students) at Charlotte High School, Charlotte, Michigan. The material was designed for use in large and small group instruction and individual evaluation.

V. Methods- Specific methods were used as suggested by Rath, et.al. Values and Teaching. The teacher then used these methods as examples for her own development of value material.

VI. Time Schedule- The value unit covered twelve weeks. The classes met five days a week for 1 hour per day. Much of the material was designed to be completed during that time period so that students would not do the material with help from friends or parents.

DEVELOPING AND ASSERTING ONE'S INDIVIDUALITY WHILE PARTICIPATING IN A CULTURE

Philosophical Statement

Man faces life alone. Man has an innate desire to dissolve his isolation, to understand life, to believe strongly in something, and by combining these three desires to create.

To diminish his physical isolation, man binds himself to other men by forming rules and laws for mutual self-protection and thus establishes a society. Man and his society, however, need and desire more than superficial binding protective rules.

By cooperating with his society members, man creates ideas to aid him in his understanding of his fellow man and his surrounding life. These ideas, created either by an individual or in cooperation with others, gradually solidify into beliefs, attitudes, accepted knowledge, customs, traditions, and values. Ultimately the society is altered into a culture. The culture now satisfies the third of man's initial desires: he now can believe strongly in something.

Man believes strongly in his own culture. His culture represents his individual ideas molded with other men's individual ideas forming a grouping of individuals bound by common beliefs, attitudes, knowledge, traditions, custom, values, and behavioral patterns. Man's culture is regenerated and gradually changed by his succeeding generations as life is an eternal continuum.

The underscored words of this definition give rise to the purpose of the following value unit. Conformity, mediocrity, and "going along with the crowd (or Establishment)" are words used repeatedly in mass media today. Today's teenagers are stopped by the paradox of being an individual

and asserting one's own opinion versus "rocking the boat" or going against the accepted way. This paradox understandably creates frustration in teen minds. Teenagers are individuals who want to believe in their culture, yet they find flaws in the values they want to change. They are the succeeding generation. They also question the role of the individual in relation to the group, the culture. Emphasis today seems to stress the value of asserting one's individuality. It is the contention of this paper that man can develop and assert his individuality and ultimately strengthen his culture. A strong culture does not survive on weak individuals.

Mythology, a composite of religion, sociology, science, history, and literature, provides insights into ancient cultures once nurtured and developed by intelligent, strong individuals. Myths can illustrate how ancient men dissolved their isolation, understood life, believed strongly in something, and created a strong culture. Myths can show how men asserted their individuality to develop a culture that was in a continual change due to the ideas introduced by the individuals of the succeeding generations.

Statement of General Objectives

1. Present Greek mythology as a form of literature, a technique of writing that can be thought provoking.
2. Correlate reading assignments with writing assignments and class discussions.
3. Initiate student realization that they must read critically, ask questions, and evaluate the ideas that have been read.
4. Initiate clear, concise individual discussion by emphasizing reading, thinking, then talking.
5. Lead them to comprehend that a culture's writings, thoughts, and actions reveal a great deal about the character of that culture's individuals.

6. Relate mythology to modern man's cultural conflict: his primary right to be an individual, to preserve this individualism while aiding his culture by changing it as a member of his culture's succeeding generation.

7. Have students relate mythology and the cultural ideas to their own life and personal cultural experiences.

8. Make students aware that societies and cultures do not need to dissolve individual creation and thus be labeled as evil by perpetuating conformity. No culture is all bad or all good.

9. Make students aware of causes of an ancient culture's destruction.

10. Make students aware of creativity and knowledge gathered by ancient cultures.

11. Instill in students an awareness that man is free to choose his own set of values, but when he does, it is his responsibility to uphold them and apply them to his culture as part of his role in renewing and regenerating his culture.

12. Help students to clarify their own values, and encourage them to defend them and put them to work in their own American culture.

13. Present students with alternatives and consequences as seen in mythology of ancient human convictions as they pertained to their ancient culture.

13. Show through mythology how one individual, upholding his own set of values, provides for a more humane and creative culture.

14. Establish a classroom atmosphere that will stimulate respect for each student's values and the role of these values in a common culture.

Statement of Specific Objectives for Value Education

Because of the values selected to be presented through mythology, it was necessary for this particular unit to limit the broad field of mythology to Greek mythology and to specific well-known popular myths that could be accepted by the students as those myths familiar to and accepted by the common Greek people. With this type of myth we avoid stories accepted only by particular minor tribes, isolated cults, or limited social groups.

Because the political and social traditions of ancient Greece and America rest primarily on the same principles, this specific unit utilizes the myths of ancient Greece. Parallels and applications would be more obvious and numerous than those found in myths of lesser known or more isolated cultures. (Although, after the basic unit, the same value, philosophy, objectives, methods will be applied to Norse, Egyptian, African and American Indian mythology. with the anticipated hope the values and behavior attitudes of the students will also carry over.)

The specific objectives for this value education unit in terms of observable behavior are:

1. A more willful and intelligent readiness to accept the idea that there is goodness and value in any strong culture whether the culture is now existing or not must be demonstrated orally and on paper.

2. Students will eliminate useless criticism for other cultures and their contributions and establish wholehearted appreciation of the importance of respecting and understanding what intelligent individuals united by a strong common culture can accomplish.

3. The student will demonstrate that he understands that the individual can demonstrate ideas that can aid and coincide with cultural ideas without comforming to mediocrity or supressing his individuality.

4. The student will listen to, pay attention to and not immediately reject new or old ideas that are presented by a minority which conflict with the ideas of the majority in his community in learning to respect the rational and not the emotional approach to ideas.

5. Students are guided to become more aware of the fact that adult or older members of their society who correct the students' youthful actions do not necessarily do so because of impulsive and arbitrary interpretations of their intent or implications but because cultural ways, when considered, often help the individual reach his intended goal in a more effective way and also strengthen the individual's culture.

6. Students must form respect for others ideas with less petty and unhealthy criticism especially criticism for that which they traditionally label as "old", "outdated", "over 30", or "unbelievable".

7. The student will respond on his own orally and/or in written assignments in showing tolerance for the self-expression of his fellow students who do not always conform to the accepted "in-group"stands of his high school environment.

8. The student will cooperate with fellow students rather than compete with them during class sessions by working together in groups and discussions.

9. The student will be able to understand his own creative powers, his own potential as an individual better, and how these can aid his own culture.

10. The student will commit himself orally and/or in written assignments to defending his own set of values in correlation with his culture's ideas thus learning to respect both the role of the individual who stands for what he believes and the individual who aides his culture by standing for what he believes.

Statement of Context

This specific value unit is presently being taught to four classes of high school English at Charlotte High School, Charlotte, Michigan. Charlotte is a small, very clean, semi-rural area located 25 miles from East Lansing, a university town, and Lansing, a large industrial city. Charlotte is an entirely white population with the only small minority group composed of Mexican Spanish Americans. There is very little observable material poverty. The educational level of the adult population is predominately high school; most parents are farmers, local small business men, or factory workers in the two large industries (Aluminum Extrusions and Owens-Illinois Glass). The high school enrolls approximately 1000 students. Most residents were born and raised here; the major outside population group is composed of families from West Virginia moved here by Owens-Illinois.

The specific four mythology classes are all white; 10, 11, and 12th grade coed classes. There is no attempt to select any particular level of student. There is no specific proportion of each grade level in any class.

The class is taught withing the same room, four 55 minute periods a day, five days a week. Materials are an economic problem; the vastness of the new English curriculum revision in 1968 necessitated a limited

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budget for each subject area.

Material acceptable for all levels is presented largely through dittoed hand-outs or lectures to supplement the two textbooks. One textbook is restricted largely to classroom reading since only 35 copies are available (Ovid's Metamorphosis). Copies of the second text (The Iliad) are available for each student.

Enrollment for this class is extremely high each year. Mythology has been taught second semester for two years; four classes are offered and all four are taught by the same teacher. The classes have always held between 35-38 students per hour as a class load.

The value unit: "Developing and Asserting One's Individuality While Participating in a Culture" was limited to these four daily mythology classes.

Outline of Content

The specific myths and cultural information about ancient Greece were specially selected for the available materials to reflect the main stand taken in this proposal: that ancient cultures preserved in myths reflect the importance of individual ideas and values to the specific culture and that an understanding of the mutual workings of these is important for today's teenager. Today's teen lives in a world that teaches one should be both an individual and a creative thinker yet proudces social conformity and mediocrity. It is the position of this unit that man can be an individual and independent thinker and still perform in unison with his fellow man to produce a strong progressive creative culture without destroying his right to individuality. (This unit is not to be misinterrepted as an excuse for the conformity and mediocrity that is prevalent!)

1. Textbooks:

   A. Ovid, Metamorphosis, translated by Rolpe Humphries, Indiana University Press, 1963.*

   B. Homer, The Iliad, translated by I.A. Richards, W.W. Norton Co., 1950.

2. Filmstrips:

   A. Land of Myth
   B. Golden Age
   C. Spread of Greek Culture
   D. Modern Greece

3. Film: Oedipus Rex, Encyclopedia Britannica Films, Humanities Course # 47533, 4 parts

4. Reproduced stories for various texts presented to students at designated times:

   A. Prometheus
   B. Pandora
   C. Eros and Psyche
   D. Jason and the Golden Fleece and Medea
   E. Perseus and the Gorgon
   F. Hercules
   G. Theseus and the Minotaur

5. Projects: One individual project was required from all students. See Appendix for the specific handout detailing requirements.

* The specific stories used for this unit from Metamorphosis were: The Creation, The Four Ages, Jove's Intervention, Story of Lycaon, The Flood, Deucalion and Pyrrha (All of which were used in the unit under methods over The Creation as they comprised one continuous myth); Apollo and Daphne; Story of Phaeton; Story of Echo and Narcissus and The Story of Niobe.

Methods

1. Introduction to mythology

   A. Twelve major Olympians and their powers presented to the class.
   B. Definition of mythology and its purpose agreed upon by the classes.
      1. Students researched their own definitions from available sources.
      2. Teacher provided various definitions from research for discussion.

This lead to two days of soul searching and breaking of conformity to "Accepted" definitions on the part of the students when they tried to decide a)whether or not mythology represented a religion and b)whether mythology <u>was</u> a religion or <u>is</u> a religion. When does a religion die?

In each class volunteers called their respective ministers and reported to others on gathered information.

Generally, the accepted definition of mythology became: "an accumulation of past knowledge, thoughts, ideas, and wisdom of a particular culture." Not all the students could accept the second part of the definition agreed upon by the majority: "Mythology is/was a religion.". Thus they tested the premise of this unit: individualism v.s. culture. The classes felt that whether or not part two was unanimously agreed upon, the classes had an acceptable functioning definition. Therefore, while preserving their individual rights, the minority still could effectively function with the majority.

C. The presentation of the three major themes used in all cultural mythology was made: The Creation, The Great Search, and Historical Events Intensified.

The material over The Creation tested the student's ability to a)accept mythology as a religion, b)see parallels in his own cultural religion, Christianity, and c)understand and tolerate another culture's beliefs. (Many students openly expressed ridicule and disbelief that any intelligent people could possibly believe in these immortals. They regarded the myths as "interesting fairy tales".)

Three elements of the creation were explained: a)the birth of gods out of nothing, b)the epoch of warfare, and c)the victor who established order and assumes command as chief diety.

I presented the war between the Titans lead by Cronus (Kronos) and his offspring lead by his own son, Zeus.

A Proud Whip was used after this presentation: "I am proud that I aided or initiated a move to:_____."

Since prophecy played an essential role in Kronos'overthrow,

prophecy was discussed in relat[illegible]p to its importance, cultural value and significance and its unavoidability.

Ten volunteers were asked to participate in a Voting. They were asked to raise their hands if they did the following statements:

1. believed in prophecy.
2. read Jeanne Dixon's nightly column in the Lansing State Journal.
3. believed in horoscopes.
4. were superstitious.
5. practiced a religion that believed in predestination of man.
6. believed there was something in life they had to do.
7. believed "you die when your time comes".
8. felt injury or a bad day came as a result of something bad they had done earlier.
9. felt each man controls the events of his own life.
10. felt each man controls the events of his own life within his powers and capabilities.
11. felt they believed in a higher supreme being or power.

Students were asked to randomly discuss these eleven statements with other friends outside of class and mentally note their reactions.

I asked them to particularly note #2 and suggested the following books: The Gift of Prophecy, J. Dixon; The Sleeping Prophet, Cayce.

2. The Story of Prometheus

A. Story was taken from an anthology, dittoed, and distributed to class.
B. Discussion, teacher prompted, stemmed from a Voting panel.

Six members (volunteers) were randomly selected to stand in front of the class. They were instructed to put a hand up if they were in agreement with a statement. Any waving would be regarded as intensifying the agreement. Hands were lowered accordingly if they were not in agreement. No opinion was indicated by no hand movement.

1. The myth was interesting.
2. The myth was thought-provoking.
3. Prometheus held total control over his invention: man.
4. Prometheus believed sincerely in his creation.
5. A father usually tried to do best for his son.
6. Prometheus helped man.
7. Fire was a gift to man.

45

8. Education is a gift to many men that brings the penalty of homework.
9. Fire destroyed man's innocence.
10. This myth is thought-provoking.

In all four classes, the students agreed with statement 10 even if they had not agreed with statement 2.

The outcome was that the students no longer merely regarded the myth as an interesting "fairy tale". Small groups were formed. Approximately six broad ideas were gl ned from this one myth. (Examples: every gift brings a penalty; man alone has a capacity for worship; man will destroy himself; man is happy unless someone convinces him otherwise.)

From these various ideas, each groups gave 4 or 5 examples throughout history that helped illustrate these ideas.

I attempted to discuss the idea that man can control himself and that it is important that each man realize his potential and role in life to change these ideas the groups developed so that man acts in a positive, creative way.

C. Writing assignement was made: Prometheus, the father and creator of man, believed in his own idea: that man could be better if he could have access to fire. Prometheus not only thought and talked about his idea, but he defied Zeus and implemented it. What did Prometheus accomplish?

3. The Story of Pandora

A. Dittoed and distributed story for reading.
B. I placed two statements on the blackboard to attempts a discussion: 1) Curosity gives man a superhuman power and strength; 2)Curosity causes man only evil and no good.

Students were split on how they felt about the role of curosity in man's life as good or evil. They unanimously agreed with the last line of the myth: "And so there would have been an end to man; for, though

he can bear endless trouble, he cannot live with no hope at all."

~~Four~~ students were chosen to rank the following items. Students were asked to rank them individually at their seats and to try them on other friends or their family.

1. You would most hope for:
   a)peace in Viet Nam
   b)peace in Biafra
   c)peace in the United States over segregation/integration.

2. You would most hope for:
   a)an end to the draft
   b)an end of segregation
   c)an end of hypocritical thinking.

3. You would most hope for:
   a)happiness
   b)love
   c)understanding.

4. You would most hope for yourself:
   a)money
   b)education
   c)no disease.

5. You would most hope for mankind:
   a)no old age; perpetual youth
   b)no disease
   c)no strife

6. You would most hope for mankind:
   a)no famine
   b)no strife
   c)no lack of concern in people.

4. Ovid's Story of the Creation (The Creation through Deucalion)

1. Myth was assigned to be individually read.
2. Students were encouraged to find parallels between the creation according to Genesis and Ovid's myth in order to relate the "fairy story" to a belief most students profess to practice; i.e. Genesis 19:17 or 19:26.
3. Last line of the myth of The Four Ages was separated out for use: "And man alone, erect, can raise his face toward heaven."
4. Value Sheet #1 (Rath's, page 84) was distributed to students and collected without teacher comment.
5. The first of the ages, The Golden Age (not to be confused with the historical Golden Age of Greece), according to Ovid, had no laws or punishments for they were unnecessary, fear was unknown, and peace was throughout the world. As the three succeeding ages came, evils decended, man created war and laws were set up. With this in mind, students were given Value Sheet 11 (Rath's, page 100) to read and write on.

5. Filmstrips

1. Each of the 4 filmstrips were shown on a separate day.
2. Time after showing used to clear up any missed details and to reshow any missed frames.
3. On the fifth day, students were greeted by the following statement on the blackboard: "My job as a teacher is to tell you what to think."

This really hit a nerve and discussion was hot and heavy as I played Devil's Advocate. All four classes (with the exception of a few non-participators) felt my role was to aid them in the process of thinking and this ultimately lead to an all out somewhat unanticipated vocalization on the ills of United States education and the "value" of some teachers. I was (admittedly) in secret agreement of both issues; I was happy to see their views and eager discussion.

4. Students were then broken up into four random groups. Armed with their notes and the filmstrip, they were given the following assignment: "Groups, you are to select and record concepts, ideas, values, relationships, your group feels are important or thought provoking from your filmstrip that you feel contributed to your wisdom and that you feel mythology students (including yourself) should know and understand."

The results:

a) Students reacted positively to the assignment.
b) They expressed the attitude that they were glad I agreed with their idea that my role was to aid them in the process of thinking. (They apparently deducted this because of the nature of my assignment for them.)
c) Actual details selected by many groups seemed petty and trivial to me (possibly indicating the students had been "trained" or "conditioned" to being responsible for dates and details rather than ideas, implications, and purposes).

5. From the notes of all four classes, aides prepared a composite ditto which was distributed to all students for study.
6. From this ditto, I attempted to construct a test in two parts. Part one used their ideas from the groups; part two asked questions of thought and implication that I felt were important. After taking the test students felt they had missed their assignment and mislead themselves but blamed their faulty pettiness and trivial details on conditioning by other teachers in other classes. (Examples: Part 1: When was the Parthenon built? What percentage of the Greek population is Greek Orthodox? Part 2: When Philip II of Macedonia conquered Greece, he did not force his own Macedonian culture on the Greeks. Instead, he nurtured

the Greek culture. Discuss the character of Philip II.)

6. Apollo and Daphne

A. The important of Apollo to the Greeks was discussed and illustrated with details such as scuplture, the Oracle at Delphi, and temples.

B. After the discussion, students were asked to place an X on a line after a statement on a contimuum indicating their stand. X's to the left indicate degrees of disagreement; x's to the right indicate degrees of agreement.

1. Love is a strong influential force. |_____|_____|_____|_____|_____|_____|
2. Love is an adult emotion.
3. Spinsters are "wierd".
4. Girls do not want to remain single.
5. There is something peculiar about men who remain bachelors.
6. Love can frighten some people.
7. You can love something so intensly that you can destroy that something.
8. Hate is the opposite of love.
9. You would be happy to be the spouse of an immortal if you were a Greek.

C. Before reading this particular myth, students were handed a ditto with the following quotations to stimulate a discussion on love:

1. Love is a proud and gentle thing, a better thing to own
   Than all of the wide impossible stars over the heavens blown. O. Johns.

2. After the verb "To Love," "To Help" is the most beautiful verb in the world! von Suttner

3. Look into any man's heart you please, and you will always find, in every one, at least one black spot which he has to keep concealed. H. Ibsen

4. The tragedy of love is indifference. W.S. Maugham

5. I am a lover and have not found my thing to love.
   S. Anderson, Tandy

6. A Polack's brat
   Joylessly torments a cat ...
   To hurt and to be hurt; he knows
   All he will know on earth, or
   Need to know. Street in Packingtown
   Willa Cather

7. Phaeton

A. Students were asked to finish the following statements regarding their aspirations:

a) In the near future...
b) When I graduate...
c) Someday I'm going to...
d) My long-range plan is...
e) If all goes well...
f) One of these days...

B. The second of the three major themes was explained: The Great Search. This involves the wandering of an individual on a quest to find or to prove his manhood. The individual is also involved in a conflict between personal choice and social order. In proving his manhood, the individual is involved in a creation.

C. Discussion applied this idea to teenagers today. Students caught on very quickly and were extremely vocal in discussion of this theme.

D. Six students were asked to Rank the following items:

1. Which would it be most difficult for you to be:
   a)an ignorant white
   b)a black African
   c)a black American

2. Would you rather be
   a)blind
   b)friendless
   c)misunderstood

3. If you were on a quest or dangerous mission, which would you be most aided by
   a)creativeness
   b)friends
   c)a gun or knife

E. The following day, students were faced with the following quotation on the board: "When we do nothing, we run the risk of becoming nothing." (Paul Goodman, Rath's, page 111.) This initiated a discussion dealing with the subject of man's responsibility and proving

his manhood. Students questioned Phaeton's motives and actions because he died at the end because of his own stubbornness.

One stipulation in The Great Search theme is that man must create while on his quest. Students questioned whether Phaeton created anything of value before he died. (Because of his actions, the Greeks felt he created climates, deserts, snow, dark-skinned people, swans, willow trees, and shooting starts.) They questioned: 1)Did he really create? 2). Can you be given credit for a creation if you create it without intending to? 3)What good did his actions do for him since he died anyway? 4) Does a dead man really contribute to his culture? Students were given a writing assignment stimulated by the Value Sheet from Rath's, page 239. Only, they were to take the paragraph (dittoed for them) on "Education for Creativity" and apply it to either their own lives or to the Phaeton myth.

8. Echo and Narcissus

A. Students read myth individually and answered questions pertaining to the flow and context of the story.

B. Many students confused the Greek idea of unrequited love or self-love with homosexuality. We took up the quotation used earlier, "The tragedy of love is indifference (W.S. Maugham)" to discuss both Echo's and Narcissus' individual predicaments.

C. Students were divided into small groups and asked to devise a list of substitutes for the word love, in any degree or intensity. Discussion evolved from these lists. Students were asked to place their substitute words within the myth.

D. Teresias gave a prophecy to Narcissus' mother that her son would live to a ripe old age if "he never knew himself." Proving your manhood can be interpreted as "knowing yourself". Students were asked to answer a Value Sheet on selection 2, Rath's, page 104.

1. Are you worth $1?

2. How much are you worth in dollars?
3. What makes you this price or this value?
4. Why should I buy you if I had enough money?
5. How can you increase your value and charge more for yourself?
6. How were prices determined for slaves in the 1800's?
7. If I buy you, who do I give the money to?
8. Why do I give it to this person?

9. Niobe

A. Students read the tale of Niobe and answered a simple question sheet to see if they understood the context of the story.

B. Without discussion of the myth, students were presented with the Value Sheet. Instructions were given orally and students were asked to work individually. The sheets were turned in when completed before leaving class.

Value Sheet Stimulated by Niobe's Story

Read each question carefully and place whatever answer seems legitimate to you under the question. This will in no way reflect on your grade. It is only a thought sheet. Be sincere; be honest.

1. According to your judgment, did Niobe deserve her punishment for her crime?
2. Is pride a sin to you?
3. Is excessive pride always wrong?
4. Give 2 examples of things you're proud about in yourself.
5. Think and then give examples of anything you think you are excessively proud about.
6. Should you be punished for these?
7. If so, how?
8. Does answer #6 differ from answer #1?
9. If it does, why?
10. When was the last time you helped your mother accomplish something she valued or felt necessary?
11. Did you help her because she was your mother or because you believed in what she was doing?
12. If you have a sister or brother, when was the last time you joined forces with them to accomplish something you both felt was important?
13. If you've never done this, or not done it recently, why?
14. In how many ways can a person be rich?
15. Was Niobe richer than Latona in your estimation?
16. How? Or why not?
17. How are you richer than your best friend? Your mother? Your father?
18. Do you feel you are an individual or one of thousands of teenagers?
19. How can someone be an individual?
20. How are you an individual if you feel you are?
21. According to you, can someone be an individual and still be part of a group?

22. Explain.
23. Without consulting a dictionary, just what <u>is</u> pride to you?
24. You have an option of putting your name on this thought sheet.
    Your name:
25. Are you proud of your name:
26. Would you change it? To what? Why?
27. Do you want this value sheet to be confidential?

All the methods up to this point in the unit have already been tried. The methods to follow will be attempted and alterations made whenever and wherever a particular portion does not seem adequate or appropriate.

10. Perseus, Hercules, Theseus, and Jason

A. The myths concerning the four heroic figures will be grouped together.

B. Students will receive the myths in dittoed form and be responsible for individually reading them.

C. Students will prepare either a written or oral report covering the following questions:

1. Discuss one action that showed the individuality of each of the four figures, if indeed, they each were individuals.

2. How did each figure help his culture?

3. Which figure did you most admire and why?

4. Which figure did you least admire and why?

5. Which figure was most like you? In what ways are you two similar?

6. If you could interview any of the four figures, list two questions you would ask them.

7. Concentrating on your favorite character, what did he do which you would like to do some day? What did he need to do to get ready? What will you need to do?

8. What forces in life did he attempt to shape? What help did he seek and how did he use that help?

9. In what ways would he have made a good parent? A good teacher?

10. Project how the hero would have stood in terms of the Negro

dilemma. Where do you stand?

11. Who was the hero's most important human obstacle? How did he deal with this obstacle? Were there any other alternatives open to him? What would you have done? Are there any human obstacles in your life? How do you live with these?

12. What are some things which the hero might have done <u>himself</u> to make his life a richer and fuller one?

13. In your own words, what is a hero to <u>you</u>?

(Questions 7 through 12 are adaptations from Rath's, pages 156-157.)

11. Oedipus Rex

A. Students will report on the purpose of Greek drama in their culture and its impact on the American theatre; influential Greek playwrites; and the design of the Greek theaters.

B. The Flaubert quotation (Rath's, page 116) and the following questions will be dittoed and presented to the class. Students will complete the quotation sheet individually. The sheets will be turned in.

C. When all sheets have been collected, a second ditto will be presented with the selections #2 and #5 from Rath's, pages 104-105. Students will be asked to read the material. Small groups will be formed. Students will be requested to use any of the material from either ditto and their written comments to form a discussion. I do not plan to leave the room but will wander from group to group without comment (which will be a test for me!).

D. A ditto will be distributed giving the correct sequence of the <u>Oedipus Rex</u> story since the film series being used does not present the total play in sequence.

E. The film will be shown and discussion used after each of the four parts geared to the lecture material provided by the narrator of the film.

12. The Iliad

A. Students will report on the site of Troy and the excavation of the site.

B. Value Sheet #7 (Rath's, pg. 95) will be dittoed using situations A, B, C, F, and G.

C. Value Sheet #11 (Rath's, pg. 100) will also be presented to the students.

D. Since the major theme of The Iliad is Achilles' anger and his refusal of aid, this story provides an excellent source of "testing" students on objectives 6, 11, and 12.

E. I plan to play three records just after the initial chapters of the story are read telling of Achilles' anger:

1. "I Did It My Way" by Frank Sinatra
2. "I've Got to be Me" by Sammy Davis Jr.
3. "Where Am I Going, What Am I Doing?" by Barbra Streisand.

I anticipate condemnation of Achilles' motives and actions and hope to produce active discussion from the messages of these songs.

F. Value Sheet on "The Abrasive Man" and "Education for Creativity" (Rath's, pages 238-239) will be distributed here.

F. At the conclusion of the book, a Student Report Sheet, (Rath's, pages 156-157) will be completed by the student and submitted.

13. Conclusion of the unit

Students will receive copies of the following quotations. They will be asked to read and study them. They are then to apply any of them to any of the characters in any of the myths they have studied in this unit. There is no required number of quotations that must be used to complete the assignment. They are to use the ones that have implications or suggestions for them. The applications need only be

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as long as they deem necessary to explain the connection between the figure and the quotation.

1. A man lives not only his personal life, but also, consciously or unconsciously, the life of his epoch and his contemporaries.
   The Magic Mountain, Chapter 2
   Thomas Mann

2. Opinions cannot survive if one has no chance to fight for them.
   The Magic Mountain, Chapter 5
   Thomas Mann

3. I have never for one instant seen clearly within myself; how then would you have no judge the deeds of others.
   Maeterlinck
   Pelleas and Melisande

4. When we are dead, its for a long time.
   Marc Desaugiers

5. Life has a value only when it has something valuable as its object.
   Hegel.

6. We shall never understand one another until we reduce the language to seven words.
   Sand and Foam
   Kahlil Gibran

7. Mind is the great lever of all things; human thought is the process by which human ends are ultimately answered.
   Daniel Webster

8. I was never less alone then when by myself.
   Gibbon
   Memiors.

9. A man that makes a character makes foes.
   E. Young

10. The happiness of men consists in life. And life is in labor.
    N. Tolstoi

They are then to indicate which quotations have the most meaning or implication for their own lives. They are asked to comment in a similar manner making the connection between themselves and the quotation.

Time Schedule

The original plan was proposed for a twelve week teaching unit. So far the schedule has been kept and ample time has been alotted for each lesson. I anticipate being able to finish the unit within the twelve weeks unless the slower reading students cannot keep up pace when The Iliad is being read.

Week No.

1. Introudction
   The Titans
   Prometheus

2. Prometheus continued
   Pandora
   Ovid's "Creation"

3. "Creation" continued
   Apollo and Daphne

4. Phaeton
   Echo and Narcissus

5. Echo and Narcissus continued

6. Jason
   Perseus
   Hercules
   Theseus

7. Oedipus Rex - film

8. Oedipus Rex

9. The Iliad

10. The Iliad

11. The Iliad

12. Quotations in conclusion
    Testing and evaluation

The work presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

GRID

Objectives	1	2	3	4	5	6	7	8	9	10	TOTAL
Content											
Tests & Planning	1	1	3	2			3			4	12
Compositions	4		3	1	1	1			1	2	13
Prometheus		3	2		1			1			7
Pandora		1	2		1	1	1			2	8
Ovid's Creation	2	3	2								7
Apollo & Daphne			1			1	1	1	1		5
Phaeton		2	2						2		6
Echo & Narcissus	1	1		1		1			1	2	7
Jason			2		3					2	7
Perseus											
Hercules											
Theseus											
Oedipus Rex	4	1	3		1		1	1		2	13
The Iliad	4	1	3		2		1	1		3	15
TOTAL	14	10	21	9	9	3	7	4	5	18	100

Specific Objectives:

1. See goodness in culture
2. Eliminates useless criticism
   Establishes respect
3. Understand individuality
4. Doesn't reject minority ideas
5. Aware of intent of adults
6. Demonstrates less pettiness
7. Shows tolerance of fellow students
8. Works with fellow students
9. Understands own creative powers
10. Commits himselft orally to his own values

UNDERSTANDING AND TOLERANCE CAN BE STRENGTHENED THROUGH THE STUDY OF THE BLACK MAN'S LITERATURE*

Specific Values:	**Understanding** **Tolerance**
Subject Area:	**English**
Grade Level:	**Senior**
Time:	**Thirteen Weeks**

Project on Student Values
3860 Plainfield Blvd., N.E.
Grand Rapids, Michigan 49505

***Materials prepared by Lucinda Jane Martin**

UNDERSTANDING AND TOLERANCE CAN BE STRENGTHENED THROUGH THE STUDY OF THE BLACK MAN'S LITERATURE

Abstract

I. Philosophical Statement. Individuals tend to have greater self-appreciation when they are able to respect others. The literature of the black man has an abundance of insights and implications for our American society. One who has never learned of the lives and works of the black man has never learned the whole American story.

II. Statement of General Objectives. To have students respond to various academic forms of literature such as poetry, drama, autobiography, essay, and the novel, and to use these forms as a means of discovering the universality of human experience from a special view point.

III. Statement of Specific Objectives for Value Education. To help students to a better understanding of themselves and other races through studying the uniqueness of the black man's experience. To help them to learn to stand firm by the convictions which they hold.

IV. Statement of Context. This unit of study is designed for College Preparatory Senior American Literature classes with 33 students, at Hastings High School, Hastings, Michigan. It is an all white school with an enrollment of 1067 students in the high school.

V. Methods. Evaluations, tests, films, records, bulletin board displays, discussion, panels, role-playing, composition, value sheets, and other value methods from Rath, et. al. Values and Teaching.

VI. Time Schedule. The unit is planned to cover thirteen weeks. Each class meets five times a week for 55 minutes.

UNDERSTANDING AND TOLERANCE CAN BE STRENGTHENED THROUGH THE STUDY OF THE BLACK MAN'S LITERATURE

Philosophical Statement

We need, as individuals, to believe in something, so that we can face ourselves and feel worthy of life. Through strengthening convictions we can prove our worth by standing firm in whatever we believe. Our beliefs can be broadened by vicariously experiencing, through literature, a side of American life that many of us cannot know because we are white; thus we attain empathy to fully understand the black dilemma.

Statement of General Objectives

1. To present students to black contributions in literature.
2. To present these forms (essay, novel, drama, autobiography, and poetry) as a technique of writing.
3. To achieve improvement in reading, writing, speaking, and listening.
4. To emphasize critical thinking and expository writing.
5. To help students to a better understanding of themselves.
6. To show the universal experience from a special point of view.
7. To evaluate the effects of hatred and prejudice.
8. To help students accept people of other races as people of worth.
9. To relate the readings to the effect in the students life.
10. Have a class room environment which is condusive to individual thinking.

Statement of Specific Objectives for Value Education

Since the students for whom this unit was planned are in an all-white, rural-suburban, Republican community, and have had few, if any experiences with any other ethnic groups, I chose literature which contains a range of the black man's experiences. Included are selected views from the South, the North, from a writer's point of view, a militant's point of view, from the slum and ghetto to the middle class black. Through these vicarious experiences the specific objectives for value education in terms of observable behavior are:

1. The student will give evidence orally and/or in written assignments his own experience with prejudice, thus attaining a better understanding of himself. (2.1 Bloom's Taxonomy)
2. Responds on his own orally or in written work in showing tolerance and understanding of the black man's unique position in society. (2.1 or 2.2 Bloom's Taxonomy)
3. Defends and stands firm in his convictions orally, in actions, and writing. (2.2 Bloom's Taxonomy)

Statement of Context

This unit was designed for the College Preparatory Senior American Literature classes at Hastings High School, Hastings, Michigan. Hastings is a small, rural community located almost centrally between Grand Rapids and Battle Creek. Most parents are farmers or factory workers, few are educated beyond high school. There are no Negroes in the community, which is mostly

Protestant and Republican. The socio-economic level is low-average. The high school has an enrollment of 1067 students.

The students in American Literature are Seniors who are college bound. There are on the average, 32 students in cramped classroom facilities. (A new multi-million dollar school will be ready for occupancy in 1970).

This unit is planned to cover at least a thirteen week time span. Classes meet five times a week for 55 minutes each. It is planned for fairly large groups.

Outline of Content

The unit has no basic text. The series now used in American Literature has very little reference to black literature, so this is all based on supplementary reading. Ideally, this unit would be used in conjuction with the basic text. Even though this unit has been set up for one time block, it could easily be used in sections.

Following is a list of the materials planned for this unit: (Biblography and price list attached at end of paper)

1. Required:
    - A. I AM THE DARKER BROTHER
    - B. RAISIN IN THE SUN
    - C. CRY, THE BELOVED COUNTRY
    - D. SIMPLE'S UNCLE SAM
    - E. BLACK BOY
    - F. THE AUTOBIOGRAPHY OF MALCOM X
    - G. SOUL ON ICE
    - H. One of the following:
        1. NARRATIVE OF THE LIFE OF FREDERICK DOUGLASS
        2. THE LONESOME ROAD
        3. CRISIS IN BLACK AND WHITE
        4. THE NEGRO IN THE MAKING OF AMERICA
    - I. One of the following:
        1. THE ALGIERS MOTEL INCIDENT
        2. THE SOULS OF BLACK FOLK
        3. THE AUTOBIOGRAPHY OF AN EX-COLORED MAN
        4. THE INVISIBLE MAN
    - J. OUR CHILDREN ARE DYING
2. Recommended:
    - A. "Life", November 22, 1968, November 29, 1968 and December 5, 1968.
    - B. "Look", January 7, 1969.
    - C. "Challenge-The Negro in Michigan", June, 1968.
    - D. Any other articles dealing with the problem of prejudice or history.
3. Enrichment:
    - A. Record and filmstrip - "The Frederick Douglass Years 1817-1895".
    - B. Record - Mahalia Jackson
    - C. Record - "The Best of Simple", Langston Hughes.
    - D. Filmstrip - "What is Prejudice".

Content as Related Only to Values Unit

1. RAISIN IN THE SUN
   A. Shows what handicaps are placed on people because of their color.
   B. Shows the conflicts that arise because of crowded housing, differences in individual values.
   C. Attempts to show students that parents are interested in the moral welfare of their children.
   D. That choices we make have consequences we must live with.

2. I AM THE DARKER BROTHER
   A. Shows that to understand a problem we must feel it emotionally.
   B. Shows the black's attempt to prove that he, too, is an individual of worth.
   C. Attempts to show the injustice suffered by blacks.
   D. Proves that certain segments of our society have been ignored.
   E. Shows the universality of man's emotions.
   F. Have students show their empathy level by writing a poem in reply.

3. CRY, THE BELOVED COUNTRY
   A. Shows how value conflicts can tear apart a family.
   B. Proves that prejudice is learned.
   C. Shows ways to "unlearn" prejudice.
   D. Have students search out their own prejudices.
   E. Relate problems of tribal breakdown to changes in American society and the effects on the family structure.

4. SIMPLE'S UNCLE SAM
   A. Use of humor as a tool to understanding.
   B. Point out difference in humor as gently poking fun at a human foible, and humor as a destructive element.
   C. Bring to class jokes of a destructive nature so that the "humor" can be explained - and hopefully avoided.
   D. Write about a problem from the view point of a black man.
   E. Use role playing to show empathy, or lack of it, based on a situation presented in the essays.

5. BLACK BOY
   A. Awareness of the marvels of the world is not unique to the white man.
   B. Proves that many values - such as fighting for survival - are forced upon the black.
   C. Shows that even minority groups are prejudiced - analyze why some people "need" to feel superior.
   D. Discuss the reason some people are superstitious. Does this prove that one is ignorant?
   E. Have students become personally involved by defending their stand orally and written.
   F. Have students react to "It isn't always right to be law-abiding."

6. THE AUTOBIOGRAPHY OF MALCOLM X
   A. Shows that the North is as prejudiced in the treatment of the black as is the South.
   B. Analyze why many blacks have resorted to violence to prove their worth to society.
   C. Proves that the man who was filled with hatred toward whites was beginning to realize that some whites are not prejudiced.
   D. A man can change his beliefs and become stronger.
   E. Show what happens when one stands firm for his convictions even in the face of death.
   F. Students will show their depth of understanding by writing what kind of a leader Malcolm X would of become had he had more time.

7. SOUL ON ICE
   A. Shows the inner thoughts of a black man in white society.
   B. Analyzes why he became a criminal and why he wanted to change.
   C. Shows his own value changes and why they happened.
   D. How the ideas of Malcolm X influenced other blacks.
   E. Have students analyze why it is important to know how Cleaver thinks. What myths are broken?

8. Outside reading
   A. Draw together some conclusions of values that are held by many black people.
   B. Use articles and magazines to further tie together the areas of prejudice and hatred studied. Relate information to authors studied and their views.
   C. Evaluate the use of literature as a mirror of life.

Methods

1. Background for the unit on values includes the following:
   A. Bulletin board with articles about Eldridge Cleaver, Malcolm X, pictures of the ghetto life, riots, etc. Have students bring in material too.
   B. Give pre-evaluation instrument and analyze.
   C. Assign to read one of the following background books:
      1. CRISIS IN BLACK AND WHITE
      2. THE NEGRO IN THE MAKING OF AMERICA
      3. THE LONESOME ROAD
      4. NARRATIVE OF THE LIFE OF FREDERICK DOUGLASS (or another of his).
   D. Filmstrip and record "The Frederick Douglass Years 1817-1895" (52 minutes)

2. RAISIN IN THE SUN
   A. Value sheet with questions for discussion and written assignments.
   B. Discussion areas - Reason for conflict with the family. Which conflicts are directly related to the problem of prejudice? Is there any way the family can overcome these conflicts? Should Walter be content with the gains already made for the blacks? Why? What does the term "Uncle Tom" mean?
   C. Written assignments - "Seems like God didn't see fit to give the black man nothing but dreams - but he did give us children to make them dreams seem

worthwhile." Do your parents think that you make their dreams worthwhile? Why? Give three reasons. Follow the goal sheet for composition. Impromtu theme.

D. Act out the scene from Act I, scene II in class. Begin where Ruth starts talking to Mama after Travis goes outside, to the end of that scene.

E. View filmstrip "What About Prejudice?" (11 minutes) How does prejudice show its face in RAISIN IN THE SUN?

3. I AM THE DARKER BROTHER

Read the introduction, which says in essence that if we are to truly understand, we must react emotionally. Poetry can help us. One way for black poets to show the deep emotions of their contemporaries is to use the language of today, which is sometimes shocking. We should view this as a catharsis - a means of ridding ourselves of hate, and even murderous ideas.

A. Read selected poems
   1. Langston Hughes, "The Negro Speaks of Rivers"
   2. Arna Bontemps, "Southern Mansion"
   3. Robert Hayden, "Middle Passages"
   4. Claude McKay, "If We Must Die"
   5. Le Roi Jones, "A Poem for Black Hearts"
   6. Richard Wright, "Between the World and Me"
   7. Langston Hughes, "I, Too, Sing America"
   8. Paul Dunbar, "We Wear the Mask"
   9. Mari Evans, "Status Symbol"
   10. Joseph White, "Black is a Soul"
   11. Langston Hughes, "Cross"
   12. Quandra Prettyman, "When Mahalia Sings"

B. Play a Mahalia Jackson LP

C. Discussion centered around - What are some of the emotions expressed in these poems? What problems do the poems express? Why do blacks in America feel that they have been ignored? Which poets give this impression?

D. Have students bring in other poems by black poets for the bulletin board.

E. Written assignments:
   1. Write a paper on one poem by a white man that expresses the same idea as one studied in this unit ("The Leaden Eyed" compared with "If We Must Die"). Follow the goal sheet for composition.
   2. Write an original poem in reply to one studied.

4. CRY, THE BELOVED COUNTRY

A. Reading both in class and outside.

B. Value sheet for each of the three books.

C. Class discussion centering around such topics as the affect of tribal breakdown upon the family structure. Can this be applied to the United States in any way? Even though this story takes place in Africa, the problems are universal. How are the same value conflicts evident in the American culture? See value sheet for other possibilities.

D. Written assignments:
   1. Did members in the Kumalo family have similar goals and values? If there was a conflict, how was it resolved? Illustrate a value conflict and how it was resolved - if it ever was. Follow the goal sheet for composition.
   2. What evidence does Chapter 31 give that prejudices are learned? Do you think that this is so? Give reasons and specific examples from your own experience.
   3. Show a picture to the class. Have students make up a story of what went on before and how the problem should be solved. Exchange stories. List values which are reflected. See how individual values influence our interpretations. (Page 17, "Teaching Strategies for the Clarification of Values" by Don Barnes).

E. Evaluation of progress so far in unit. (Form II)

5. SIMPLE'S UNCLE SAM
   A. Play the record "The Best of Simple". Discuss the use of humor as a tool to understanding. Why can humor touch sore spots and still recover? What is the difference between the humor evident here and the "humor" in certain jokes?
   B. Bring to class two jokes that use humor to further certain prejudices. How do these differ from the humor of Langston Hughes?
   C. Write an essay based on Simple's style. Discuss a problem you think a black man might face and tell it from his point of view.
   D. Read selected essays from the book.
      1. "Empty Houses"
      2. "Color Problem"
      3. "Haircuts and Paris"
      4. "Adventure"
      5. "Golden Gate"
      6. "Flay or Play"
      7. "Not Colored"
      8. "Cracker Prayer"
   E. Select two or three essays of the students and have two people act them out, or role-play a "Scene with Simple". Have the class analyze whether the problem is really one which exists for the black man. Discuss what they would do if faced with the same problem. Would they peacefully demonstrate? Turn to violence? Give up?

6. BLACK BOY
   A. Value sheet, which contains questions for discussion and for written assignments.
   B. Play devil's advocate - "It isn't always the right thing to be law-abiding". (Page 127, Raths)
   C. Panel discussions - Four panels, each to discuss one of the following:
      1. Integration will never fully succeed in America.
      2. Violence is necessary sometimes to get laws changed.
      3. Laws are not the answer to the problem of Civil Rights.
      4. The North is just as unfair to the Negro as is the South.

   Each panel has twenty minutes to present its arguments and discussion. After each, there will be ten minutes allowed for class questions or discussion.

D. At the conclusion of the four presentations, each student will choose one of the four topics to write a defense or opposition. He must include specific references to what is going on today in these areas, and he must draw some conclusions based on these findings. He must date that he is for it or against it and then defend his position. Follow the goal sheet for composition also.

7. THE AUTOBIOGRAPHY OF MALCOLM X

The first day, give background of Malcolm X. Bring in photographs of his speaking engagements. Explain the violent incidents and language as necessary to understanding the man. Read the Introduction and Chapter One in class to get them started.

A. Aim for two chapters per day. First week also assign for outside reading OUR CHILDREN ARE DYING by Nat Hentoff. At the end of the first week, discuss how Malcolm X had a different schooling experience, but ended up facing the same situations as the children in Hentoff's book.
B. Second week outside assignment - to read two articles about the Black Muslims and write a paragraph summary of what each article stated.
C. Discussion - Whether it makes any real difference to the black whether he is in the South or the North. What incidents are foremost in your mind? How do you react toward the passages of hatred toward the white? Do you want to tell him that He is being unfair? Do you think he has the right to want to separate the black from the white? Why?
D. Written assignment: Based on the last few chapters of Malcolm X, what kind of leader do you think he would have become had he not been cut down? State specific reasons for your beliefs.

8. SOUL ON ICE

A. "Initial Reactions on the Assassination of Malcolm X"
Notice his statement on page 56. "There were those of us who were glad to be liberated from a doctrine of hate and racial supremacy." Then, he, like Malcolm X goes on to declare, "We shall have our manhood. We shall have it or the earth will be leveled by our attempt to gain it." How is it possible for these two beliefs to exist side by side within the same man? Are they compatible ideals? How?
B. "On Becoming"
    1. Underline some near-maxims or proverbs that you might find.
    2. Why did Cleaver begin to write? Was it for the same reason that Richard Wright wrote? What value changes did he describe in this essay?
C. "Soul on Ice"
    1. Written: What did Cleaver mean by the expression "Soul on Ice"? Have you any way of understanding what he means? What happened to melt his soul? What stakes are involved in becoming emotionally involved?

D. Written assignments:
   1. Did members in the Kumalo family have similar goals and values? If there was a conflict, how was it resolved? Illustrate a value conflict and how it was resolved - if it ever was. Follow the goal sheet for composition.
   2. What evidence does Chapter 31 give that prejudices are learned? Do you think that this is so? Give reasons and specific examples from your own experience.
   3. Show a picture to the class. Have students make up a story of what went on before and how the problem should be solved. Exchange stories. List values which are reflected. See how individual values influence our interpretations. (Page 17, "Teaching Strategies for the Clarification of Values" by Don Barnes).

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   Each panel has twenty minutes to present its arguments and discussion. After each, there will be ten minutes allowed for class questions or discussion.

D. "The Christ and His Teachings"
   1. Why did Cleaver call Lovdjieff "The Christ"?
   2. Read the article by Rev. Father Raymond A. Schroth, S.J., "Cleage and Cleaver", America, Feb. 1, 1969, in which he says, "Although both books are written, in a sense, for blacks, white people who refuse to take them seriously run the risk of being imprisoned in myths and illusions of their own."

E. Assign for outside reading one of the following books:
   1. THE ALGIERS MOTEL INCIDENT
   2. THE SOULS OF BLACK FOLK
   3. THE AUTOBIOGRAPHY OF AN EX-COLORED MAN
   4. THE INVISIBLE MAN

F. Use class time to discuss how the various essays of Cleaver could be used as a summary of the emotions, thoughts, and incidents we have already read about in this unit. List on the board what the essay is, and what ideas are presented. Discuss why every person in America, both black and white should know about the Black Muslims and the Black Panthers, what they believe in and why. Assign students to bring in magazine articles and news articles which in some way deal with the problems discussed in class.

G. Use class time for free reading of various articles and magazines. Be sure to include LOOK, Jan. 7, 1969 and the three LIFE magazines beginning with the Nov. 22, 1968 issue. Another good magazine is the June, 1968 issue of CHALLENGE. Let students select which articles and pictures should be placed on the bulletin board.

H. EVALUATION
   1. Have students initiate a project that deals in some overt way with the racial problem. Suggested Areas:
      A. Exchange of English classes with Central in Battle Creek for a day or two in experimental program.
      B. Invite a group from Battle Creek or Grand Rapids for an evening discussion of what each can do to better acquaint themselves with other ethnic groups.
      C. A group might find whether they could do volunteer work on a playground or Youth Center this summer.
   2. Written Evaluation.

VII. Time Schedule

The plan is set up as a thirteen or possibly fourteen week basis. The first week is for pre-evaluation, introductory reading of the history of the black man in American society and discussions of the nature of prejudice.

The calendar schedule is:

Week 1	Testing and introduction
Week 2	RAISIN IN THE SUN
Week 3	I AM THE DARKER BROTHER
Week 4	CRY, THE BELOVED COUNTRY
Week 5	CRY, THE BELOVED COUNTRY
Week 6	SIMPLE'S UNCLE SAM
Week 7	BLACK BOY
Week 8	BLACK BOY
Week 9	AUTOBIOGRAPHY OF MALCOLM X
Week 10	AUTOBIOGRAPHY OF MALCOLM X

Week 11.....AUTOBIOGRAPHY OF MALCOLM X
Week 12.....SOUL ON ICE
Week 13.....Magazine articles, conclusion, evaluation, testing.

The classes meet five times a week for 55 minutes each.

Pre-Evaluation Form I Name _____

There are no right or wrong answers. Just read the statement and mark the column most osely fitting your reaction.

	AGREE	STRONGLY AGREE	DISAGREE	STRONGLY DISAGREE
. It is sometimes necessary to resort to force to advance an ideal such as equality for all.	_____	_____	_____	_____
. A person should be judged more on his character than by his color or religion.	_____	_____	_____	_____
. If a black family moved to Hastings, the property value in that neighborhood would go down.	_____	_____	_____	_____
. You should not judge a person by his actions until you know why he does it.	_____	_____	_____	_____
. I am most interested in people from the same type background as I am.	_____	_____	_____	_____
. If my mother told me not to dance with a Negro at the Cobra, I would do as she requests.	_____	_____	_____	_____
. I have little sympathy for someone who can't raise his standard of living.	_____	_____	_____	_____
. I would write a letter to the Banner if I knew a blac was refused service in a store.	_____	_____	_____	_____
. Blacks have a smaller capacity for intelligence than do whites.	_____	_____	_____	_____

10. If a black family entered our church, I would try to make them feel at ease. _____ _____ _____ _____

11. Afro-Americans would be better off in Africa instead of fighting for freedom here. _____ _____ _____ _____

Evaluation Form II (test for the end of Week 5)

1. List three myths of the Negro which have been exploded for you.

2. Does acting out a scene add to the meaning of the passage? Why?

3. Define prejudice. Do you have any prejudices? What are they?

4. How can poetry add to our understanding? Why could it be called a catharsis?

5. Which emotion in the poetry section had the most personal appeal to you? Do you know why?

6. How would you react if society ignored you? Do you understand why some blacks turn to violence? Why?

7. Of the problems faced by the blacks in the literature studied so far, which ones were you unaware of before? Can you, under present conditions, do anything to alleviate one or more of these problems? Why, or why not?

8. What evidence is there that prejudice is learned? Cite examples from CRY, THE BELOVED COUNTRY and the poetry.

(75% of the class should have 80% of the test right)

Evaluation Form III (to be done in one hour)

A. Identify the statements containing prejudice by placing an (X) in the blank.

_____1. Polack jokes are funny because Polacks are really thick-headed.
_____2. Negroes are basically lazy or they would leave the ghetto.
_____3. The lack of family stability accounts for many problems the black faces.
_____4. Negroes are treated equally in the North.
_____5. Some acceptable terms for blacks are "coon" and "nigger" because they often call themselves by those terms.
_____6. Blacks have the same mental capacities as whites.
_____7. Jews take advantage of people who don't have money by setting high interest rates.

_____8. Japs could be called "slant-eyes" because it describes one of their physical features.

B. For each of the ones you marked, explain what prejudice is evident and how it is indicated.

C. Explain in two sentences how humor is used as a tool to understanding. Give examples from the essays of Langston Hughes.

D. If a black man were refused service while you were in a downtown store, would you
   1. walk about, ignoring the situation.
   2. defend him.
   3. wish you could help, but not say anything.
   4. write a letter to the Banner.

E. Based on the articles in LOOK and LIFE, SOUL ON ICE, and the book you read for outside reading, write a five paragraph essay (following the composition goal sheet) on what new concepts you have encountered. (at least three). Also, tell what impact these ideas will have on our society, especially if they are ignored. What responsibilities do they place on the person who is aware of the black man's dilemma?

(75% of the class should have 80% right).

Value Sheet I
RAISIN IN THE SUN

Act I, scene i

1. Beginning of Act I - What causes some of the conflicts that Ruth and Walter have?
2. Why does Walter give Travis fifty cents more than he needs?
3. What conflict results?
4. Walter says, "This morning, I was looking in my mirror and thinkin' about it... I'm thirty-five years old; I've been married eleven years and I got a boy who sleeps in the living room--and all I got to give him is stories about how rich white people live." Are blacks the only ones to suffer poverty? What makes their situation different from the whites?
5. What conflict shows the strain of educational differences? What is at the core of the conflict?
6. How does Mama have some universal qualities that are attributed in general to mothers? Does your mother have any of these same qualities?
7. "Seems like God didn't see fit to give the black man nothing but dreams--but he did give us children to make them dreams seem worthwhile?" Do your parents think that you make their dreams worthwhile? Why?
8. What is the conflict between the mother and her two children? Why does this happen? Do your values conflict with your parents val ues?

Act I, scene ii

1. Can you account for Ruth's dejection when she comes home from the doctors?
2. Why does Asagai call Beneatha the nickname of "One for Whom Bread is Not Enough"? How does this show that he understands her far better than her family does?
3. How is the "generation gap" even more difficult for blacks to overcome? What added problems do they face?

Act II, scene i

1. Why did Mama buy a house? Why was it in the white section?

Act II scene ii

1. When Mr. Lindner offers to give the family some money for their down-payment, why does Beneatha say "Thirty pieces and not a coin less"? In what way have the blacks been betrayed?

Act III

1. What lesson of love does Mama try to teach Beneatha?
2. How does Walter change? What accounts for that change?

Value Sheet II - CRY, THE BELOVED COUNTRY

Book I

1. Describe the goals the Kumalo's have for themselves and their son. Are they clarified or are they fuzzy in the minds of the group?
2. How did personal values influence family goals? What values definitely influence decisions?
3. Did each member in the Kumalo family have similar goals and values? If there was a conflict, how was it solved? Illustrate a value conflict and how it was resolved.
4. Select details in the picture given of Kumalo (chap. 3-4) which arouse a feeling of human kinship in the reader.
5. Msigningu states what he thinks is the core of the tragedy in the South African situation (pp. 25-26). Might this be the tragic element in a personal situation as well? Give some examples.
6. The author repeats the same idea in almost the same words throughout the novel, e.g., "Have no doubt it is fear"; "it is not the custom"; "it is not lightly done". What is the effect of these repetitions on the reader? Is the appeal largely to the intellect or to the emotions? Give reasons.
7. John Kumalo contrasts the new society with the tribal. What differences in the new appeal to him most? What does he mean by the Chief's now being "a white man's dog"?
8. Chapter 9 juxtaposes the personal and national aspects of the story. How?
9. Explain. "One day in Johannesburg, and already the tribe was being rebuilt, the house and soul restored."
10. Chapter 12 gives a series of vignettes expressing different attitudes toward a social problem. Is this an effective way of presenting them? Why or why not? Why does the author think they can be given so briefly? Study the motivation behind different attitudes. Can you detect any obstacles to clear thinking?
11. In what sense is Kumalo "blind"?
12. Explain the following: "About a storm he can do nothing, but he can rebuild a house" (p. 108).

Book II

1. Why are the first two paragraphs identical with the beginning of Book I?
2. What was the problem and why was it almost "beyond solution"? (p. 130).
3. In what sense has Arthur Jarvis been a missionary? Why is his father surprised to hear him called one?
4. Arthur, in the paper his father reads after his son's death (pp. 144-145) (pp. 154-155) makes a moral judgement concerning the treatment of the natives by the white settlers; do you agree with all of it? Why? Why does the author connect it with Lincoln's Second Inaugural Address?
5. Explain. "That is justice, even if it is not just" (p. 158).
6. Why was Kumalo distressed because he had said, "I shall care for your child my son, even as if it were my own" (p. 205).
7. Why is Kumalo unable to say what he wishes to his brother? What value conflict is evident?
8. Discuss the meaning: "The old tribal system was...a moral system" (p. 146) and "Perhaps we should thank God he is corrupt" (p. 187).

Book III

1. Why does Mr. Jarvis' simple act of kindness make such an impression on Kumalo (p. 227)?
2. What evidence does Chapter 31 give that prejudices are learned? Do you think this is so?

Give reasons and specific examples from your own experiences.

3. The schoolmaster says the school is a "place of little power" (p. 233). What evidence supports his viewpoint? Is this true of schools in the United States? Support your opinion.
4. Is there an artistic reason why the surveyors for the dam should arrive on the same day as Absalom's letters, or is it coincidental? *
5. Explain Jarvis' statement; "I do not understand these matters, but otherwise I understand completely" (p. 245).
6. "When you go, something bright will go out of Ndotsheni". Do you recall a similar reference to another character in the novel (p. 181)? Who? Under what circumstances? What do you think Kumalo means by brightness?
7. What finally persuaded Kumalo to send the letter to Jarvis? What does Jarvis' answer show about him?
8. What does Jarvis mean when he says "I have seen a man who was in darkness...till you found him" (p. 272).
9. Discuss the following quotations:
   "God save us from the fear that is afraid of justice. God save us from the fear that is afraid of men" (p. 225).
   "But I have learned that kindness and love can pay for pain and suffering" (p. 226).
   "But I should not say that, after what I have heard today" (p. 263).
   "One thing is about to be finished, but there is something that is just begun" (p. 272).
   "Indeed there were other things, deep things, that he could have cried, but such a thing is not lightly done" (p. 273).

* Some questions from Shirley Wietnik, teacher.
Hastings High School

Value Sheet III - BLACK BOY

Chapter I

1. Immediately, Richard Wright flings at us the account of his setting his house afire. Why do you suppose this incident stayed so firmly in his mind?
2. Notice each of the sentences on page 14-15 beginning with "There was..." Underline the predicate nominatives - notice that each one tells us something of the boy, Richard. Have you ever had similar experiences? Can you jot down one or two?
3. How does the incident of killing the kitten affect you? Have you ever done something like this? Why? Were you punished as was Richard? Was his punishment just?
4. Page 21 contains a striking metaphor of hunger. How does this strengthen your ability to "envision" or "understand" hunger?
5. Why did Richard's mother force him to fight the neighbor boys or not come home again? Was she right to do this to her son?
6. How did you react to the adults giving the six-year-old enough to drink to make him drunk? Did you think this scene was humorous? Why?

Chapter II

1. Page 45 - Wright mulls over the absence of kindness in Negroes. What reasons does he give?
2. How did he react to his first experience with fiction? Why do you suppose it held him rapt?
3. Pages 53-55. Again have the balanced sentences. Note by underlining each new awareness he experiences.
4. How would you react if a member of your family were shot because his business was doing too well? Would you run away in the night? Was there any use to try to fight? Why?
5. How does Richard's reaction to the chain gang show us that he is still naive about his race?
6. Why does each minority group have a scape goat for their prejudices? What does prejudice indicate? Why did the children sing the chants about the Jew? Where did they learn the songs? Do you know any chants that are racially charged?
7. On page 81 is a list of superstitions. Are all Negroes superstitious? Does being superstitious prove your ignorance? Why?
8. When did Richard first really learn to dread whites? Why?

Chapter III

1. Name three of the prejudices against whites stated in the first few pages of Chapter III. Was it fair of them to lump all whites into these categories? Why?
2. Why couldn't Richard explain to his Aunt Jody why he cursed? Would she have understood?
3. What evidence of discrimination is shown in the account of his mother's operation? How would you react if this happened to your mother?
4. Why does his mother's illness become a symbol to him? Why do you suppose it had such an effect on him?

Chapter IV

1. Why didn't Granny's religion appeal to Richard? What was the paradox in this account?

Chapter V

1. For what reasons did Richard sell papers?
2. Why wasn't he aware of the type of paper it was if he could read?
3. In what way does the visit to plantations shock Richard?
4. Grandpa hated whites - yet he married one. Does this give you any insight into Grandma acting the way she does? What might she be trying to do?
5. Did Grandpa have reason to hate?

Chapter VI

1. What incident at the beginning shows how insensitive some people are to the feelings of others?
2. If you had worked as hard as Richard did and then someone served you molasses on stale bread, what would you do? Why was this woman so unthinking?
3. Have you ever met anyone like Richard's Uncle Tom? Why did he behave the way he did toward Richard?
4. Why does Richard tell him that he is a warning? What won't Richard be content to do? Why?

Chapter VII

1. Richard makes a decision that is against all he has been taught. What is his decision?
2. How would you react if you were told what you could or could not do? Have you ever been told that your ambitions were too high? Why?

Chapters VIII, IX, and X

1. List the things that happen to blacks in these chapters that were supposed to be ignored. Why do white people think they can do things like this without reprisal?

Chapters XI - XIII

1. How does Richard's introduction to books and ideas convince him to move out of the South?
2. Do you think that moving to Chicago helped matters any. What will he still have to face?

Goal Sheet for Composition in American Literature

Enter the date at which time the desired behavior listed occurs. Must have eight out of the ten checked by the end of the Semester for an A in composition.

1. Can write a complete sentence in all written work. _____
2. Spells correctly by revising all rough drafts. _____
3. Uses precise, exact vocabulary, is specific in writing and speaking. _____
4. Checks all written work for logic and unity-- and corrects what is faulty. _____
5. Checks each paragraph for compactness and unity. _____
6. In all writing, uses correct punctuation. _____
7. Varies main verb choices, never repeats a verb more than twice in a paper. _____
8. Uses varied sentence openers. _____
9. Changes sentence length to vary short with long. _____
10. Checks all writing for empty nouns and adjectives. _____

OBJECTIVES	1	2	3	TOTAL
TESTS	8	9	5	22
VALUE SHEETS	16	15	11	42
COMPOSITIONS	6	6	4	16
ACTING-PANEL	2	2	4	8
OTHER ACTIVITIES	4	4	4	12
TOTAL	36	36	28	100

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Any LP by Mahalia Jackson

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EXPLORING THE VALUES RELATED TO FINANCIAL DECISIONS IN DISCRIMINATORY BUYING*

Specific Values:	Thrift, Materialism, Immediate gratification, Saving
Subject Area:	General Business
Grade Level:	Tenth
Time:	Seven Weeks

Project on Student Values
3860 Plainfield Ave., N.E.
Grand Rapids, Michigan 49505

*Materials prepared by Jean A. Meines

EXPLORING THE VALUES RELATED TO FINANCIAL DECISIONS IN DISCRIMINATORY BUYING

Abstract

I. Philosophical Statement. Facts and guidelines for buying within a budget are important in today's society, but they are not enough for the student. He should learn to analyze various purchasing alternatives in relation to his values. Those values will be explored.

II. General Objectives. The general objective is to acquaint each student with various purchasing alternatives, his own materialistic values, and the affect of both on his buying.

III. Specific Objectives. The specific objectives are:

1) That the student will habitually explore the following values when making financial decisions.
   A. Thrift
   B. Materialism
   C. Immediate gratification
   D. Saving

2) That the student will then weigh each alternative in making financial decisions.

3) That the student will commit himself and defend his values as related to his buying.

IV. Context. General business class, tenth grade, South Christian High School.

V. Outline of Content.

A. Borrowing money

B. Buying on credit

C. Purchasing necessities

VI. Methods. Role-playing, open-ended questions, proud whip, public interview, devil's advocate, projects, films, lecture/discussion.

VII. Time Schedule. The unit is designed to cover approximately seven weeks from September 16 to November 1.

EXPLORING THE VALUES RELATED TO FINANCIAL DECISIONS IN DISCRIMINATORY BUYING

I. Philosophical Statement. Turning on the radio or television will bring a barrage of statements like:

"Come in now and choose your favorite--no money down, and no payments for two months."

"Shop at your Friendly Supermarket and save red stamps."

"Drive into the station nearest your home or office and you may win up to $2500!"

This kind of high pressure advertising and salesmanship, the wide range of interest rates charged by various loan agencies, and impulse buying are extremely common in today's society.

Facts and guidelines for buying within one's budget are not enough for the student. He should also learn to analyze the various purchasing alternatives in relation to his values. Those values will be explored.

II. General Objective. The general objective is to acquaint each student with various purchasing alternatives, his own materialistic values, and the affect of both on his buying.

III. Specific Objectives. The specific objectives are:

1) That the student will habitually explore the following values when making financial decisions.

   A. Thrift

   B. Materialism

   C. Immediate gratification

   D. Saving

2) That the student will then weigh each alternative in making financial decisions.

3) That the student will commit himself and defend his values as related to his buying.

IV. Statement of Context. The unit will be presented in a tenth grade general business class of approximately 25 students. South Christian High School is a suburban middle class school. A period of seven weeks will be spent covering purchasing a home, clothing, food, and car; types of loans and loan agencies; and buying on credit.

V. Outline of Content and
VI. Time Schedule.

Number of Days	
	A. Borrowing money
3	1. Methods of computing the real interest rate
1	2. Types of loan agencies
	a. Finance company
	b. Bank
	c. Credit Union
	d. Against insurance policies
1	3. Borrowing from a finance company
	a. Interest rate
	1) What percentage is quoted?
	2) What percentage is this really?
	b. Advantages
	c. Disadvantages
1	4. Borrowing from a bank
	a. Interest rate
	1) What percentage is quoted?
	2) What percentage is this really?
	b. Advantages
	c. Disadvantages
1	5. Borrowing from a credit union
	a. Interest rate
	1) What percentage is quoted?
	2) What percentage is this really?
	b. Advantages
	c. Disadvantages
1	6. Borrowing against an insurance policy
	a. Interest rate
	1) What percentage is quoted?
	2) What percentage is this really?
2	7. Work on project (see methods section)
	B. Buying on credit
2	1. Computing the real interest rate
1	2. Advantages
1	3. Disadvantages
	C. Purchasing necessities
	1. House
1	a. Mortgages
1	b. Dwelling and contents insurance costs

2. Food
1 a. Types of stores
1 b. Advantages and disadvantages of buying in the various stores
3 c. Work on project (see methods section)

1 3. Clothing (quality/quantity)

4. Car
1 a. Performance/style
1 b. Insurance costs
1 c. Credit/cash

VI. Methods Used. The films will be worked in the schedule relative to content material being covered. Their places are indicated in the following listing; they will take three days. The values-related methods will be used approximately once a week whenever they can be easily injected. I have allowed seven days extra for periodic and final evaluation.

Films and filmstrip: Used as introduction of unit--

Credit--Man's Confidence in Man (30 minutes)
Modern Talking Picture, Inc.
45 Rockefeller Plaza
New York 20, New York

Use as beginning of section B of content outline--

How To Use Consumer Credit Wisely (28 frames)
Money Management Institute of Household
Finance Corporation
Prudential Plaza
Chicago 1, Illinois

Use as beginning of section C of content outline--

Your Thrift Habits and Wise Buying (both 11 minutes)
Coronet Films
65 East South Water Street
Chicago 1, Illinois

Projects: Comparison of interest rates in our local area in the various loan agencies. The gathering and analyzing of information will be left completely up to the students so adequate class time has been allowed.

Comparison of prices on staple items in the various types of food stores. This, again, has been allotted enough time for the students to do the complete analysis cooperatively in class.

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Open-ended questions:

1. If I had $100, I would . . .
2. It would be beneficial to buy something on credit when . . .

Role-playing: One student poses as a banker and another as a person wanting to borrow money.

Proud whip: Using the category "something I bought"

Public interview: Being sure to include questions pertaining to allowance, savings, and spending preferences.

Devil's advocate: Taking the side of buying anything and everything I want, not saving anything, and going farther and farther into debt.

Grid

	1 a	b	c	d	2 a	b	c	d	3 a	b	c	d	
A	4	6	4		3	6	4		3	6	4		40
B		1	3	2		1	4	2		2	3	2	20
C	6	3		4	6	4		4	6	3		4	40
	10	10	7	6	9	11	8	6	9	11	7	6	100%

Contents: A. Borrowing money

B. Buying on credit

C. Purchasing necessities

Methods: Predominately a lecture/discussion style with films and values-related techniques injected when appropriate.

Specific objectives:

1. That the student will habitally explore the following values when making financial decisions.
   A. Thrift
   B. Materialism
   C. Immediate gratification
   D. Saving

2. That the student will weigh the following values when making financial decisions:
   A. Thrift
   B. Materialism
   C. Immediate gratification
   D. Saving

3. That the student will commit himself to one of the following values.
   A. Thrift
   B. Materialism
   C. Immediate gratification
   D. Saving

I have included questions in the test that will determine the student's degree of materialism in order to see if this changes as he becomes aware of many alternatives. The test will also indicate whether he leans toward thrifty buying or immediate gratification with a degree comparison on the pre-test and post-test.

The work presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

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This test is to help me evaluate the material in the next unit and decide what topics you would like emphasized. There are no right or wrong answers; they are only opinions for your honest answers.

Indicate in each blank one of the following four possibilities.

SA strongly agree
A agree
D disagree
SD strongly disagree

1.____ If someone would give me $5 a week, I would rather spend it all than to spend $2.50 and save $2.50.

2.____ If I had to choose, I would choose money rather than popularity.

3.____ In certain situations it may be beneficial to buy on credit.

4.____ Material possessions are a rather good measure of success in life.

5.____ I would like to organize a "Buy now, pay later" campaign.

6.____ There are many alternatives to be considered in making financial decisions.

7.____ I would rather have a sizable savings account than many material possessions.

8.____ I've secretly had the ambition to own a Cadillac.

9.____ I would rather pay interest in order to have a color television now than to wait until I have enough money saved to pay cash.

10.____ It is a worthy ambition to want to make a great deal of money, assuming that it is done legitimately.

11.____ I would be willing to publicly affirm a thrifty value.

12.____ I would not mind having a lot of debts as long as I could have material possessions.

13.____ I would not remain in any location which did not afford good opportunities for being most successful financially.

14.____ It is important that I "shop around" before I borrow money from any loan agency.

15.____ I would rather hold a position that had a tremendous salary than a position with a lot of authority.

16.____ I would rather pay more for better quality clothes than to pay less and be able to afford more.

17.____ I would like to make a speech on my reasons for buying many clothes on time payments.

18.____ Other things being equal, I would rather be above average financially than to be above average intellectually.

19.____ It is wise to buy groceries at a stamp-giving store.

20. _____ I would like my friends to think of me as being thrifty.

21. _____ I consider borrowing money in order to buy a luxury perfectly justifiable.

22. _____ I would rather be a successful business person than an accomplished musician.

23. _____ I would rather be a great war general than a well-to-do business man.

24. _____ I think I should save a certain amount of money weekly for future needs.

25. _____ To be intellectually brilliant isn't worth much if it doesn't "bring in the cash."

RESPECT AND DIGNITY FOR THE NEGRO AS DEVELOPED THROUGH MEANINGFUL LITERATURE SELECTIONS

Specific Value:	**Respect**
Subject Area:	**English**
Grade Level:	**Tenth**
Time:	**Eleven Weeks**

Project on Student Values
3860 Plainfield Blvd., N.E.
Grand Rapids, Michigan 49505

***Materials prepared by James R. Mencarelli**

RESPECT AND DIGNITY FOR THE NEGRO AS DEVELOPED THROUGH MEANINGFUL LITERATURE SELECTIONS

Abstract

I. Philosophical Statement. With the increased complexity of modern living, a younger generation aware of this country's hypocrisy in its dealings with the black man, a strong Black Unity movement intent on achieving equal rights regardless of the cost, and the tremendous stresses of an overpopulated world, the public schools must utilize value education to end racial prejudice.

II. General Objectives. This unit was designed to teach:
- A. formal and informal oral and written communication.
- B. library skills.
- C. research skills.
- D. an acquaintance with biography, autobiography and fiction in the novel.
- E. understanding and respect for the Black man.

III. Specific Objectives.
- A. Lessening of students' personal racism.
- B. Increase in students' ability and desire to accept the Negro as a human being with human aspirations and motives.
- C. Student should experience "carry over" factor in being in a better position to make his own judgements about controversial issues.

IV. Context. Tenth grade.

V. Content. Films, tapes, novels, autobiographies, biographies, poetry, and the library.

VI. Methods. Pre-unit-index and a post-unit-index to measure changes in the level of prejudice in the student. Within this eleven week unit, there were two areas of concentrated study: a novel-tape unit lasting three weeks, using six novels thematically related to the problem of the black man in America; and, a Negro poet and author and Civil Rights unit lasting three weeks. There was also an integrated period of five weeks where one day a week was devoted to the problem of prejudice toward the Negro.

VII. Time Schedule. Eleven weeks.

RESPECT AND DIGNITY FOR THE NEGRO AS DEVELOPED THROUGH MEANINGFUL LITERATURE SELECTIONS

Statement of Philosophy

With the increased complexity of modern living, and the tremendous stresses of an overpopulated world, the public schools must utilize value education to end racial prejudice.

Literature study, as well as the social sciences, can be directed to help the student gain respect for the Negro as a human being with the human dignity.

Statement of General Objectives

A. Skills
   1. To encourage the student to become familiar with the use of library reference material, i.e., Reader's Guide, Who's Who, etc.
   2. To learn how to prepare a bibliography.
   3. To learn how to give a formal oral report.
      a. Preparation of a speech outline.
      b. Formal speech techniques.
   4. To facilitate the student in giving group reports culminating from group discussions and group research.
   5. To acquaint the student with the writing of an autobiography.
   6. To increase the student's skill in writing themes.
   7. To assist the student in placing himself in the role of another person.

B. Facts and Concepts
   1. To acquaint the student with the belief system.
   2. To study novels, biographies, poetry, and Negro authors and poets and their contribution to literature.

C. Values
   1. Understanding and respecting the Negro.

Statement of Specific Objectives for Value Education

This unit should help the individual student see the Negro's dilemma in the modern world. There should be certain observable behavior and internal sensitivity changes at its conclusion.

1. Racial and other prejudice should decrease.
2. The student should be able to accept the Negro as a human being with human aspirations and motives.
3. The student should be able to understand and sympathize with the Civil Rights Movement.
4. The student should be in a better position to make his own judgements about controversial issues.

Statement of Context

This curriculum unit was administered at Union High School during the Fall semester of 1968. It was used in a middle tract, tenth grade English class. (Rather, four tenth grade English classes comprised of approximately 120 students). The classes were racially mixed, and the students were of average ability and I.Q. ratings. They were from lower to middle income homes.

Statement of Content

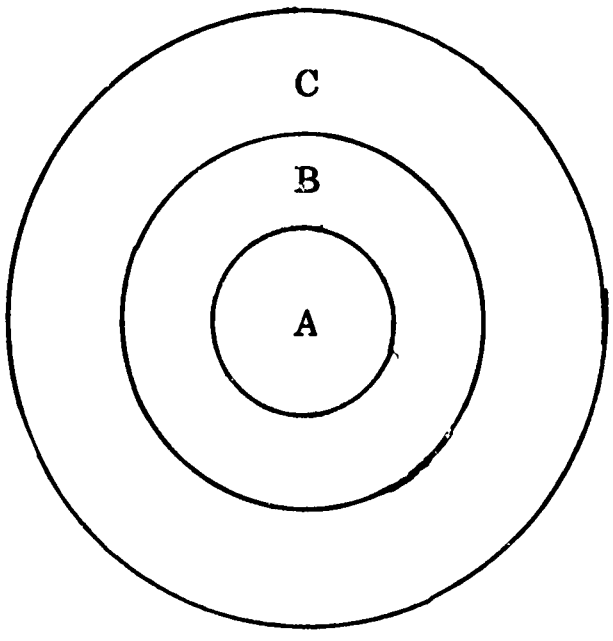
1. Instant Opinion session in which the Belief System is explained (see Methods).
2. Movie: The High Wall, dealing with prejudice toward the Polish.
3. A taped presentation of Black Power and the concept of Black Unity.
4. A taped presentation of The Communist Infiltration of the Civil Rights Movement as seen by the John Birch Society.
5. Novel-Tape Section: (See Methods) - It is a thematic novel unit centering around the plight of the Negro in America. The materials needed are:
    a. Three tape recorders
    b. Three record players
    c. Three empty rooms
    d. The novels:
        1. Black Like Me by John Howard Griffin
        2. Uncle Tom's Cabin by Harriet Beecher Stowe
        3. To Kill a Mockingbird by Harpee Lee
        4. Native Son by Richard Wright
        5. A Raisin in the Sun by Lorraine Hansberry
        6. The Lilies of the Field by Wm. E. Barrett
6. Movie: Walk in My Shoes, Parts 1 and 2.
7. Negro authors and poets and Civil Rights unit.
    a. Section on Negro authors and poets utilizes the library for group reports on:
        1. James Baldwin
        2. Richard Wright
        3. James Weldon Johnson
        4. Langston Hughes
        5. Countee Cullen or Paul Lawrence Dunber
        6. Claude McKay
    b. Civil Rights section should help the student gain an understanding of the Negro problem and be able to place himself in the place of the Black man, realizing the implications of "second class" citizenship. Materials are:
        1. Six biographies
            a. Nigger by Dick Gregory
            b. Willie Mays by Willie Mays
            c. Go Up for Glory by Bill Russell
            d. Black Boy by Richard Wright
            e. Lena by Lena Horne
            f. What Manner of Man by Lerone Bennett

2. Library reports on:
   a. Jim Crow
   b. Black Muslims
   c. Black Nationalism
   d. SNCC
   e. SCLC
   f. NAACP
   g. Urban League
   h. Police Brutality
   i. Open Housing
   j. Life in the Ghetto
   k. Riots
   l. Watts
   m. The Detroit Riot
   n. Causes of Prejudice
   o. Stokely Charmichael
   p. Eldridge Cleaver

The Methods

(On a Friday prior to the start of this unit a pre-unit-index was administered to the four classes participating in this value unit to construct pre-unit norms on student racial prejudice. (See appendix for evaluation instrument). This same index was administered to a control group of three tenth grade English classes not participating in this value unit.)

1. Instant Opinion Session: This unit started on a Thursday when we broke away from the regular lesson and held an Instant Opinion Session. In this type of session, the student writes an opinion that he holds about anything; school, home, politics, war, racism, etc. on a piece of paper and hands it in. The opinions are placed in a desired order by the teacher, (in this case I moved from school gripes to the issue of Civil Rights). The teacher then reads an opinion to the class and allows the students to react. These are lively sessions and can easily carry over to the next day. On Friday, I resumed the Instant Opinion Session for the first half of the class period. During the second half of the period, I explained the Belief System as outlined by Walter Thomas in the summer workshop on Student Values.



A - Central Beliefs
B - Intermediate Beliefs
C - Peripheral Beliefs

2. Movie: On Friday of the second week, the class saw the movie, The High Wall. This movie is about prejudice shown by "Americans" toward the Polish. No comment was made about prejudice or the movie. It was just shown, period.

3. Taped Presentation of the Black Power Movement: this came during the third week in which the regular classwork was composition. I had interviewed Reggie Gatling, a Black Power advocate, and recorded the interview. I played the tape to my classes and gave the following assignment: "Write a 200 word theme in which you persuade George Wallace to vote for Dick Gregory for president." A tape of this sort is not that large of a problem. The Black Power point of view could be taped from a "talk" show on television if the individual was unable to contact someone for a personal interview.

4. Taped Presentation of the John Birch's Point of View: I had also taped an interview with a member of the John Birch Society regarding the Civil Rights Movement. After the theme persuading Wallace to vote for Gregory was handed in, I played the tape in which the member of the John Birch Society discussed communist infiltration of the Civil Rights Movement and gave the following assignment: "Write a 200 word theme in which you persuade Stokely Charmichael to contribute to George Wallace's campaign fund."

5. Novel-Tape Section: this is a three week unit in which most of the work and preparation of material are handled by the students. The teacher acts as coordinator and consultant. This is a group project and the teacher can wander from group to group answering questions and making recommendations. The clarifying response method works quite well when talking with the different groups.

This unit involves the students in the preparation of a taped program presenting an interesting and educational analysis of a novel. Three tape recorders are needed, (one for each two groups), for two days of taping. Also, three record players and three empty rooms are needed for two days so that the students can record their presentations. To help explain this unit, I have included a sample of the mimeographed sheet I passed out to the students at the beginning of the three week unit.

Sample Assignment Sheet for Novel-Tape Unit

Mr. Mencarelli

NOVEL UNIT

Black Like Me by John Howard Griffin	Native Son by Richard Wright
Uncle Tom's Cabin by Harriet Beecher Stowe	A Raisin In the Sun by Lorraine Hansberry
To Kill a Mockingbird by Harper Lee	The Lilies of the Field by William E. Barrett

Assignment

To prepare a 20 minute tape presenting the novel that your group selected. The information given in this tape must include:

1. The Literal Interpretation
   a. Summary of the story
   b. Questions answered about the main character (hero)
      1. What forces of life did he attempt to shape?
      2. What help did he seek and how did he use that help?
      3. How would the hero have stood in terms of the political strife and racial upheaval of today?
      4. Who was the hero's most important human obstacle? How did he deal with that obstacle? What other alternatives were open to him?
      5. What other obstacles did the hero face? How did he deal with them?
      6. What racial cliches did the hero affirm or refute?
      7. What are some of the things the hero might have done to make his life richer and fuller?
2. The Universal Application
   a. How does your novel apply to all mankind?
   b. What is the theme of the novel?
   c. Explain the symbolism in the novel.
3. The Author's Purpose for Writing the Novel
4. Author Biographical Information

This is an assignment in sound communication. You are to make your tape both entertaining and educational. Your group will be graded on the tape itself. A creative approach should be taken in preparing the tape, and it should follow a particular motif.

Examples:

An Interview Show - (Joe Pyne, Meet the Press, Face the Nation, Johnny Carson Show, etc.)

A Variety Show

A Documentary - (White paper where a problem is presented in depth using the novel as resource material)

A Drama
A Debate

Suggestions for taping

1. Use of Background Music
2. Use of Sound Effects
3. Use of Opaque Projector - (One group turned all the lights out, played the tape, and cast pictures taken from Life magazine on the screen. These pictures related to the theme of their novel.)

In addition to these mimeographed sheets, I placed the following schedule on the bulletin board:

SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
Week One	Introduction	Reading	Reading	Reading	Reading
Week Two	Group Work	Group Work	Group Work	Group Work	Group Work
Week Three	Taping Mockingbird Raisin Lilies	Taping Black Like Me Uncle Tom Native Son	Listen to and discuss Mockingbird Raisin	Listen to and discuss Lilies Black Like Me	Listen to and discuss Uncle Tom Native Son

Movie: during the seventh week, I took a Thursday and a Friday and showed parts 1 and 2 of Walk in My Shoes. As before, there was no comment or discussion of the movie.

Negro Authors and Poets and Civil Rights unit: this three week unit culminated or ended the value unit. It started during the eighth week and concluded in the tenth week. The post-unit-index was administered one week later. Once again, let me show the sample mimeographed sheets that I handed to the students for this unit. There were two sheets that fully explain this section.

Sample Assignment Sheet for Negro Authors and Poets and Civil Rights Unit

Mr. Mencarelli

NEGRO HERITAGE

For this three week unit each student must do the following:

1. Prepare a group report
2. Prepare an individual report and give it orally
3. Write an autobiography or diary-form theme
4. Read one of the following novels:

Nigger by Dick Gregory	Lena by Lena Horne
Black Boy by Richard Wright	What Manner of Man by Lerone Bennett
Willie Mays by Willie Mays	Go Up for Glory by Bill Russell

5. Take an essay exam on the novel you read

Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
First Week	Orientation and group meetings to select chairmen	During these four days you should be in either the classroom, the library, or the study hall.			
Second Week	Groups meet in classroom to finish preparation of reports	Groups 1 & 2 give group reports to class	Groups 3 & 4 give group reports to class	Groups 5 & 6 give group reports to class. Instructions for individual reports to be given	Independent study and preparation for individual reports
Third Week	Individual reports (A - M)	Individual reports (N - Z)	Individual reports completion & make-up	Autobiographies or diary-form themes due	Essay exam

Directions

1. Group Reports: each group will prepare and give an oral report. Chairmen will turn in a list of their group members on the day their group reports are due, stating whether the member gets full, half, or no credit. Members of the group will be given a group grade, depending on how well the group did.
    a. Groups and authors:
        1. James Baldwin
        2. Richard Wright
        3. James Weldon Johnson
        4. Langston Hughes
        5. Claude McKay
        6. Paul Lawrence Dunbar
    b. The following items are to be explained by each group about the author:
        1. Biography of author
        2. Philosophy of author
        3. Chief writings of author
        4. Criticism of the author
        5. Explanation of why he is important
        6. A two minute reading of a sample of the author's work. Example: James Weldon Johnson's "The Creation"
2. Individual Reports: each student will select one of the following topics and prepare an individual report.

1. Jim Crow
2. Black Muslims
3. Black Nationalism
4. SNCC (Student Non-violent Coordinating Committee)
5. SCLC (Southern Christian Leadership Conference)
6. NAACP (National Association for the Advancement of Colored People)
7. The Urban League
8. Police Brutality in the ghetto
9. Open Housing
10. Life in the Ghetto
11. Riots: Causes and Solutions
12. Watts
13. The Detroit Riot
14. The problems of an inner city school
15. Causes of Prejudice
16. Stokely Charmichael
17. Communist infiltration of the Civil Rights Movement
18. Freedom Marches
19. Eldridge Cleaver
20. Report of the book Stride Towards Freedom by Dr. Martin Luther King, Jr.

Each report must:

1. Be given orally from the front of the room
2. Be spoken and not read (you may use an outline only)
3. Have a bibliography with at least three reference sources

The following information is given for each item in a bibliography:

Book	Magazine
1. Author (last name first)	1. Author (last name first)
2. Title (underlined)	2. Title of article (in quotation marks)
3. Publisher	3. Name of Magazine (underlined)
4. Copyright date	4. Volume and page numbers
	5. Date

Examples:

Book

Gunther, John, Inside Asia, New York, Harper & Brothers, 1939.

Magazine

Meyer, Bernard, "Why Indonesia Revolts," New Republic, 113:565-6, October 29, 1945.

Make sure your bibliography entries are in alphabetical order

3. Autobiography or Diary-Form Themes:
   a. If you write an autobiography you are to assume or pretend that you are a Negro living in the ghetto. The title will be "My Life As a Negro." This must be written carefully in ink, on one side of the paper, and be no longer than two pages.
   b. If you choose the Diary-form theme your title will be "A Day in my Life as a Negro," and will deal with Negro life in the ghetto.

4. Essay Exam: this essay exam covers whichever novel you chose to read. It will take the entire hour.

Time Schedule

According to the original proposal the unit was to have lasted fourteen weeks. However, in the implementation of this unit I found it advisable to cut this time period to eleven weeks of actual value work, not including pre- and post-indexing. The time span covered went from October 10 to January 10, 1968 to 1969. The time breakdown was as followed:

Week One: October 7 to 11 -- the Instant Opinion Session held on Thursday and Friday.

Week Two: October 14 to 18 -- the movie, The High Wall, shown on Friday.

Week Three: October 21 to 25 -- the two tapes, Black Power and the John Birch Society's Viewpoint, were played on Tuesday and Thursday.

Week Four:
Five:
Six: The three week Novel-Tape Section took place from October 29 to November 15.

Week Seven: the movie Walk in my Shoe : Parts I & II was shown on Thursday and Friday. November 18 to 2[illegible].

Week Eight: this week, November 25 to 27, was left open because of Thanksgiving Vacation.

Week Nine:
Ten:
Eleven: These three weeks of work actually lasted from December 2, 1968 to January 10, 1969. Because of racial incidents Union High School was closed on December 18 making it necessary to complete the unit after Christmas Vacation.

The pre-unit-index was administered on October 4, 1968. The post-unit-index was administered on January 14, 1969.

Evaluation Data

I administered a pre-unit-index on October 4, 1968, prior to the use of the value unit. There were two index forms, one for the white student, and one for the black student. Both instruments are included in the appendix. I was primarily concerned with racism in the white student and, therefore, have not included an evaluation of the Series A instruments of the black students. The forty question instrument was based on prejudiced answers and rendered a pre- and post- numerical level of prejudice in the white, tenth grade student. For this evaluation I used a project group, (four classes of tenth grade students participating in the value unit), and a control group, (three classes of tenth grade students not participating in either the value unit or other activities dealing with racism).

The same index was re-administered after the completion of the value unit. The post-unit-index, January 14, 1969, was again given to both the project and control groups. The following pages of statistics will show the hard data.

PRE-INDEX & POST-INDEX HARD DATA

	PROJECT GROUP (Four Tenth Grade Classes Partic. in Value Unit)		CONTROL GROUP (Three Tenth Grade Classes Not Partic. in Value Unit)		PRE-INDEX 10th Grade COMBINED 10-4-68
	10-4-68 Pre-Index	1-14-69 Post-Index	10-4-68 Pre-Index	1-14-69 Post-Index	
MALE ave. age	15	15.5	15	15.5	15
total score on all indexes	949	963	703	658	1652
number of indexes	52	46	34	31	86
MEAN SCORE	18.2	20.9	20.7	21.2	19.2
FEMALE ave. age	15	15.2	15	15.2	15
total score	712	575	402	461	1114
number of indexes	44	37	28	28	72
MEAN SCORE	16.2	15.5	14.3	16.46	15.5
COMBINED MALE AND FEMALE MEAN SCORE	17.3	18.5	17.82	18.9	17.5
White male who would date a Negro	6/52 or 11.5%	6/46 or 13%	5/34 or 14.7%	5/30 or 16.1%	11/86 or 12.8%
White female who would date a Negro	10/44 or 22.7%	10/37 or 27%	7/28 or 25%	6/28 or 21.4%	17/72 or 23.5%

MISCELLANEOUS PROJECT GROUP HARD DATA

Pre-Unit-Index 10-4-68

PARENTAL OCCUPATION MEAN SCORES

	Male	Female	Combined
	t 828 / n 45	t 445 / n 27	t 1273 / n 72
BLUE COLLAR	18.4	16.5	17.6
WHITE COLLAR	t 121 / n 7	t 226 / n 15	t 347 / n 22
	17.3	15.07	15.8

t = Total score of all indexes
n = Number of indexes

MEAN SCORES BY AGE

	Male	Female	Combined
14 or younger	80/4 20	88/5 17	18.3
15*	537/30 17.9	459/31 14.8	16.3
16	275/15 18.3	151/7 21.6	19.4
17 or older	15/3 19	17/1 17	18.5

* All white collar boys are 15

Post-Unit-Index 1-14-69

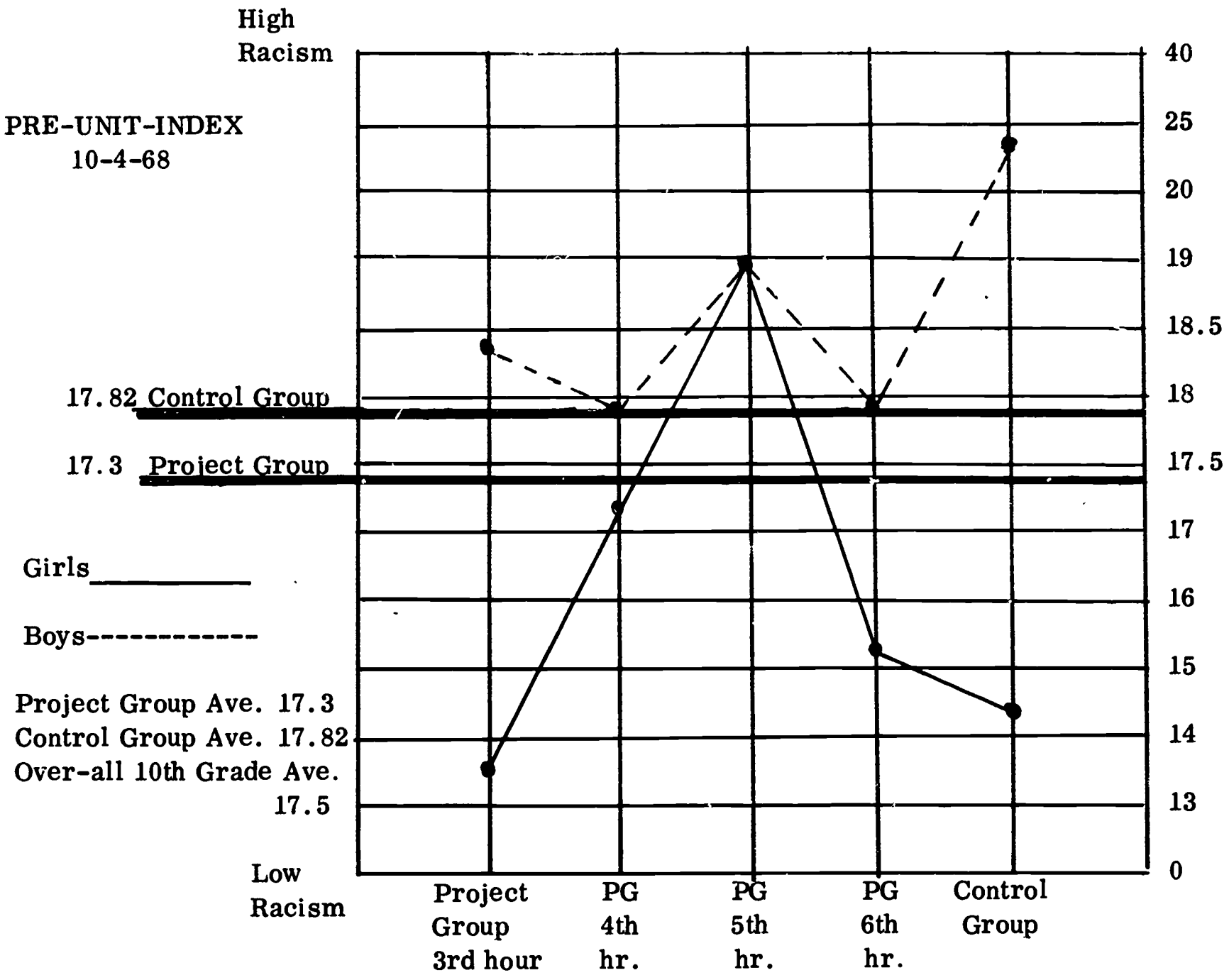
PARENTAL OCCUPATION MEAN SCORES

	Male	Female	Combined
	513 / 26	252 / 17	
BLUE COLLAR	19.7	14.8	17.8
WHITE COLLAR	284 / 12	214 / 13	
	23.7	16.5	19.9

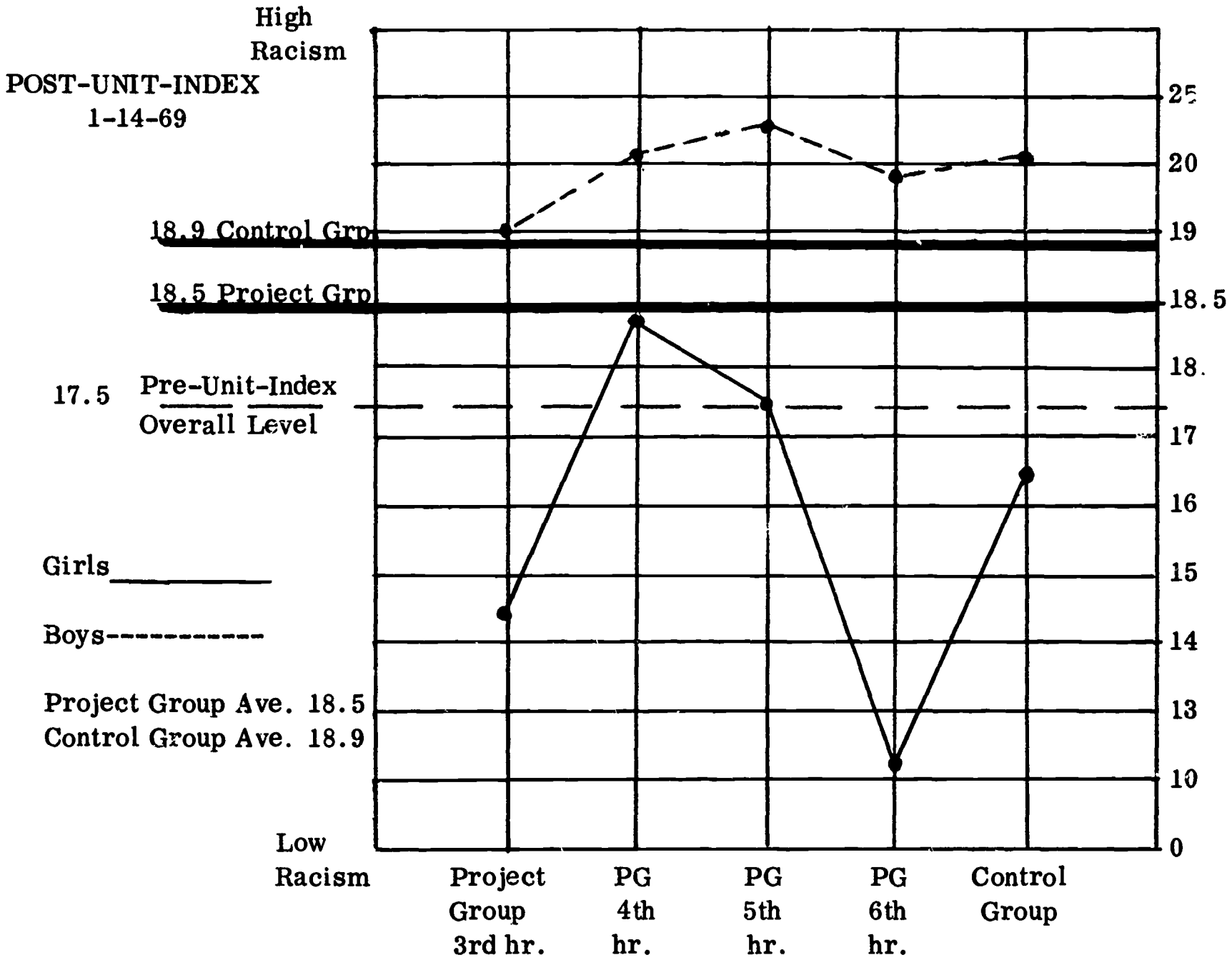
MEAN SCORES BY AGE

	Male	Female	Combined
14 or Younger			0
15	590/29 20.35	413/27 15.3	17.9
16	356/16 22.2	128/9 14.7	19.4
17 or Older	17/1 17	33/1 33	25

PRE UNIT HARD DATA



POST UNIT HARD DATA

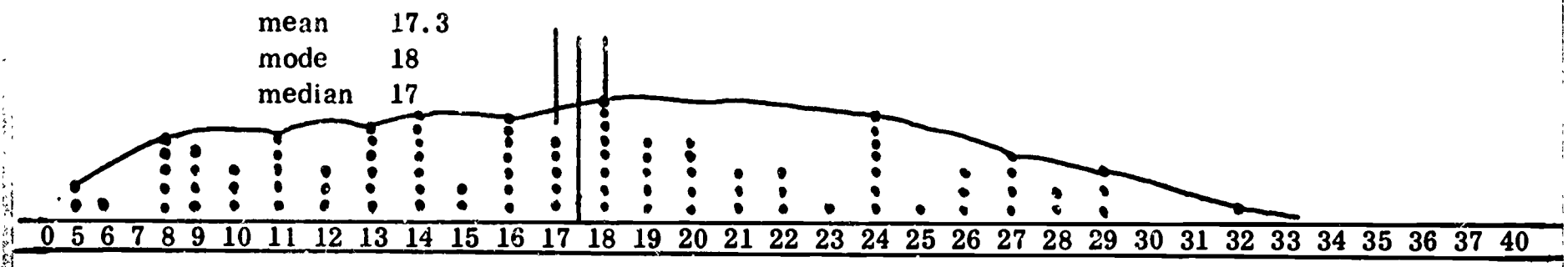


PRE-UNIT-INDEX 10-4-68

Each Dot Represents an Index Score

Project Group

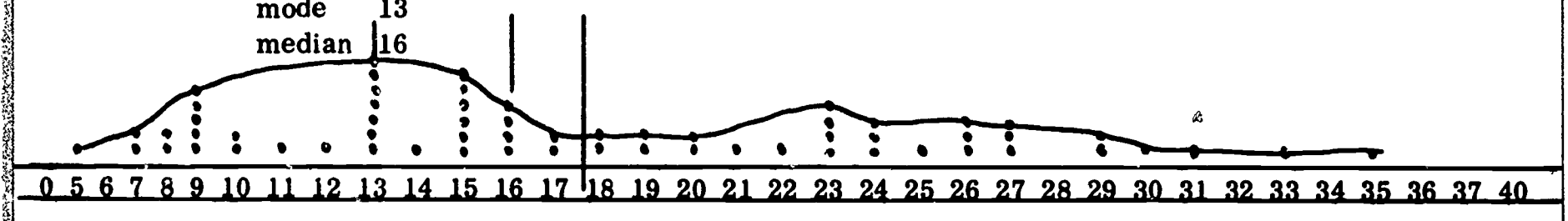
mean 17.3
mode 18
median 17



PRE-UNIT-INDEX 10-4-68

Control Group

mean 17.82
mode 13
median 16



PRE-UNIT-INDEX for combined tenth grade class

mean 17.5
mode 13
median 17

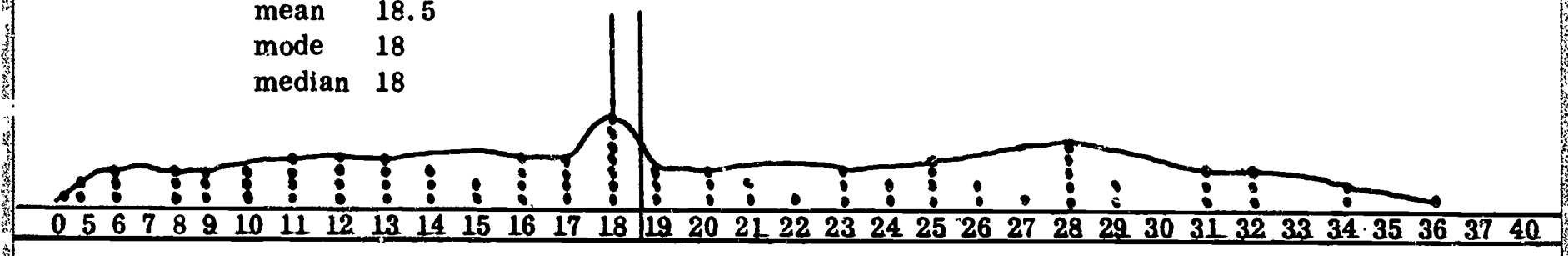
Shape



POST-UNIT-INDEX 1-14-69

Project Group

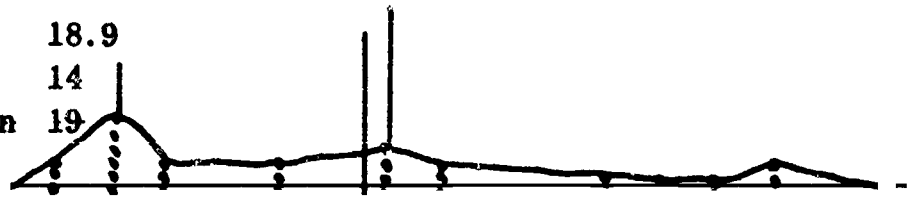
mean 18.5
mode 18
median 18



POST-UNIT-INDEX 1-14-69

Control Group

mean 18.9
mode 14
median 19



Evaluation Data (continued)

Over the period of time from October 4, 1968 to January 14, 1969, both the project group and the control group evidenced an increase in the racial prejudice level. This increase had been anticipated. However, the rise was not as marked as I had thought it would be. This matter will be discussed in Evaluation and Interpretation.

The most significant data, I feel, was the definite increase in racism in the children from white collar homes, (15.8 to 19.9). The racism level of children from blue collar homes remained relatively the same from pre- to post-index, (17.6 to 17.8). One interesting sidelight, of the three students whose parents are teachers, the racism level rose from an average 15 points to an average 32 points.

One piece of data that at present remains a mystery to me is the racism level of 15 year olds. In both the pre- and post-index, the racism level remained significantly lower than that in any of the other age groups.

Evaluation and Interpretation

Union High School was characterized during the semester of this value unit by "free running" racism. Twice the operation of the school was closed down because of mass racial fighting. The Grand Rapids Board of Education had just implemented its new Master Plan for racial integration. A group of three hundred black students from South High School which had been changed to middle school was bussed to an area known for its racism. This group of black students was taken from the ghetto to the West side, (the Wealthy Street Bridge which separates the two has for years been jokingly called "the bridge that separates Africa from Poland").

The first racial outbreak occurred in September in which mass fighting broke out. The police had to be called to stop it. The school was closed and the following week, we brought the two groups back together for "feedback" sessions. We again opened the school, but the tension grew again until, in December, fighting broke out, again, and we were forced to close the school early for Christmas vacation.

This particular value unit encountered white backlash from its beginning. I received many phone calls from parents who objected to its use. Therefore, I feel that this unit was not given a good opportunity to see if it actually could reduce prejudice.

When I administered the pre-unit-index, I used a control group to help validate my findings. There was a difference in the prejudice level in my project group and another teacher's control group. In the control group, the prejudice level was quite high in the male index and significantly smaller in the female group, (20.7 for the male as opposed to 14.3 for the female). The project group was more closely alligned, (18.2 for the male and 16.2 for the female). I feel that there are two reasons for this.

1. The members of the control group filled out a questionairre that their teacher would never see. There was little reason to be anxious about their answers, especially the girls. It is socially unacceptable for a white girl to want to date a black boy. If this index had been for their teacher, the girls might have felt subconsciously that the teacher would have known who they were, even though the index was anonymous. This information might even have been relayed to the white boys in the class which would result in social ostracism. With this index being for another teacher who they did not know, there was little danger of their being found out. The same subconscious logic could apply to the boys in the control group. Boys are more prejudiced than girls. However, if the boy felt his teacher would find out about his racism, especially if the teacher appeared not to be racist himself, the subconscious fear about grades could inhibit the boy from answering honestly.

2. The project group knew that I would evaluate their indexes. Even though they were anonymous, I feel that the student experienced a conscious or subconscious inhibiting factor that their teacher would not approve if they were: in the case of girls, too liberal; and, in the case of boys, too racist.

I feel that by the time the post-unit-index was administered, my students in the project group had grown to trust me and, in their second index, could be more honest.

The results of the post-unit-index showed that the males in the control group grew more prejudiced as did the females in that group. In the project group, the males became more prejudice and the females grew less. In fact, the results of the project group showed that the students had numerically reached an approximate level of the control group's pre-unit-index scores. The mean project group male post-index was 20.9 as compared to the control group's pre-index of 20.7; and the mean project group female post-index was 15.5 as compared to the control group's pre-index score of 14.3. Also, the number of white male and female members of the project group who would date a Negro increased, while in the control group, the number of males increased but the number of females decreased. I feel, then, that the value unit did help to a degree in the combat of racism in the project group. However, once again I must assert that the real value of this unit has not been determined because of the unusual conditions at the school it was tried at.

Looking at the specific objectives of this unit we see the following results:

1. Racial and other prejudice should decrease. Although this goal was not accomplished in the male, it was reached with the female. The females in the project group did lose some of their prejudice, (16.2 to 15.5). Part of this can be attributed to the advanced study skills and increased motivation of the high school girl over the high school boy.

2. The student should be able to accept the Negro as a human being with human aspirations and motives. Although the index scores do not indicate an acceptance of the Negro as a human being, I did notice certain behavioral changes in the classroom. Perhaps the best example of this came with my most prejudiced class, the fifth hour. (See graph, page 9). At that time, this class had one black student and 29 white students. During the second racial outbreak, the one black student came back to the classroom, afraid for his personal safety. The white students were extremely angry about the rioting, especially about the black students whom, they felt, caused it. In spite of their anger, they welcomed the black student who had become their friend. They included him in their discussion. At one time, when the black student thought the busses were there to take the black students back, the white students refused to let him go until they had official confirmation from the principal. The reason they would not let him go, which they certainly voiced, was that they also feared for his personal safety. This type of closeness between black and white students has developed in all five of my classes. It is an individual acceptance that has erased color barriers. I feel that in part, the value unit has helped to promote this type of friendship. Often, during the administration of the unit, white students would go to the black students and say something like, "Is this really true?"

3. The student should be able to understand and sympathize with the Civil Rights Movement. I feel that this particular goal was not accomplished. However, I am positive it could be accomplished in another situation. I know that many of my students did gain an acceptance of the need for a Civil Rights Movement. But again, the backlash element closed many students' minds about anything dealing with the black man in general.

4. The student should be in a better position to make his own judgements about controversial issues. I would not like to make a judgement on this particular goal. I feel that at the present time this has not been accomplished. However, I feel that the seeds for this have certainly been planted. The extreme backlash that I experienced from this unit showed me that the work had hit a sensitive spot in many students. Many of their basic values and beliefs were being questioned, "put on the spot", so to speak. The racial situation at the high school definitely created dissonance and stress. I hope that the value work has offered some alternatives or some answers when this dissonance reaches a level of change, or need for change in the individual student's value system. I can detect some changes in student attitude now-not on the surface level-just a vague change in the students questions and comments. I detect a new open-mindedness in many of the students who were close-minded before, especially in individual conversations.

Recommendations

I would like to make two specific recommendations to improve this value unit. First, that it be conducted in an all white, or nearly all white school, or in a school

that has a stabilized racial balance. I feel that the unit as it now stands would be effective. The second change, of which I am not sure because this particular unit was tried under unusual circumstances, would be to delete the five weeks of integrated study, (weeks that devoted one or two days to the material). This would leave the two sections: the Novel-Tape Section, and the Negro Author & Poet and Civil Rights Section; to be conducted with a time span of three or four weeks between them.

GRID

Specific Objectives

I. Racial and other prejudice should decrease.
II. Acceptance of the Negro as a human being.
III. An understanding and sympathizing with the Civil Rights movement.
IV. Being in a better position for individual judgements on controversial issues.

Objectives / Content (& Methods)	I	II	III	IV	Totals
A				8	8
B	6			4	10
C				5	5
D	5	9	13	3	30
E	2	4	10	1	17
F	5	5	15	5	30
Totals	18	18	38	26	100%

A. Instant Opinion Session

B. Movie, The High Wall

C. Tapes on Black Power & John Birch's view

D. Novel-Tape Section

E. Movie, Walk in My Shoes, Parts I & II

F. Negro Authors & Poets and Civil Rights Section

APPENDIX - Evaluation Instruments

(This index is for the white student)

VALUE INDEX

Directions: Please answer each statement with an A for agreement or a D for disagreement. There are no right or wrong answers. This is not a test or quiz and will not effect your grade. This is merely a student index. It is being administered to several other classes. Many of the questions are ambiguous. You are to select the response, (A or D), which seems more appropriate to you.

_____ 1. People that live in the slums and ghettos could "get out" if they really wanted to.

_____ 2. It would be all right for a member of another race to marry into my immediate family.

_____ 3. The members of a different race should remain with their own people rather than imposing themselves where they are not welcome or needed.

_____ 4. Doctors and medical science have proven that Negroes have somewhat smaller brains that Caucasians.

_____ 5. People receiving welfare checks prefer these "hand outs" over honest work.

_____ 6. Negro schools are generally inferior to white schools.

_____ 7. The recent racial riots are the result of outside agitators, "leftist" student organizations and even communist infiltration.

_____ 8. Looters should be shot.

_____ 9. Most Negroes doe not carry knives and switchblades.

_____ 10. Any man can find a job if he really wants to work.

_____ 11. Negroes are as intelligent as Caucasians.

_____ 12. Negroes are excellent at imitation - even of complex tasks and ideas - but they are not original thinkers.

_____ 13. My parents would not mind if I brought a Negro friend home with me.

_____ 14. Neighborhoods always deteriorate after Negroes move in.

_____ 15. Negro neighborhoods are "hot beds" of crime.

____ 16. If I was having a party for my friends, I would invite a Negro classmate.

____ 17. Negroes would rather work for a good home, car and respect than to have these things given to them.

____ 18. Because of sweat glands different than the white man's, Negroes have a peculiar body odor.

____ 19. Negroes do not want our help - they would rather have everything given to them.

____ 20. I would not mind if my doctor or dentist was a Negro.

____ 21. If a Negro family moved into our neighborhood, my parents would move out.

____ 22. Because of racial prejudice, a Negro should not be allowed to sit on the jury listening to a case where another Negro has murdered a white man.

____ 23. I would like to sit next to a Negro in school.

____ 24. The white race is superior to other races.

____ 25. It is perfectly okay to give a white person blood from a Negro.

____ 26. There is nothing wrong with a Negro kissing a white person.

____ 27. The Negro should get some rights, but he should still be kept in his place.

____ 28. Because of their physical make-up, Negroes are naturally slower than Caucasians.

____ 29. Most Negroes have lower moral standards than Caucasians.

____ 30. I would not mind having a Negro for a boss.

____ 31. I would enjoy studying under a Negro teacher.

____ 32. I think inter-racial marriages are wrong.

____ 33. It is not as wrong for a Negro child to steal as it is for a white child.

____ 34. I would dance with a Negro.

____ 35. I would date a Negro.

____ 36. We should have more police strength in the ghettos to stop crime.

____ 37. It is no longer true that Negroes do not have the same opportunities as Caucasians.

___ 38. Sexually, Negroes are more active than Caucasians.

____ 39. You can trust some Negroes, but most of them you cannot.

____ 40. Negroes work as hard as whites.

Key to white students' index

1. agree
2. disagree
3. agree
4. agree
5. agree
6. disagree
7. agree
8. agree
9. disagree
10. agree
11. disagree
12. agree
13. disagree
14. agree
15. agree
16. disagree
17. disagree
18. agree
19. agree
20. disagree
21. agree
22. agree
23. disagree
24. agree
25. disagree
26. disagree
27. agree
28. agree
29. agree
30. disagree
31. disagree
32. agree
33. disagree
34. disagree
35. disagree
36. agree
37. agree
38. agree
39. agree
40. disagree

INDEX - SERIES A

(This is the index for the Negro student)

Directions. Please answer each statement with an A for agreement, or D for disagreement. There are no right or wrong answers. This is not a test or quiz and will not effect your grade. This is merely a student index. It is being administered to several other classes. Many of the questions are ambiguous. You are to select the response, (A or D), which seems more appropriate to you.

_____ 1. People that live in the slums and ghettos could get out if they really wanted to.

_____ 2. It would be all right for a member of another race to marry into my immediate family.

_____ 3. The members of a different race should remain with their own people rather than imposing themselves where they are not welcome or needed.

_____ 4. I don't believe the white man will let the Negro have an equal chance in this country.

_____ 5. My parents would not mind if I brought a white friend home with me.

_____ 6. Negro schools are generally inferior to white schools.

_____ 7. Caucasians believe that all Negroes carry knives and switchblades.

_____ 8. Any man can find a job if he really wants to.

_____ 9. Looters are merely taking what is owed them after 300 years of bondage.

_____ 10. Most white people think that all Negroes are on welfare.

_____ 11. Caucasians do not believe that Negroes are as intelligent as they are.

_____ 12. Most white men do not think that Negroes are creative thinkers.

_____ 13. I think that I could become real close to a white friend.

_____ 14. White men always want to move out of a neighborhood after Negroes move in.

_____ 15. There is more crime in the white neighborhoods than in Negro neighborhoods.

_____ 16. If I was having a party for my friends, I would invite a white classmate.

_____ 17. White men would rather give the Negro token citizenship, like housing, and still keep him under his thumb, rather than letting the Negro earn full citizenship and respect.

____ 18. I would rather have a black teacher than a white.

____ 19. Most white people do not want to help us.

____ 20. I would not mind if my doctor or dentist was white.

____ 21. My parents would move into a white neighborhood.

____ 22. Because of racial prejudice, a white man should not be allowed to sit on the jury listening to a case where a white man has murdered a Negro.

____ 23. I would like to sit next to a white in school.

____ 24. I think "Uncle Toms" have helped our race more than hurt it.

____ 25. The black race is superior to the white race.

____ 26. We must fight for our rights.

____ 27. It is perfectly okay to give a black man blood from a white.

____ 28. There is nothing wrong with a white person kissing a Negro.

____ 29. Because of their physical make-up, the white man is not as atheletic as the black man.

____ 30. Most whites think Negroes have low moral standards.

____ 31. I would not mind having a white man for a boss.

____ 32. I would enjoy studying under a white teacher.

____ 33. I think inter-racial marriages are wrong.

____ 34. It is not as wrong for a Negro child to steal as it is for a white child.

____ 35. I would dance with a white person.

____ 36. I would date a white person.

____ 37. It is no longer true that Negroes do not have the same opportunities as the Caucasian.

____ 38. Sexually, Negroes are more active than Caucasians.

____ 39. You can trust some whites, but most of them you cannot.

____ 40. Negroes work harder than whites.

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THE BEGINNING OF MODERN ART*

Specific Value:	**Truth, honesty, mastery perfection, beauty, dedication individuality**
Subject Area:	**Art**
Grade Level:	**High School**
Time:	**One semester**

Project on Student Values
3860 Plainfield, N. E.
Grand Rapids, Michgan 49505

***Materials prepared by Lucille Newland**

THE BEGINNING OF MODERN ART

Abstract

I. Philosophical Statement. Art education should relate the mastery of appropriate skills, knowledge and concepts to affective learning (interest, attitudes and values). Characteristic attributes of any work of art are those which humanity has held in high esteem for an infinite time--truth and honesty, mastery and perfection, beauty, dedication and individuality.

II. General Objectives. (1) Show how the creative artist continually develops. (2) Present a concept of the Impressionists. (3) Show the criteria for art today. (4) Help build understandings based on knowledge, reasoning and contemplation that will make the student able to evaluate. accept or reject innovations in the art of his time. (5) Provide opportunity of looking at color in a broader context. (6) Observe ways parts are combined to produce a harmonious whole.

III. Specific Objectives. (1) Be able to exercise critical judgment about some works of art. (2) Develop the power to realize the feelings of others. (3) Demonstrate his willingness to become involved-to become entangled in trouble, difficulty or hardship if necessary to realize a goal. (4) Show growth in self direction. (5) Show growth in esthetic appreciation.

IV. Context. This study will be given to students of average ability in a middle upper-income, suburban community. Three classes of twenty-eight students each, meets for one hour sessions, five days per week.

V. Content. Slide projectors will be used to present a concept of the innovations made by the Impressionists, two paintings, one from Impressionism and one from a preceding period will be viewed together. The following ideas will be constrasted: theme, technical handling, color, representation of space, and light.

IV. Methods. Stimulating questions for critical judgment, and discussion.

THE BEGINNING OF MODERN ART

I. Philosophical Statement

Art Education should relate the mastery of appropriate skills, knowledge and concepts to affective learning (interest, attitudes and values.)

Art experiences are essential to the fullest development of all students at all levels of growth because they promote self-realization of the whole individual by integrating his imaginative, creative, intellectual, emotional and manual capacities and social maturity and responsibility through cultivating a deepened understanding of the problems, ideals and goals of other individuals and social groups. Art is especially well suited to such growth because it: encourages freedom of expression, emphasizes emotional and spiritual values, integrates all human capacities and universalizes human expression.

The high school student's relationship with visual art includes active participation in the creative process and the development of attachments to great works of art. The particular values which he admires and which are characteristic attributes of any work of art are those which humanity has held in high esteem for an infinite time--truth and honesty, mastery and perfection, beauty, dedication and individuality. The value concept of art implies that absorption in art is a form of preoccupation with moral prinicples which are both aesthetic and ethical such as honesty, purity and sincerity.

II. Statement of General Objectives

1. Show how the creative artist continually develops. He knows that art is a road on which getting to your destination is less important than what you discover and what you become along the way. (Van Gogh, Cezanne, Picasso). Even for the master artist there is no final goal. There is no one way of making pictures--no ultimate answer for the artist. One discovery leads to another and one achievement suggests a possibility still more exciting. (The concept of value change in America from receding-to-emerging, especially absolutes to relatives).

2. Present a concept of the paintings of the Impressionists in the history of art in France.

3. Show that idealization, perfection and harmony are no longer considered the only criteria for art. Today we demand powerfully or provacatively expressed emotions. Artists try to fuse conflicting elements in one piece of work. (Conflicts challange us to make decisions.)

4. Help build understandings based on knowledge, reasoning and contemplation that will make the student able to evaluate, accept or reject innovations in the art of this time.

5. Provide the student with an opportunity of looking at color in a broader context than his own immediate art work.

6. Observe the ways artists have combined the parts of a work of art to produce a harmonious whole.

III. Statement of Specific Objectives for Value Education

1. Be able to exercise critical judgment about some works of art. His discussion should involve (a) the description of painting, (b) evaluation or judgment (comparison with a historical example, originality and craftsmanship), (c) formal analysis, (d) interpretation.

2. Develop the power to realize the feelings of others. This power (imagination) is developed by using it, like any other form of ability. By producing some visual art form, he can show his power of creating mental images of what has never been actually experienced or of creating new images or ideas by combining previous experiences.

3. Demonstrate his willingness to become involved--to become entangled in trouble, difficulty or hardship if necessary to realize a goal.

4. Show growth in self direction.

5. Show growth in esthetic appreciation.

IV. Statement of Context.

This unit of study, "the Beginning of Modern Art" is taught at the time we are studing color and composition. The class is offered to beginning high school art students, grades 9-12. The students are of average ability in a middle upper-income, suburban community. Three classes of twenty-eight students each, meets for one hour sessions, five days per week.

V. Outline of Content.

An Introduction by comparison and contrast. Two slide projectors will be used to present a concept of the innovations made by the Impressionists, two paintings, one from Impressionism and one from a preceding period (neo-classicism, romanticism or realism) will be viewed together. The following ideas will be contrasted:

1. Theme
2. Technical handling
3. Color
4. Representation of space
5. Light

Theme:

David's "The Oath of the Horatil" 1785 (neo-classic period)

The theme was drawn from the classics. The theme was to be heroic. In a few years, after the revolution in 1789, a painting was to have a message for the New Republic of France.

David had been painting in Rome. Recent archoeological discoveries had aroused interest in aspects of the antique past. We see it in the Doric Architecture, costumes and the features of the persons. David is said to have modeled the heads on antique busts he saw in Rome.

The Horatii were Romans of the republican period and the enemies of the Alban Curatii, whom they were sworn to kill. A daughter of the family of Horace was in love with a son of the foe. The emphasis is on tragedy and sorrow.

Monet' s "La Gruenoisllere" (impressionism)

Nearly one-hundred years later, this artist has chosen his subject from the immediate environment. Landscapes gained recognition as an art. Although, this painting is still representational, the artist 's purpose was to give a momentary affect. Impressionism means an art concerned with transient or fleeting effects. Monet was not interested in showing heroic social qualities, romantic moods, or grand architecture. He was inquiring with his eyes what a particular landscape looked like and he painted only from the visual sensations. The better to record and observe this color, he went out-of-doors to paint.

Technical handling:

David 's "The Oath of the Horatii" (detail)

The technical handling was smooth, using much modeling. Details were observed closely. Skillful drawing and modeling were more important than color. Notice the garment folds of the women. Do they seem like sculptural folds?

Monet 's "La Gruenoisller" (detail)

No modeling was used. Sometimes a close-up would destroy the desired effect. In some cases, a part of the convas was left showing.

Some artists used mosaic treatment like dots: Seurat "Chahut" (detail)
or commas: Van Gogh "Yellow Corn" (detail)
or cubs: Cezanne "La Montagne St. Victorie"

The way the paint was applied differed from that used by the neo-classic artists. Paint was applied in pure color and in short strokes, usually directly from the motive. This loose and sketchy manner of applying paint, one of the marks of the impressionist style, was necessary for recording the effects of light on form while the sensation was still vivid to the artist.

Color:

Courbet "La Grotte de la Love" 1865 (realism)

This three-hundred-foot perpendicular cliff is near the artists native town. However, Courbet does not choose to paint the picturesque aspects of this fine scene. Color is unimportant; his dark colors have a brownish undertone. Using Courbet's words, "a painter ought to paint only what his eyes can see."

Perhaps his sober and harsh painting is partly a reaction to the prevailing art of his time. Other artists were painting the world as seen through a veil of poetry and sentiment (Carot) or like the neo-classic, David, who scarcely saw the world at all, preoccupied as they were with Greek and Roman ideals.

Courbet did study and examine nature carefully as is shown in his portrayal of the weight and mass of rocks in this painting.

Van Gogh "The Olive Orchard" 1889 (post-impressionism)

Can you find any dark color in this landscape? Van Gogh worked for brighter and lighter colors. He often used primaries (red, yellow, blue) and their combinations. Perhaps his method of placing side by side long brush strokes of fresh color gave this painting the liveliness we see. [compare charts 1 & 2]
[compare charts 3 & 4]

The little streaks of green and yellow were placed side by side leaving it to the observer's eye to merge the two hues into the one derived hue. This occurred as soon as the observer stepped back the proper distance from the work. The artist decided on the color he wanted, decomposed it while putting it on the canvas, then left it to the observer's eye to recompose it while looking at the painting. This process is often referred to as broken or divided color. You can see in both Monet's and Van Gogh's landscapes, the glittering color fulness and freshness that resulted from this method of seeing and applying paint.

Space:

David "The Oath of Horatii"

A dominant triple accent in the background of this painting was repeated in the three sons reaching for their swords. Can you find a dominate figure in this scene? David has arranged his figures to form two rectangles. Do you see them? The father and sons make the larger rectangle, in which all the lines are angular (arms, legs and swords) The weeping women seated on a couch make up another rectangle that is smaller in size. Within this rectangle the lines are flowingly curvilinear. This was one way David could contrast bravery and courage with sorrow and foreboding.

David's period in history had somethings in common with our own 20th century. In his day, instability of thought in general resulted from the spread of recent industrilization. Although he was living through dramatic and stirring incidents he found expression in this type of ordered arrangement--stiff, cold and formal.

Hiroshige Japanese print or Shono of an series of wood engravings

Cheap, inexpensive Japanese prints occurred on the market in France during the middle of the nineteenth century. They had such a low market value, they were sometimes used as wrapping paper. Some artists found their style refreshing because they did not use the formal academic rules for composing a painting that we have just look at in David's work.

Unlike the traditional paintings of Japan, these prints use common, every-day subjects for their theme. Sometimes the artist appears to be looking down on his subject. Often only part of a figure will be shown. The Japanese artist did not shade or make use of perspective to obtain distance in his print. Instead, he used planes to help the viewer move into the background. A plane designates a stage in pictorial depth in a painting (see chart 5). Planes that are given a diagonal slant help the eye to move from the foreground to the middle ground and to the background.

Degas "Women Ironing"

Can you see the influence of Japanese prints on this arrangement?

1. everyday subject matter
2. a view looking down on the subject
3. diagonal planes that lead from the foreground (table) to the middle ground (two women) to the background (the wall)

Degas "At the Races"

1. only a part of the main figure is shown
2. planes that move into the background

Toulouse-Lautrec "At the Moulin Rough, the Dance"

1. only a part of the main figure is shown.
2. four main planes help the eye move into the background.

Manet "A Bar at the Folies Bergere"

The planes in Manet's painting show a variation of the Japanese influence.

This is a portrait of a barmaid with a panoramic background in which are seen a balcony filled with men and women, a great crystal chandelier, lights, bottles, and a mirrored view of the barmaid's back. A full-size man's head appears in the very corner of the canvas. Although this painting suggests space, the planes that suggest the space seem very flat or two-dimensional.

Cézanne "La Montagne Saint Victorie"

Cezanne had a different way of showing space. He was not interested in transcribing a view in sunlight but with subject matter in a formal composition of planes from picture frount to point of deepest space.

To achieve this he invented a system of modulating a volume from its cool dark side to its light warm parts in chromatic series of steps or planes. He used variations of color laid side by side in planes, without blending. (show detail of slide).

As these color planes overlap, they are working three-dimensionally (see chart).

Since each plane tends to be separate, unblended and flat, the color maintains a two-dimensional character.

The larger structural planes (see chart) are usually made clear with definitely superimposed outlines, but also with sharp contrasts at the contours. He made use of lost and found edges (see chart).

Cezanne's achievement was the control of planes: the rotation from static to dynamic positions, the tensions, the space intervals between them, their movement in depth and their return to the picture plane.

Light:

Ingres "Madame Moitessier" 1851 (neo-classic)
David "Napoleon in His Study" 1810

These portraits were painted in the artist's studios. The lighting is rather even with no expreme contrasts of either light and shade or color, and somewhat cold in effect. The artist's main interest is form and those visual effects which establish its actuality. Such a light allows characteristics of texture and bulk to be defined with minute accuracy. It also permits the values of the colors to be carefully distinguished.

Both portraits are studies in values rather than color relationships.

Monet "Rouen Cathedral on a Cloudy Day"
"Rouen Cathedral in Sunlight"

Monet's many views of Rouen Cathedral are hardly distinguishable in memory, but placed side by side show subtle variations of lighting. The actual color of objects was unimportant to Monet. His only concern was how it related to the light and shadow playing on it. What the eye sees is the light reflected from objects. No one sees form, but form can be inferred from the differing intensities of light reflected from surfaces. No one sees space, but space is implied in the change of hue that color undergoes in passing through atmosphere.

Summary:

We have constasted the number of paintings for theme, technical handling, color, space and light. Many things valued in the older paintings began to disappear. Line melted away, form was sometimes lost in atmosphere but color was gained. The cleaned color of this period was its main contribution to the art of our own century -- 20th.

VI. Methods.

The following questions are to stimulate thinking and awareness--food for critical judgment. The student will come to understand and act on information concerning the place of art in his own life, thus instilling in him increasingly greater confidence in being involved in making decisions in art.

1. Can you describe the attitude of an active viewer in a museum? How does he differ from a passive viewer?

2. Do you care to work, struggle or inquire actively when you are looking at a work of art?

Many early nineteenth century artists believed in absolute clarity in their work. Everything which was known about a form must be told. The view of it which best explained its character should be chosen. Coloristic considerations and dramatic treatment of light must not be permitted to obscure the clear objective and complete account of what was there to be seen. Linearity was regarded as an instrument of greater precision than painter-liness.

However, a change occurred near the last quarter of the same century. The Impressionists used suggestion instead of exposition, mystery instead of revelation. Forms which had been exposed in an even, clear light, were half covered in shadow or lost in a haze. The viewer must participate more actively in the "creation" of the work of relative clarity, whereas, formerly he could have viewed absolutely distinct forms with a detached, relaxed eye. Instead of taking in the visual experience, he must actively inquire after it with his eye.

3. How does a work of art "speak?" Pablo Picasso "Guernica" "Les Demoiselles"

4. Do you find in a painting what you want to find or do all viewers see about the same thing?

5. Explain "what we bring to the viewing experience determines what we will take away."

6. How can a work of art cause you to feel more deeply about a character quality or a cause? How does Marc Chagall feel about love?

Love -- Marc Chagall, "Birthday"

"Birthday" with its childlike celebration by a couple, so much in the spirit of our notions of marital obligations: the exchange of gifts; the courtesies and gallantries practiced during courtship. The charm of the work can be traced to our belief that the substance of marriage in their work can serve as an interesting index of values pervailing in their particular cultures. Such works also show that art can deal with psychological themes. These themes are not new; men have always known that marriage has its problematic aspects. The contemporary artist has not hesitated to say so.

Look at the following slides on love:

Gaston Lachaise, "Standing Woman"
(compare with the female statuette from the ice age)
Oskar Kokoschka, "The Wind's Bride"
Edouard Manet, "Le De jeuner sur l'Herbe"
George Grosz, "Couple"

Death -- Edward Munch "The Dead Mother"

Do you believe you could paint a feeling that you had never experienced?

Spiritual concern -- George Rouault, "The Three Clowns"
-- Vincent Van Gogh, "The Starry Night"

Aesthetic expression -- George Braque, "The Round Table" (visual delight)

Hunamitarian concern -- George Tooker, "Government Bureau"

7. How would you react to one of the above feelings?

8. Select something that you feel very deeply about. Use some visual form for expression. (painting, sculpture, drawing, etc.)

9. What does involvment in an activity mean to you? Van Gogh, Cezanne and others became completely involved in the persuit of new ways to see and to paint.

Do you know someone who is deeply involved in some activity that is a force for good? How would you describe his actions?

Some impressionists painters do not especially attempt to remind us of the appearance of trees, sky, fruit, and water. The material we are chiefly aware of in their work is the material of which the work is made--oil paint. These painters have educated us through our eyes to a delight in pigment and in color quite apart from what it represents. (Intrinsic values as compared with instrumental values could be explained at the point.)

A vital discovery brought about by the color divisionism of Impressionist painting was that unfocused color areas had interest and emotional possibilities by themselves. The potential of color for independent emotional expression could be exploited in painting only after it was substantially detached from a descriptive function.

Very little can be asserted with certainty about color in isolation. Colors always occur in a context or relationship (an ideal place to talk about such traits as honesty existing only in relationship with another person or group).

Reproductions

1. Japanese prints by Hiroshige

2. Neo-classicism -- David and Ingres
   Romanticism -- Delacroix
   Realism -- Courbet
   Impressionism -- Manet, Monet, Renoir, Degas and Toulouse-Lautrec
   Newo-Impressionism -- Seurat
   Post-Impressionism -- Cezanne, Van Gogh and Gauguin

Transparencies (for Lesson 1)

David, Jacques -- "The Oath of the Horatii" (plus detail)
Monet, Claude -- "La Grenouillere" (plus detail)
Seurat, Georges -- "Chahut" (plus detail)
Van Gogh, Vincent -- "Yellow Corn" (plus detail)
Cezanne, Paul -- "La Montagne Saint Victorie" (plus detail)
Courbet, Gustave -- "La Grotte de la Love"
Van Gogh, Vincent -- "The Olive Orchard"
Japanese print -- "Shono of an series"
Degas, Edgar -- "Women Ironing" "At the Races"
Toulouse-Lautrec -- "At the Moulin Rouge, the dance"
Manet, Edouard -- "A Barmaid at the Folies Bergere"
Cezanne, Paul -- "La Montagne Saint Victorie"
Ingres, Jean-Auguste-Dominique -- "Madame Moitessier"
David, Jacques -- "Napoleon in his Study"
Monet, Claude -- "Rouen Cathedral on a Rainy Day"
-- "Rouen Cathedral in Sunlight"

The slide presentations will not be continuous. The color and composition study will lead to studio problems. This lesson plan will present an introduction, using contrasts. Additional lessons that follow will include the work of Monet.

Monet, Renoir, Degas, Toulouse-Lautrec, Seurat, Cezanne, Van Gogh and Gauguin.

Teaching materials developed:

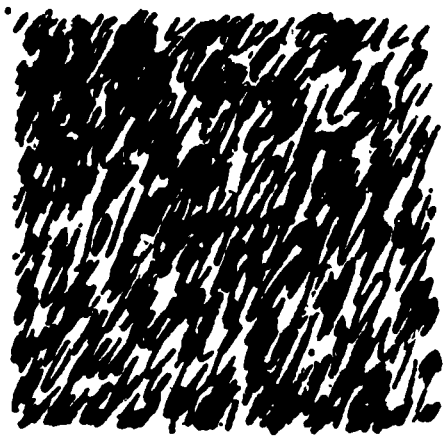
Charts

for contrast

1. Mixed color (green) applied evenly on a flat surface.



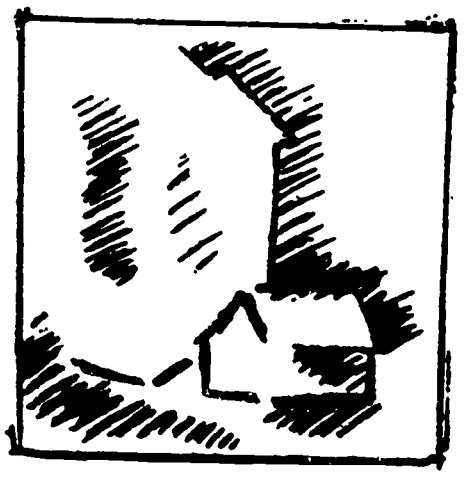
2. Little streaks of blue and yellow applied to a flat surface.



for contrast

3. A sample of an oil painting done with oil glazes. Light fifters through the glazes after being reflected from the underpainting.

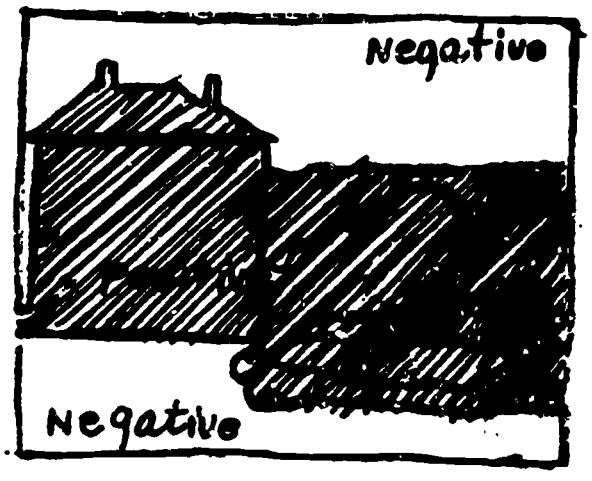
4. A sample of direct oil painting. Light is reflected immediately back from the surface of a directly painted picture.



Open color pattern:
Color is not confined to a difinite form. Superimpose a line drawing in order to establish volume and space.

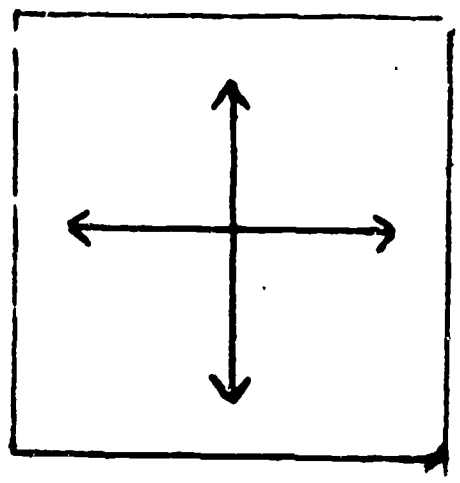


Light and dark remain closed within their separate patterns.

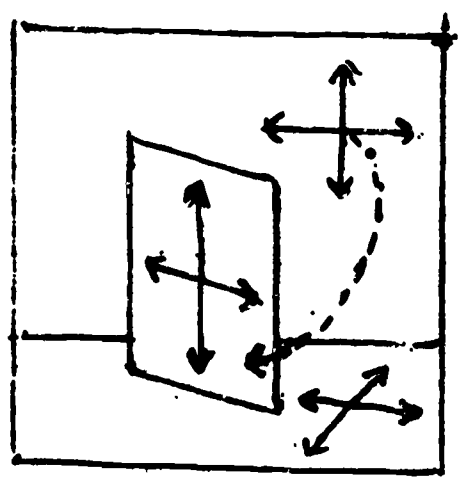


Negative and positive space.

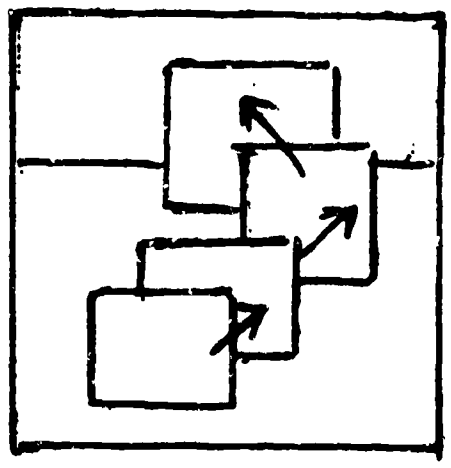
Charts explaining compositional terms:



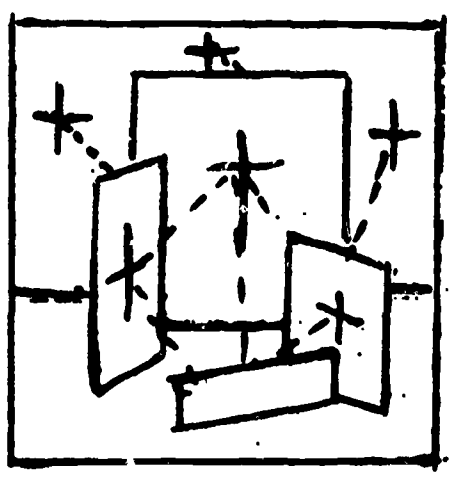
Static plane:
One that parallels the picture plane.



Dynamic plane:
A plane forced to rotate away from the wall or back ground.



Overlapping planes:
Planes that recede into space not because they diminish in size or make use of scientific perspective for they do not.



Tension between planes:
The pull or tension between surface.

GRID

Objectives Content + Methods	I	II	III	IV	V	Totals
A		3	6	3		12
B	12	3			3	18
C	3	6			3	12
D	12				8	20
E		6		20	6	32
F					6	6
Totals	27	18	6	23	26	100%

Explanation of Grid -- Content and Methods

A. Goals change as you move toward them. What you become on the way is of prime importance.

B. Contrast of early and late 19th century painting.

D. Conflict and unrest as shown in works of art.

E. Production of an imaginative piece of artwork stressing feeling.

F. Looking at color.

-- Objectives

I. Exercise critical judgment about some works of art.

II. Develop the power to realize the feelings of others.

III. Envolvment beyond the normal to attain a goal.

IV. Self direction

V. Aesthetic appreciation

Goal Sheet

Behavioral Factors	Initial	Sustained	Quality
To verbally express satisfaction in recognizing a form, in creating an esthetic appreciation.	_____	_____	_____
To work on a task, no matter how difficult, until he has completed it to the best of his ability.	_____	_____	_____
To finish a project or an assignment without prompting (self directing responsibility)	_____	_____	_____
To create a mood, feeling, or attitude through an art media by relating it to his personal value system.	_____	_____	_____
To evaluate, accept or reject innovation in current art based on reasoning and contemplation.	_____	_____	_____
To observe and differentiate the ways in which artists have combined the parts of a work of art to produce a harmonious whole.	_____	_____	_____
To actualize the power of imagination and to realize the feelings of others, to be observed through the student's creation of mental images not previously experienced or creation of new images by combining past experiences.	_____	_____	_____
To exercise critical judgment about specific works of art, including (a) the description of a painting, (b) evaluation or judgment, (c) formal analysis, and (d) interpretation.	_____	_____	_____

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DEVELOPING COURAGE AND REVERENCE THROUGH GEOMETRY*

Specific Values: Courage and Reverence

Subject Area: Geometry

Grade Level: High School

Time: Six Weeks

Project on Student Values
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Grand Rapids, Michigan

*Materials prepared by James C. Rozendal

DEVELOPING COURAGE AND REVERENCE THROUGH GEOMETRY

Abstract

I. Philosophical Statement. We should present mathematics in such a way that the non-mathematician will benefit from the experience. Among these benefits are values for everyday living. We must be aware of the fact that the teacher has the responsibility to formulate these values since he transmits them irregardless of what they are, good or bad.

II. General Objectives. The study of mathematics enables the student to discover the process of critical thinking. Through Geometry he develops deductive reasoning, a process to be used in all of life's situations, and that through this process he can develop courage and reverence.

III. Specific Objectives. Courage will be demonstrated in and through perseverence, independence in the face of obstacles, and the ability to change as pupils make attempts at problem solving. Reverence will be demonstrated by the pupils appreciation of the beauty, order, and natural laws which characterize the physical universe. He will respect man's creativity and appreciate its varied expression. This will develop into an appreciation for his own creativity.

IV. Context. The text Modern Geometry Structure and Method by Houghton-Mifflin will be used, and the class is of average to above average in intelligence. The course is offered to sophomores, thus the majority of the class will be of this age group. The socio-Economic background is middle class.

V. Content. The unit is for about six weeks of work in a 70 minute class period meeting four periods per week. It covers the second and third chapter of the text, during which deductive reasoning is presented.

VI. Methods. The methods deal mainly with getting the student to realize that the subject is not difficult if he has the courage to stick-to-it.

VII. Time Schedule. Six Weeks.

DEVELOPING COURAGE AND REVERENCE THROUGH GEOMETRY

Philosophical Statement

It seems to be, in many instances, that Algebra I and Geometry are subjects to be feared. The attitude of the students who have enrolled for these courses is sometimes negative rather than positive. Such reasons as parental desire and college requirements make such courses "required" rather than elective, and we as educators must keep it in mind when offering such a course. These courses must, therefore, benefit the student in areas related to mathematics as well as in mathematics itself. The non-mathematician and the non-scientist must be given something that will benefit him in his life's activities. We can give them the process of critical thinking and then, using this process as an instrument, teach values.

The classroom is a place where pupils formulate attitudes toward themselves, other young people, school and the world. Thus, the teacher has the responsibility to create an atmosphere which fosters not only the learning of the subject material but also the growth of these attitudes in a positive direction. "Opportunities to develop values in the classroom arise from the climate of intellectual honesty and personal integrity which the teacher creates. Knowingly or not, he transmits values by his own attitudes and behavior. By adherence to accuracy, by honestly seeking the truth, by being honest when there are problems he cannot solve, by demonstrating perseverence and courage in difficult situations, the mathematics teacher communicates his own value system."[1]

"And what is the conclusion? Does mathematics make a man religious? Does it give him a basis for ethics? Will the individual love his fellow man more certainly because of the square on the hypotenuse? Mathematics makes no such claim. What we may safely assert, however, is this---that mathematics increases the faith of a man who has faith; that it shows him his finite nature with respect to the Infinite; that is puts him in touch with immortality in the form of mathematical laws that are eternal; and that it shows him the futility of setting up his childish arrogance of disbelief in that which he cannot see."[2]

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[1] The Teaching of Values, an instructional guide for kindergarten, grades 1-14, Los Angeles City Schools.

[2] Smith, David Eugene. "Religio Mathematici," American Mathematical Monthly, October, 1921.

Statement of General Objectives

The study of mathematics enables the student to discover the process of critical thinking. He learns that through this process, man has created this system of mathematics to serve his many purposes, and that this creation continues each day as new needs arise. Students discover many of the fascinating facts that concern mathematics when they employ this process and discover patterns that exist and control the things that are done in a mathematical system. Although the characteristics of mathematics are not new to the mathematician, they are new to the student, and, therefore, he finds satisfaction as a result of his own efforts and experimentations in problem solving.

Employing the process of critical thinking in mathematics permits and encourages the pupil to seek for reason and truth. To find this truth, deductive reasoning is woven in and gradually leads the pupil to think in terms of simple Geometric proofs. First, these proofs are studied in an informal and intuitive manner, rather than axiomatic, and then they are expanded to those that are more complex and formal. In this process, facts are expanded, correct and incorrect information is differentiated, and a devotion to truth is developed. Thus, critical thinking as well as Geometry will be taught.

In order to aid the student in the understanding of mathematics, Geometry will be presented with a "modern" viewpoint.

Because of the intellectual maturity of the pupils, we will pursue a systematic investigation of Geometry after agreeing upon various basic properties.

Statement of Specific Objectives for Value Education

In the mathematics classroom, the teacher must create an atmosphere which fosters not only the understanding of mathematics, but also its related values. Many opportunities exist for the stimulation of value within the pupil.

Reverence will be demonstrated by:

a. viewing mathematics as a creation of man, specifically critical thinking.
b. Searching the yet unknown, and reflecting upon its order and immensity.
c. the recognition and necessity of a "first cause."
d. seeing the various methods for a solution of a problem unfold, and respecting the methods and opinions of others.
e. recognizing when mistakes occur, as well as recognition for a job well done.

Courage and confidence will be demonstrated:

a. in and through perseverence, independence in the face of obstacles and the ability to change as pupils make attempts at problem solving.
b. when pupils face difficulty in problem solving, causing them to continue on with their efforts toward a partial solution, if not toward a complete one, rather than permitting the acceptance of total defeat.

Outline of Values and Performance Targets

A. Courage and confidence will be demonstrated in and through perseverence, independence in the face of obstacles, and the ability to change, as pupils make attempts at problem solving.

Student activities to be developed:

1. Critically compare what he knows with what he does not know and reach a conclusion.
2. Employ experimentation in place of formal problem solving.
3. Work independently and courageously.
4. Continue to seek a solution to a problem within a reasonable amount of time, and not just to give up when the going gets tough.
5. Think for himself.
6. Seek actual solutions rather than work back from an answer.
7. Develop flexibility so that he does not cling to faulty procedures because he tried them first.
8. Present original ideas after he has thought them through carefully.
9. Report his own achievement accurately.
10. Admit humility upon reflection of the unknown and unfathomable.

B. Reverence will be demonstrated by the pupils appreciation of the beauty, order, and natural laws which characterize the physical universe. He will respect man's creativity and appreciate its varied expression. This will develop into an appreciation for his own creativity.

Student activities to be developed:

1. Proper use of the process of critical thinking because this concept is understood.
2. Use of creativeness from within the pupil.
3. Awareness of the consistency in pattern and design in nature and the universe and applying it in his work.
4. Respecting one's own knowledge and the knowledge of others.
5. Being aware of the importance of the task at hand as well as what it may lead to.
6. Do the best possible work that one is able, and not be satisfied with anything less.

Statement of Context

The unit of study will take place in the High School of the Kenowa Hills School District, Grand Rapids, Michigan. This district is just northwest of the city of Grand Rapids, and boarders partly on the Grand Rapids School District. The class is Geometry, offered to the students during their sophomore year, and meets four times weekly for a 70 minute period.

The test is Modern Geometry, Structure and Method, published by Houghton-Mifflin Company and is authored by Ray C. Jurgensen, Alfred J. Donnelly and Mary P. Dolciani.

There are thirty students in the class, the majority are sophomores, and their abilities range from average to above average. Their backgrounds are varied, as some are from fruit growing and farming areas, while others are from newer developed areas and well established community suburbs. However, they all live within a ten mile radius of downtown Grand Rapids. Their culture is generally middle class, and no negroes are enrolled in the school at the present time.

The school facilities are good since the building was completed in 1962. This is the only high school in the district and since the district covers a large land area, the majority of the students are bussed to the school. There is very little parental contact outside of the requested conferences, and the PTA meetings and activities are not well attended.

Outline of Content

In my opinion the teaching of values covers the entire year. In this unit of study, I will only cover the weeks devoted to the establishment of critical thinking as introduced and carried out through deductive reasoning. Since this process is used throughout the entire year, this outline for value education will be carried out even after the unit is completed.

The development of the course material will follow the outline of the test used in the course, and will cover a time period of about six weeks. The chapters for this unit are chapters 2 and 3, and will be taught starting about the third week of school.

In my outline I will present an introduction or overview of the chapters used in this unit, in order to familiarize you with the development of the material, and then briefly outline it. Only those concepts which will be related to value education will be discussed more fully.

Since there are a few activities that will take place during the year that are related to the teaching of values and are repeated regularly, I will present them at this time rather than repeat them in the outline. These activities are homework assignments, tests and voluntary required class participation. The section on methods will further explain their part in value education.

Outline of Geometry

I. Induction, a method of discovery (Chapter 2)

Overview: This chapter introduces many more new terms, continuing where the first chapter left off. It does so in the setting of intuitive and inductive exercises leading to discoveries of geometric facts to be proved later. Other important goals are developing powers of spatial visualization and teaching the meaning and importance as well as the limitations of inductive thinking.

A. Meaning of induction and intuition

1. Give definition of each and point out that induction is a process of critical thinking whereas intuition is not.

B. Use these processes to discover facts about polygons, circles and spheres.

1. Note that the triangle is the basic polygon and that all other polygons can be divided into triangles with the use of diagonals.

2. Note the similarities between the properties of circle in two space and sphere in three space geometry.

II. Deduction and proof (Chapter 3)

Overview: In this chapter the meaning of a mathematical system is explored the first postulates and proofs are studied. The part played by deductive reasoning in the solution of a simple linear equation is explained in detail to help the student recognize his previous use of this type of reasoning in algebra. The properties of real numbers, of equality, and of inequality are reviewed in this section.

A. The meaning of deductive reasoning.

1. Note that the process calls for a conclusion based upon some previously accepted true statement.

B. Set down the foundation of previously accepted true statements.

1. These consist of definitions, axioms, postulates, theorems, etc.

C. Set up two-column deductive proofs

The Methods

The value relation of homework, tests, and class discussion.

Homework is given to develop understanding as well as skills. The assignments are not for the purpose of keeping the student busy. Each assignment should have a purpose linked with the students further understanding and appreciation of mathematics as well as furthering the students skills in mathematics. In the area of values the performance targets as outlined on page 4, the following are to be sought through this exercise:

Courage; 1-10

Reverence; 1-6

Tests are given to evaluate the students performance in the understanding and skills of mathematics. Each entry on a test should therefore evaluate an understanding, skill, or both. The performance targets are:

Courage; 1, 3, 4, 5, 9

Reverence; 1, 4, 5, 6

Class discussion will be required of each student when he is responsible for the solution of a problem and he presents it to the class. I have the students, in turn, do the geometric proof of a homework problem on acetate and then the student projects it on the screen with an overhead projector, and discusses the solution. Voluntary discussion on a topic will also be encouraged. The performance targets are:

Courage; 4, 5, 6, 8, 9

Reverence; 1, 3, 4, 5, 6

The value relation of the section I, A, (Meaning of induction and intuition)

In this section we point out the fact that induction is not the easy way out when it comes to reaching a conclusion, whereas intuition might be. Yet when we have an understanding of a few basic facts we are able to develop more such as the case between triangle and larger polygons. From this we can expect performance targets such as:

Courage; 1, 8, 9

Reverence; 2, 3, 4, 5

The value relation of the section II (Deduction and proof)

After presenting the process of assertion, general statement and conclusion as the deductive process we go to the if-then statement. As examples we can use value related ideas. For example: The constitution of the United States gives rights to all Americans. Joe Moses is an American. Therefore, the constitution gives rights to Joe Moses. All the performance targets are applicable here.

Courage; 1-10

Reverence; 1-6

GRID

	COURAGE*	REVERENCE	Actual time spent on content
Meaning of induction & intuition#	1, 8, 9** 6%	2, 3, 4, 5 8%	8 periods@
Deduction and proof	1-10 18%	1-6 10%	12 periods
Class discussion	4, 5, 6, 8, 9 10%	1, 3, 4, 5, 6 10%	
Tests	1, 3, 5, 4, 9 5%	1, 4, 5, 6 5%	
Homework	1-10 18%	1-6 10%	

@ Each period 70 minutes in length meeting 4 times per week.

* Refer to page 4 for further explanation of the objectives.

** Refer to page 4 & 5 for the listings of performance targets.

Outline of content found on page 7 and method found on page 9.

The following sources were of great benefit in the preparation of this unit.

The Teaching of Values, an instructional guide for Kindergarten, Grades 1-14, Los Angeles City Schools, Division of Instructional Services, Publication number GC-15; 1966.

Jurgensen, Donnelly, Dolciani. Modern Geometry Structure and Method, Houghton Mifflin Company, Boston, 1965 edition.

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RESPONSIBILITY, A VALUE FOR A FREE SOCIETY DEVELOPED THROUGH A STUDY OF THE AMERICAN LEGISLATIVE PROCESS*

Specific Value:	**Responsibility**
Subject Area:	**Social Studies**
Grade Level:	**Twelfth Grade**
Time:	**Thirteen Weeks**

Project on Student Values
3860 Plainfield, N.E.
Grand Rapids, Mich. 49505

***Materials prepared by Lowell Steward**

RESPONSIBILITY, A VALUE FOR A FREE SOCIETY DEVELOPED THROUGH A STUDY OF THE AMERICAN LEGISLATIVE PROCESS

Abstract

1. Philosophical Statement To be free, man must live within bounds or restraints. In recent years, there has been an increase in demands for more freedom for man in this nation from societal and legal restraints. Man must assume greater individual responsibility as this change occurs.

2. Statement of General Objectives Provide an atmosphere and a situation in which students have an opportunity to see the importance of responsibility and practice it in the classroom, while learning how to assume it as citizens in a democratic society.

3. Statement of Specific Objectives for Value Education Designed to first look at the students activity in the classroom as it relates to responsibility and then move toward an application of the value to the wider society.

4. Statement of Context The study is planned for use in a large group, team teaching situation composed of at least sixty students and two teachers. It was prepared for use in a heterogeneous senior government class.

5. Methods Emphasis is on student participation and involvement in steps leading toward a simulation experience in which they enact the U.S. Senate in session. A variety of values methods related to the area of responsibility are included in each section of the study.

6. Time Schedule Some flexibility is demanded in a study of this type due to the unpredictability of time requirements for some of the activities, but the study is scheduled for twelve to fourteen weeks in duration.

RESPONSIBILITY, A VALUE FOR A FREE SOCIETY
DEVELOPED THROUGH A STUDY OF THE AMERICAN LEGISLATIVE PROCESS

Philosophical Statement

During the process of developing our democratic institutions of government, there has been a fairly steady increase in the emphasis on the rights of the individual. In recent years, there has been a noticeable acceleration in the expressed desires for greater civil rights and liberties by many individuals and groups in our society, as well as laws and court decisions supporting these viewpoints.

Daniel Webster once made the observation, "Liberty exists in proportion to wholesome restraint." Although this statement was made in 1847, it is applicable to the Twentieth Century as well. As the legal restraints on man's activity are reduced, he must assume a greater degree of personal responsibility if he is to remain free. If personal responsibility is to satisfactorily replace legal and societal retraints, it must become a value to the people of our society.

Statement of General Objectives

1. Establish a classroom atmosphere that is democratic enough to help students develope and experience responsibility.
2. Give students a part in planning and conducting the classwork.
3. Allow varied opportunities for students of differing abilities to assume voluntary responsibilities in class.
4. Provide opportunities for students to participate in small group discussions.
5. Have students evaluate alternatives and make decisions which they can support verbally or in writing.
6. Present democracy as a participatory type of government.
7. Help students understand the influences of the major political parties and pressure groups on the government.
8. Give students an appreciation for and a practical, working knowledge of Parliamentary Procedure.
9. Acquaint students with the major elements of the American legislative process.
10. Show how the individual may take an active, effective part

in the American legislative process.

11. Help students determine the major areas of current legislative interest.

12. Acquaint students with the factors that a legislator must consider in carrying out his responsibilities.

13. Promote student interest in civic and community affairs.

Statement of Specific Objectives for Value Education

These specific objectives are designed to first look at the student's activity in the classroom as it relates to responsibility and then move toward an application of the value to the wider society.

1. The student will participate and cooperate in the oral activities of the class. (Such as group presentations, class discussion, and simulation)

2. The student will work independently on topics relating to classroom activities. (This includes research relative to legislative issues and political positions in the simulation of the Senate)

3. The student will defend the importance of responsible, thoughtful action by the citizens in a democratic society orally and/or in writing.

4. The student will write his own explanation of "What Constitutes Responsibility in a Democracy?"

Statement of Context

This study unit is an adaptation of the values objectives and methods to a variation of some actual teaching units that have been used in a senior Government class at Charlotte High school. The study is planned for a large group, team taught class of seventy students with two teachers.

The class is not limited to any special level of student abilities, although it is assumed that there are an average proportion of the student "leaders" to provide some initiative and initial responsibility.

Many of the ideas and methods could used in a smaller convential classroom with some adaptive planning.

Outline of Content

The content of this unit could actually be considered as four or five separate units, but has been brought together in an attempt to focus on the various aspects of the entire legislative process as well as giving the students a clear picture of the ways citizens affect the process, and thus the course of the government in our society.

Only the common readings and class handout materials are listed below. Audio-visual and other materials used by the students are included under the "Methods" section. Tests and areas of the study that are not related to values are not included in this unit project unless it seems that they are especially pertinent guides or examples.

1. Unit Introduction

Main topics: Basic principles of democracy
Student orientation to planning and participation.
Textbook: Brown and Peltier, Government in Our Republic
MacMillan Co. 1964

Chapter 1 "The Democratic Way of Life"
Chapter 3 "The Constitution: A Democratic Republic"

2. Political Parties and Pressure Groups

Main topics: The role of organized groups in a free society.
Relating group positions to one's own
Textbook: Brown and Peltier, Government in Our Republic

Chapter 17 "Public Opinion"
Chapter 18 "Politics, Parties and the Citizen"

3. Parliamentary Procedure

Main topics: Using orderly procedures to facilitate the transaction of business
Preparation for simulation of legislative business
Prepared excerpts of basic points of procedure from Robert's Rules of Order

4. Structure and Organization of Congress

Main topics: How the Congress is made up and organized
Basic organization for simulation
Textbook: Brown and Peltier, Government in Our Republic

Chapter 5 "The Legislative Branch"
Prepared lists of State delegations to the Congress

5. Work of the Congress

Main topics: Individual and committee work
Debate on legislation - simulation
Textbook: Brown and Peltier, Government in Our Republic

Chapter 6 "Congress at work"

Methods

1. Introduction

A. Class discussion of text material relative to democracy - teacher leads with questions.
(Begin use of goal sheet - Appendix A)

B. Administer pre-test of student attitudes toward responsibility. (Appendix B)

C. Play the role of "devil's advocate" - supporting the efficiency and orderliness of an autocratic government as compared to the inefficiency and disorder that can be observed in a democracy.

D. Set up a "steering committee" of students to work with the teachers in planning and carrying out class activities. Emphasize that this is to be a liaison group to represent the students' views.

E. Introduce the idea of five minute quotes without comments. (Raths, Harmin and Simon, Values and Teaching, p. 155) This may be used at any time during the remainder of the unit.

2. Political Parties and Pressure Groups

A. Use the voting strategy (Raths, et. al. pp. 153-154)
Include: 1) How many of you feel more secure in a group than alone?
2) How many feel stronger in a group than alone?
3) How many of you often find yourselves in a group whose ideas you cannot accept?
4) How many have a favorite political party?
5) How many have no clear political ideas?
6) How many would rather be alone than in a group?
Follow with a discussion of group action in a democracy and the individual's place in it.

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B. Lectures on, "The History of the Democratic (Republican) Party," followed respectively by speakers representing each Party and speaking on the topic, "The Philosophy of the Republican (Democratic) Party," or "Why I'm a Republican (Democrat)."

C. Student reaction days should follow each speaker - small group discussions followed with reports to the class about the content and conclusions of the discussions

D. History and importance of Third Parties may be included at this point, followed by a speaker, if available. (Student reaction time may be varied by having several class members prepare critiques to be evaluated by the entire class).

E. Introduce the following concepts and explain the continuum as a visual instrument.

1) Radical
2) Liberal
3) Moderate
4) Conservative
5) Reactionary



F. Ask students to place the political parties that they have studied on the continuum. Next have them try to place some selected individuals on it. (such as: President Nixon, Barry Goldwater, Jacob Javits, Ted Kennedy, Stokley Carmichael, Rap Brown, etc.) Have each student then try to place himself on the appropriate segment of the continuum.

G. Have each student select the Political Party that they believe most closely represents their viewpoints and defend their selection in writing. Students may be willing to give some five minute quotes without comments at this time relative to their choices.

H. Show filmstrip, "Political Parties and Pressure Groups,"

I. Use a "Proud Whip" here on: "I am proud that I have taken a stand for...."

J. Discuss the difference between a political party and a pressure group and have several students report to the class on different groups that seek to influence

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public policy. Groups that represent a wide number of points of view and might well be considered are:

1) American Legion
2) Farm Bureau Federation
3) AFL-CIO
4) Student Non-Violent Coordinating Committee
5) John Birch Society
6) Black Panthers
7) Students for a Democratic Society
8) NAACP
9) League of Women Voters
10) WCTU

K. Evaluate the tactics of each in relation to the basic principles of democracy and have students place them each on the political continuum.

L. Use Value Sheet No. 5, "Civil Liberties." (Raths, et. al. pp. 93-95)

3. Parliamentary Procedure

A. Students study excerpts from Robert's Rules that are handed out to each class member and include the minimum basic rules of procedure.

B. Demonstration meeting by a group of students using basic Parliamentary Procedure. (Students with some experience or familiarity with the Rules should be selected a week prior to the demonstration - steering committee can be helpful)

C. Formulate additional necessary rules specific to the simulation situation. (This is a good test of student foresight but the teachers must be involved in an advisory capacity.)

D. Use Value Sheet No. 2, "Illegal Behavior," (Raths, et. al. pp 86-88) followed by a discussion of the necessity and value of following defined, orderly procedures in conducting a meeting.

4. Structure and Organization of Congress

A. Introduce the topic with the sound filmstrip, "The Federal Lawmaking Process," (Guidance Associates, Pleasantville, New York)

B. Work with the steering committee to assign each student a state to represent and determine organizational needs for simulation and fill appointive positions.

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Appointments: Clerk(s)
Parliamentarian
Sgt. at Arms
Pages

C. Students complete information worksheet on the state they are to represent in the Senate simulation (Appendix C)

D. Small groups select major legislative issues from which a comprehensive list is compiled as a guide for students writing bills.

E. Send several students out of the classroom on an assignment or errand and set up a contrived incident, (as described in Raths, et. al. p. 123) drawing two lines on the chalkboard and asking that the remaining class members to identify the shorter line as the longer of the two when asked following the return of the absent students. The importance of independence from group control can be emphasized in the discussion which follows the incident.

5. Work of the Congress

A. Students write bills on the topic and subject of their choice--it is important that the students see the challenge involved in trying to get their own bill passed into law as this helps instill some pride in the work and promotes better attempts at writing bills. (Examples of bill form and a completed bill--Appendix D.)

B. Use another "Proud Whip," I'm proud that I've accomplished (or completed)...."

C. Ask students to list or explain the various things that they, as Senators, must consider when making decisions relating to legislation (such as personal convictions, state interests, political party, etc.)

D. Establish committees and select membership (this is done by the steering committee and is based on the bills that have been presented)

E. Meet in committees, elect chairman and select and improve bills that have been submitted. Each committee responsible to report out at least one bill.

F. Use Value Sheet No. 7 "Minding Your Own Business vs. Helping Those in Need."

G. Organizational session--elect presiding officer, conduct party caucuses and elect party leaders, draw up the calendar (order in which bills will be debated)

H. Allow some time for further research and preparation for debate and for "politicking" before beginning the floor debate. (All bills should be duplicated and distributed prior to opening session)

I. Floor debate--approximately two weeks.

J. Evaluate the unit with the students.

K. Administer post-test relating to student attitudes toward responsibility. (Appendix A) Have student write on, "What Constitutes Responsibility in a Democracy?"

Time Schedule

Flexibility is necessary in this type of unit because it is very difficult to give students any real part in planning and conducting a class if there is not some latitude in terms of time devoted to a given area. There is also the matter of judgement as to how much time can profitably be spent in certain student activities, such as the simulation experience.

The following schedule is proposed:

1)	Unit Introduction.....	2 weeks
2)	Political Parties.....	3 weeks
3)	Parliamentary Proc.....	1 week
4)	Structure/Organization.....	2 weeks
5)	Work of Congress.....	5 weeks
	Total	13 weeks

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GRID

Objectives / Content	1	2	3	4	Total
1. Unit Introduction	5	0	6	2	13
2. Political Parties and Pressure Groups	5	4	6	8	23
3. Parliamentary Procedure	7	0	4	2	13
4. Structure and Organization of Congress	3	10	4	2	19
5. Work of Congress	10	8	9	5	32
Total	30	22	29	19	100

APPENDIX A

GOAL SHEET - RESPONSIBILITY

Name _____

Instructions: Enter the date when the desired behavior is first observed in column marked initial. After behavior is observed several times enter the date in the second column marked sustained. The last column is for evaluative indications as to the quality of the behavior.

Desired Behavior	Initial	Sustained	Quality
1. Follows oral instructions in the classroom	_____	_____	_____
2. Complies with written instructions accurately	_____	_____	_____
3. Volunteers to answer questions	_____	_____	_____
4. Participates in discussion or debate in class	_____	_____	_____
5. Recognizes and defines the central issues in a problem	_____	_____	_____
6. Openly advocates an individual position	_____	_____	_____
7. Shows initiative in carrying out assignment/project	_____	_____	_____
8. Evaluate evidence of accuracy and authority	_____	_____	_____
9. Accumulates data to support an opinion or position	_____	_____	_____
10. Resists group pressure if contrary to own view	_____	_____	_____
11. Helpful to instructors and other students	_____	_____	_____
12. Involved in some community or civic group or activity	_____	_____	_____

Qualitative Comments:

Observer: _____

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APPENDIX B

INTEREST AND ATTITUDE QUESTIONAIRE

Directions: This questionaire will in no way affect the grade you will receive in this course, it is only intended to aid the teachers in making their instruction more meaningful. Please answer the questions as directed as honestly as possible. Do not discuss your answers nor spend too much time on any single item.

Section 1 Answer the following by indicating whether you agree (A) or disagree (D). If you're not certain, select the answer that seems most correct to you.

____ 1. If you vote you're a good citizen.

____ 2. Both political parties are the same.

____ 3. Civil rights cause riots.

____ 4. Voting is not important today because there are so many people that one vote doesn't count much.

____ 5. Citizens should not be restricted in their activities unless they are criminals.

____ 6. We are freer from personal restraint by the government today than citizens have been in the past.

____ 7. Students who participate regularly in class are only trying to get a better grade.

____ 8. Riots are justified if a group can't get their Congressman to vote right.

____ 9. Demonstrations should be outlawed.

____10. I would not answer questions nor discuss issues in class if the teacher were not present to give me credit.

____11. A responsible individual would not pickett.

____12. Lobbyists are corrupt scoundrels.

____13. If I volunteer in class I'll be considered rather "square"

____14. If the majority is for one side of a question, that must be the right side.

____15. I am willing to defend my ideas about government help for the poor.

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____ 16. A good citizen will not be poor.

____ 17. Only a person who is ignorant or has a closed mind will continue to support a minority view.

____ 18. I read a newspaper or listen to T.V. news regularly.

____ 19. Most education is irrelevant to a democratic society.

____ 20. I am willing to speak out for the things I believe in strongly.

Section 2 Answer the following questions from the following key:
A) not at all
B) once
C) several times
D) frequently

During the last month that I have been in school:

____ 22. I have participated in a presentation before the class.

____ 23. I have answered a question.

____ 24. I have participated in a debate or discussion.

____ 25. I have been allowed a voice in the planning of class activities.

____ 26. I have found myself interested and involved in the class sessions.

____ 27. I have taken responsibility to do reading or research that was not specifically assigned by the teacher.

____ 28. I have defended an unpopular point of view.

Name _____

Class _____

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APPENDIX C

SENATE RESEARCH

Name _____ State _____

Tour _____ Political Party_____

I. Economic Interests--How do most of the people of your state earn their living? What are the major businesses, industries, agricultural pursuits? Is their significant unemployment?

II. Political Situation--Which political party presently dominates in your state and from what area or group does it draw its strength? Has your state traditionally supported a single party or type of legislation? Has it regularly opposed specific legislation

III. Social Concerns--Are there significant racial, ethnic, or religious groups within your state? Are there problems related to minority groups?

IV. General Problems--what special problems does your state have that are not general to the Nation?

V. U.S. Senators--write a brief sketch of the political background and legislative interests of the Senators from your state.

VI. National Problems--Select at least four major problems of concern to the U.S. Senate. List below with statement of explanation.

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APPENDIX D

Senate Bill No._____
Charlotte High School

Title: _____

Purpose: (Brief statement of one to three sentences giving overall intent of the bill

1. Section 1 (What specifically is to be done?)
2. _____
3. _____
4. _____
5. Section 2 (How will it be accomplished?)
6. _____
7. _____
8. _____
9. Section 3 (How will it be administered, or what
10. agency or group will handle it?)
11. _____
12. _____
13. Section 4 (How will funds be made available?)
14. _____
15. _____
16. _____

Other possible section topics:

When will the law become effective?
Who will enforce the provisions of this law?
How will it relate to other laws?
Are there specific penalties for violation?

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S-6901

IN THE SENATE OF THE UNITED STATES, CHARLOTTE HIGH SCHOOL

VOLUNTEER ARMY ACT

Introduced by:
Senator Marilyn Hall and Senator Becky Mathews

A BILL

To do away with the present draft system and replace it with a professional volunteer army, with reserves.

BE IT ENACTED BY THE SENATE AND HOUSE OF REPRESENTATIVES OF THE UNITED STATES OF AMERICA IN CONGRESS ASSEMBLED,

SECTION 1. All men, when 18 years of age or after high school graduation, will enter a six month training program. After completion they may enter one of the Armed Forces or return home, pending a declaration of war.

SECTION 2. If a young man returns home, he will be put in the reserves and required to attend meetings twice a month at the nearest armory. If he remains in a branch of the Armed Forces, he enlists for three years with adequate pay and benefits as set by the Dept. of Defense, advised by the Joint Chiefs of Staff. Regular pay rates shall be raised equally according to the serviceman's rank. Clothing, laundry, etc. will be provided for in an increased allowance. If in a combat area, a serviceman's pay shall be increased.

SECTION 3. In order to compensate for the loss of draftees, the requirements for entry, other than physical, shall be reduced. To compensate for the lower requirements, each man shall be trained and educated for a longer period of time.

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This added training will take place during his first year in the Service.

SECTION 4. In case of a declared war, reserves may be called up and shall receive combat pay.

SECTION 5. Administration of this law shall be provided by the Secretary of Defense. He will be given some discretion as to how it may be most properly handled. The total change from the present draft system to the volunteer system shall be complied with six months following the signing of this bill into law.

SECTION 6. This law will supercede all previous laws passed regarding Selective Service.

Signed _____
(Clerk of the Senate)

Dated _____
(Approved by Senate)

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MAN CAN BETTER UNDERSTAND HIS OWN VALUES AND THE VALUES OF THOSE AROUND HIM BY A STUDY OF VALUE THROUGH POETRY*

Specific Value: Value Sensitivity

Subject Area: English (poetry)

Grade Level: Tenth

Time: Ten Weeks

Project on Student Values
3860 Plainfield Blvd., N.E.
Grand Rapids, Michigan 49505

*Materials prepared by Julia A. Swartz

MAN CAN BETTER UNDERSTAND HIS OWN VALUES AND THE VALUES OF THOSE AROUND HIM BY A STUDY OF VALUE THROUGH POETRY

Abstract

I. Philosophical Statement. The student in the English class can be exposed to a variety of values through a study of poetry. By examining values illustrated in poetry, he can better understand his own values and how they relate to those of people around him.

II. Statement of General Objectives. To derive responses from the student indicating his knowledge of the analysis of poetry as well as to show that poetry can be a means to discover the relationship of one's values to those of others.

III. Statement of Specific Objectives for Value Education. Student should be able to understand himself and his own values. He should also be aware of the values of others and hold a respect for those values.

IV. Context. Tenth grade.

V. Content. Textbook: Harcourt, Brace and World, Adventures in Appreciation classic edition. Other sources: paperback collections of poems, lyrics from current popular music. From the study of these materials, the student will have a clearer idea of his own values and of the values of others.

VI. Methods. Value methods suggested by Rath, Values and Teaching, lecture, discussion, composition, evaluation sheets, pre and post evaluation tests, journal, bulletin boards.

VII. Time Schedule. Ten Weeks.

MAN CAN BETTER UNDERSTAND HIS OWN VALUES AND THE VALUES OF THOSE AROUND HIM BY A STUDY OF VALUE THROUGH POETRY

Philosophical Statement.

Young people living in this time seem to feel and express a sense of confusion as to their own values. They cannot understand their own behavior or the behavior of others because they do not recognize their own values. They search around themselves for value clarification but only succeed in finding confusion. The values of today's pluralistic society are so varied that it is difficult for a young person to discover his own values.

If the student cannot clarify his own values and cannot understand the values of his peers and of adults in his life, he cannot find success and happiness in his life. Poetry, by its very nature, provides exposure to many values that concern young people today.

Statement of General Objectives

1. Present poetry as a literary form---a means of expressing a feeling or an emotion.
2. Develop clear thinking and critical analysis in composition.
3. Show that many people have experienced and do experience the same unsure feelings the student feels.
4. Show student he is free to choose his own values.
5. Help student clarify his own values.
6. Expose student to values of others.
7. Show student he needs to clarify his values in order to find success and happiness in life.
8. Establish such a relationship with the student that he will feel comfortable enough to discuss his values openly.

Statement of Specific Objectives

Poetry as a literary form covers every imaginable emotion possible to man. This particular unit will deal with poetry that will introduce the student to an emotion he can associate with his life. These poems have been chosen to expose the student to his own values and to the values of those around him.

These specific objectives deal only with the development of sensitivity to value in poetry.

1. The student will relate the central idea of a poem to a personal experience orally and in writing.
2. The student will develop the central idea of a poem into a piece of creative writing.

Before one can write creatively, he must feel a sensitivity to the value to be illustrated. One must be able to feel or sense in order to write well creatively. Thus the student will show he comprehends a value by expressing it in creative writing.

3. The student will enter into discussion with others, expressing and defending his own values.
4. The student will listen respectfully and thoughtfully to the expressions of others as they defend their values.
5. The student will keep a journal which will be a record of his thoughts and feelings toward the discussion of the day.
6. The student will express himself in poetry on his own accord.
7. The student will write one poetry evaluation in which he will defend and/or reject values in four different areas of his choice.

Statement of Context.

This unit on value sensitivity was designed for an average class of students at Maple Valley Jr. Sr. High School. Maple Valley is a consolidated school serving the communities of Vermontville and Nashville. The school is located about 30 miles from Lansing and about 30 miles from Battle Creek. The high school has an enrollment of about 500.

The students of Maple Valley come from middle and lower middle class homes. Few come from educated homes. Most of the parents are factory workers and farmers; there are few professional people other than the teachers in the communities. The people are very religious, very conservative, and for the most part culturally deprived. In spite of these first two characteristics, the divorce rate and the number of children with step-parents or children in foster homes are surprisingly high.

The English class for which this unit was prepared ranges from high to low intelligence, with most of the students falling into the average range. The students are all sophomores, aged fifteen and sixteen.

Outline of Content

These students know little else about poetry other than they think they hate it. They have memorized and written poetry, but they have never had the opportunity to study it closely and determine the values within. They have never taken the ideas of poems and compared these ideas to their own ideas, their own lives, or their own feelings. The poetry in this unit was chosen to stimulate their imaginations in regard to value in five general areas: war, death, courage; love and friendship; loneliness and fear; religion and faith; and decision-making, growing-up, and responsibility.

The following is a list of poems used in this unit. Most of them can be found in the poetry section of any library. Because of the availability of these poems, I am listing them by general category instead of by textbook.

War----Courage----Death

"Gunga Din" Rudyard Kipling
"The Charge of the Light Brigade" Alfred, Lord Tennyson
"The Man He Killed" Thomas Hardy
"Danny Deever" Rudyard Kipling
"By the Waters of Babylon" Stephen Vincent Benét (short story)
"Four Preludes on Playthings of the Wind" Carl Sandberg
"The Sword" William Blake
"Cool Tombs" Carl Sandberg
"Abraham, Martin, and John (current pop hit)

Love----Friendship

"Let Me Not to the Marriage of True Minds" Shakespeare
"Annabel Lee" Edgar Allan Poe
"How Do I Love Thee" Elizabeth Barret Browning
"Love" Roy Croft
"A Decade" Amy Lowell
"Both Sides Now" (current pop hit)
"Comparison" A. P. Stanley
"Mending Wall" Robert Frost
"A Cat Named Sloopy" Rod McKuen

Loneliness----Fear

"The Sounds of Silence" Paul Simon
"The Eagle" Alfred, Lord Tennyson
"Richard Cory" Edwin Arliington Robinson
"Boy at the Window" Richard Wilbur
"Fear" Hart Crane

Religion----Faith

"The Creation" James Welden Johnson
"I May, I Might, I Must" Marianne Moore
"Flowers Never Bend With the Rainfall" Paul Simon
"Prayers of Steel" Carl Sandberg

Decision Making----Growing Up----Responsibility

"The Road Not Taken" Robert Frost
"Birches" Robert Frost
"A Simple Desultory Philippic" Paul Simon
"Who Will Answer" (pop music)

Contents as Related to the Value Unit.

War----Courage----Death

"Gunga Din"

1. Discussion of individual courage. Students encouraged to state examples of what courage is to them.

"The Charge of the Light Brigade"

1. Compare to "Gunga Din"
2. Presents idea of group courage.

"The Man He Killed"

1. Presents idea of the morality of killing.

"Danny Deever"

1. Idea of fear of battle and death.
2. Morality of following orders at all times.

"By the Waters of Babylon"

1. Concerns rebuilding of civilization after an atomic explosion.

"Four Preludes on Playthings of the Wind"

1. Compare to "By the Waters of Babylon"
2. Concerns man's future and fate considering how he uses his knowledge.
3. Concerns the cause of the fall of a nation.

"The Sword"

1. Peace vs. war; which is stronger

"Cool Tombs"

1. Study of one's contributions to society and the price of these contributions.

"Abraham, Martin and John"

1. Compare to "Cool Tombs"
2. The price of giving of one's time, talent, and self.

Love----Friendship

"Let Me Not to the Marriage of True Minds"

1. Study definitions of love.
2. Different kinds of love.

"Annabel Lee"

1. Young love vs. mature love.

"How Do I Love Thee"

1. Compare to "Love" by Roy Croft.
2. Romanticism vs. realism in love.

"Love"

1. Realistic approach to love.

"A Decade"

1. Consider how love changes with time.
2. Present idea of marriage and living with another person for a life time.

"Both Sides Now"

1. Concept of understanding choices before making decisions.

"Comparison"

1. Study concept of friendship.

"Mending Wall"

1. Present idea of friend vs. enemy.
2. Consider how to preserve friendships.
3. Consider how to make enemies and how to avoid making enemies. How to get along with people. Bring out idea of tolerance.
4. Study idea of privacy.

"A Cat Named Sloopy"

1. Present idea of an animal for a companion as opposed to a human.
2. Study the distress and loneliness in mankind.

Loneliness----Fear

"The Sounds of Silence"

1. Generation gap and general differences in people.
2. Loneliness.
3. Silence, what is it? How can it be used? Meditation.

"The Eagle"

1. The loneliness of man seems like humiliation; the eagle's pride.

"Richard Cory"

1. Cause of suicide.
2. Study of loneliness and frustration in life.

"Boy at the Window"

1. Cnildren's fear of unknown and nature.
2. Compare to Crane's "Fear."

"Fear"

1. Idea of loneliness and fear of the unknown.
2. Discuss overcoming fear.

Religion----Faith

"The Creation"

1. Study concepts of religion and evolution.

"I May, I Might, I Must"

1. Discuss doing what the mind truly desires.
2. Goals in one's life.

"Flowers Never Bend With the Rainfall"

1. Examine determination, courage, and faith.

"Prayers Of Steel"

1. Present idea of doing God's will.
2. Discuss doing the will of other's as opposed to doing one's own will.

Decision Making----Growing Up----Responsibility

"The Road Not Taken"

1. Examine the idea of choice.
2. Examine the decision making.

"Birches"

1. Present the idea of the need to escape from life's routine.
2. Discuss kinds of escape.

"A Simple Desultory Philippic"

1. Present idea of man's gullibility.
2. Taking advantage of another.
3. Examine concepts of indoctrination and brainwashing.

"Who Will Answer"

1. Who is responsible for causing social problems, and who is responsible for solving these problems?
2. Study solutions and preventive measures.

Methods

War----Courage----Death

"Gunga Din" and "Charge of the Light Brigade"

1. The students will hear recorded version of these two poems.
2. The students can compare the courage of Gunga Din to that of a soldier in Viet Nam. Here is an opportunity for the students to discuss their views on this controversial war.
3. 2 value continuums interjected here.

   Viet Nam is necessary; Viet Nam is a waste of American life

   War is necessary; war is not necessary.
4. Students will compare the individual courage of Gunga Din to the group courage of the Light Brigade. Which is more difficult?
5. Consider whether or not the men of the Light Brigade truly showed courage or did they show foolhardiness.
6. Consider man's right to choose the course of his life and to accept the consequences thereof.
7. Composition assignment: Students will write a personal example of a courageous act on their own part or on the part of someone they know.

"The Man He Killed"

1. The students will discuss the morality of killing.
2. What is the difference between killing and murder?
3. Is there a difference between killing a neighbor or a stranger on the street or a relative and killing the enemy in a war?
4. When can a man kill and still be considered moral?
5. Do people have the right to refuse to fight because they feel killing is wrong?
6. Is a person obligated to defend his country or someone else's?
7. Value continuum:
   Hawk; dove

"By the Waters of Babylon" and "Four Preludes on Playthings of the Wind"

1. Students will analyze the story and poem for basic content.
2. Discuss possibility of nuclear war.
3. Discuss morality of nuclear war considering all who will be affected.
4. Consider the rewards for successfully carrying out such a war. Consider the drawbacks.
5. Consider possible alternatives.
6. Composition: The student will create a short story taking place after a nuclear war. In the story he will explore the problems of living after the bomb.

"The Sword"

1. This poem advocates the power of peace over the power of violence. Divide students into groups to search for possible peaceful solutions to current problems in the world.

"Cool Tombs" and "Abraham, Martin, and John"

1. What causes assassination, and is it always morally wrong?
2. How can we make political changes as effectively but without killing? Discuss democracy vs. other forms of government.
3. How much of one's self does he have to give to his country? Consider Lincoln, John Kennedy, Robert Kennedy, and Martin Luther King.

Love----Friendship

"Let Me Not to the Marriage of True Minds"

1. Students will discover and discuss what is true love.
2. They will seek definitions for other kinds of love such as parental love, fraternal love, love of animals, love of chocolate cake, etc.

"Annabel Lee"

1. The students will discuss the validity of young love and of puppy love.

2. They will present case for early marriage and case for later marriage.
3. Value Continuum:
   Teeny-bopper marriage; old fogy marriage

"How Do I Love Thee" and "Love"

1. Students will compare these two poems which basically describe what love is. The first indicates romanticism; the second, realism.
2. What is the better expression of love?
3. What would the student prefer to receive on a valentine?
4. Value continuum:
   I am a romanticist; I am a realist.

"A Decade"

1. The central idea of the poem is that truelove does not die but becomes more comfortable---mellow with time.

   The students will discuss the meaning of marriage and of living with another person for many years.

2. They will explore possible problems in marriage, how to avoid these problems, how to solve them, and how to prevent them from reoccurring. Example problems: money, children, jobs, religion, fidelity, etc.
3. The students will be asked to volunteer to put on impromptu skits demonstrating these problems.

"Both Sides Now"

1. Discuss qualifications of a marriage partner.
2. Composition: The ideal mate and the unideal mate.

"Comparison"

1. This poem defines friendship. Let the student discuss the meaning of the word, friend.
2. What is the difference between romantic love and love of a friend? Can a man and wife also be friends as well as lovers?
3. Proud whip: What I have done to create a friendship.

"Mending Wall"

1. Consider the idea, "Good fences make good neighbors." How does one protect a friendship and make it last?
2. Why do we need friends? Or can we stand alone?
3. When do people need privacy, and when do they need companionship?
4. Consider the friendship between two nations. What are the fences between them, and why are they important?

5. Value continuum:

I am a rock, I am an island; I am a bathtub full of people.

"A Cat Named Sloopy"

1. Have students analyze the purpose of a pet. What is the difference between a house pet and an outdoor animal?
2. What happens when a pet is substituted for a human companion?
3. Can a pet take the place of a human friend?
4. Value continuum:
   Pets forever; pets for never.

Loneliness----Fear

"The Sounds of Silence"

1. Introduce the idea of the generation gap. Allow for discussion of the problems of a generation gap and the problems the students feel they are up against.
2. Consider the value in individual differences and the differences between generations.
3. Proud whip: What I've done to ease the generation gap.
4. Proud whip: What I've done to help my parents understand me.
5. Proud whip: What I've done to understand my parents.
6. Students will try to define loneliness and what makes people feel lonely.
7. When is it good to be lonely? When bad?
8. Composition: My lonely hour.

"The Eagle"

1. Compare the loneliness of the eagle to the loneliness of the man in "The Sounds of Silence."
2. The bird seems proud to be alone; the man seems afraid. Why? What is there about the human animal that causes his reaction to loneliness to be different than the eagle's?
3. Man is a social creature. What are his social responsibilities?
4. Proud whip: One thing I have done to help another person.
   One thing I have done to make the world a better place in which to live.
   One thing I have done to erase prejudice.

"Richard Cory"

1. Like the man in "Sounds of Silence" Richard Cory is lonely. He has everything in the world he could want materially. Do materialistic things make a person happy?
2. What does a person need to be happy?
3. Is suicide a moral solution to loneliness, frustration, and fear?

4. What are the alternatives?

"Boy at the Window" and "Fear"

1. Students will try to describe fear. Discuss what they fear.
2. What are common childhood fears? How are they erased?
3. What are common adult fears? How are they erased?
4. Why do people fear the unknown? Nature?
5. How can fear be overcome?
6. Proud whip: I am proud I overcame my fear of.....
7. When is it good to have fear? How can it protect us? Why is it bad to have fear?
8. Is there a difference between fear and being afraid?
9. Relate fear to poems we've done on courage? What is the difference between these two? Can a person be afraid and/or have fear and be courageous too?
10. Composition: My greatest fear.

Religion----Faith

"The Creation"

1. Discuss the possible theories of the origin of the earth and of man.
2. Consider the Bible and evolution. Do they conflict or do they go hand and hand?
3. Composition. Poem, shorty story, or essay illustrating student's personal concept of the beginning of man.

"I May, I Might, I Must" and "Flowers Never Bend with the Rainfall"

1. Proud whip: I am proud that I tried to.....
2. Ask students to discuss success and how to obtain it.
3. Does self-confidence have any thing to do with success? Remind them of the play, The Dancers.
4. Relate success and self-confidence to courage.
5. Discussion of possible goals in life---careers for today's youth, dead-end fields, etc.

"Prayers of Steel"

1. Discuss the place of religion in modern society.
2. Place of religion in one's personal life.
3. Consider selfishness vs. selflessness.
4. What is the difference between doing one's own free will and doing the will of one's parents, teachers, etc.?
5. What are the advantages and disadvantages in asking for advice?
6. Composition: I wish I had(n't) listened to advice.
   I'm glad I did(n't) listen to advice.

Decision Making----Growing Up----Responsibility

"The Road Not Taken" and "Birches"

1. Class will discuss decision making and good and bad ways to make decisions. Recall "Both Sides Now."
2. Make a list of problems common to this age group. Set up committees to work out solutions or make decisions on these problems. Suggested topics: use of family car, dress for school, age to date, punishment for teens, etc.
3. Can a person face the pressures of every day problems forever without breaking? How do we relieve tension? How do we escape from the world? What is the importance of temporary escape?
4. Composition: A Decision which Has Affected My Life.

"A Simple Desultory Philippic"

1. Open by showing the class a simple card trick based on mathematical calculations. Show them how easily they can be deceived by appearance.
2. How can one avoid being deceived? How can one be sure he is not being taken in by a pretense?
3. The students will discuss indoctrination and brainwashing. Use Romney's trip to Viet Nam as as example.
4. Discuss the physical effects of brainwashing.
5. Let the class devise ways to guard against brainwashing, indoctrination, and being taken-in. What qualities must a person have to avoid these?

"Who Will Answer"

1. This song asks who is responsible for the wrongs and evils of our society. The class will analyze each situation mentioned in the song and decide who is responsible, and who will set the situation straight.
2. The class may try to discover some means of preventing these problems from occurring---in their own lives especially.

At the beginning of the unit I will put up a bulletin board designed strictly for effect. The entire board will be covered with curved shapes of construction paper in as many colors as I can find. The featured part of the board will be a cluster of five brightly colored, large tissue-paper flowers. Caption: Poetry is feeling. This caption will be in white; the letters will stand out from the board on two inch wires.

At the end of the unit I will ask my students to relate the feeling this bulletin board gives them to one of the five subject areas we have covered. This will be an essay illustrating his values in a given area.

The poetry evaluation will be due at this time. The student will have examined four poems (one from each of four of the categories we will have studied). This

evaluation will include not only an analysis of the poem but an analysis of the poem in terms of the student's own beliefs and values..

I will not check the students' journals which are private records of their personal thoughts related to our day by day discussion. The object in their doing this was to help them do some thinking on their own.

Time Schedule

This unit should be done as soon as possible after first semester exams. This unit takes ten weeks.

First two weeks:	Introductory lecture material on the elements of poetry with time allowed for skill training in areas of rhyme, rhythm, figures of speech, imagery, interpretation, etc. Time also allowed for pre-evaluation testing.
Third and fourth:	War, Courage, Death
Fifth and sixth:	Love, Friendship
Seventh:	Loneliness, Fear
Eighth:	Religion, Faith
Ninth:	Decision Making, Growing Up, Responsibility.
Tenth:	Final testing and value sheets.

Because value sensitivity provides such a natural means to study poetry, I plan to spend the entire seven weeks devoted to these general categories talking about value and making the students aware of their values. This value testing, which will consume most of the remaining time will give me an indication of the direction in which my students are moving in accordance with their values.

From each of the following sets, choose one that best fulfills your preference.

1. I would rather: join the army.
   be drafted.
   go to Canada to avoid the draft.

2. War is necessary.
   War is unnecessary.
   War is sometimes necessary.

3. Killing is alright: in war.
   for a good cause.
   never at all.

4. I am most courageous: alone where no one can see me.
   with my friends.
   among strangers.

5. It is wisest to: committ suicide rather than be captured.
   die fighting the enemy.
   run in order to fight again.

6. Peace will: overcome violence someday.
   never exist at all anywhere.
   be overcome by war.

7. If I were in the army, I would want to serve: in a war zone.
   on a base in the United States.
   in a non-combat zone outside of the U.S.

8. During a nuclear attack I would: protect myself.
   commit suicide.
   expose myself to radiation in order to help others.

9. I feel war is: wrong for everyone.
   wrong for only those who do not believe in it.
   not wrong.

10. If war must be fought, it should be fought: over a conference table.
    any way possible to win.
    only by a set of international rules.

11. I believe love: and friendship are the same.
    surpasses friendship.
    and friendship are totally unrelated.

12. Early marriage: can never work.
    can work easily.
    has a 50-50 chance.

13. The best way to solve problems in marriage is: divorce.
open discussion of the problems.
to ignore the problems.

14. A pet for company is: equal to human companionship.
better than human companionship.
not as good as human companionship.

15. Good neighbors are neighbors seen: never.
all the time.
occasionally.

16. I prefer: a very flowery expression of love.
a plain and simple expression of love.
no expression of love at all.

17. A person who is truly in love can weather: any crisis.
most crises.
a few crises.

18. True love: grows daily.
fades with time.
changes as people change.

19. The best made decisions are made: by intuition.
with careful deliberation.
by snap judgement.

20. I believe: love is important to world peace.
concerns individuals only.
does not exist.

21. I am loneliest when I am: alone.
in a strange place.
with a large group of people.

22. I feel: there is a serious generation gap.
the generation gap exists but does not affect me.
the generation gap does not exist.

23. My greatest fear is: being alone.
the unknown.
death.

24. In order to be happy, one needs most to have: money.
friends.
self-confidence.

25. The human being is basically: a humble animal.
..roud animal.
.her.

26. I believe: the Biblical story of creation only.
evolution only.
both the Bible and evolution go together jointly.

27. I can do anything I want if I: try.
cheat.
pretend I don't care.

28. I believe: I can never rise above my station in life.
I can rise above my station if I try hard enough.
it is wrong to try to rise above the station I have been given in life.

29. I have been saved from trouble by: my own wits.
good luck.
a higher power.

30. I believe in: free will.
predestination.
pure chance.

31. God is dead.
God is living but has no effect on me.
God is living and caring for me.

32. Growing up basically means: getting physically larger.
accepting responsibility.
getting older.

34. I feel most responsible toward: myself.
God.
my friends and family.

35. If I had a choice: I would be older.
I would be younger.
I would remain the age I am.

This evaluation sheet will be given as a pre and post evaluation test.

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Opinion poll to be given at the end of the unit.

1. Why do you come to school?
2. What do you enjoy most and dislike most about school?
3. What are some of the major problems facing you and most other students today?
4. Does your time spent in school and studying help you in solving or dealing with these problems?
5. Do you see ways in which English is important in your life?
6. If you had one week of English class to plan any way you wanted, what specific things would you want to do to make the class meaningful and to help other students deal with their problems?
7. Considering literature, grammar, and special projects, which is most helpful in making you a thinking and sl lful adult?
8. Of all the literature we have covered, which selection, if any, has been of particular meaning to you?
9. What is a successful person?
10. By the time you are old and grey, what do you hope to have accomplished in your life?
11. What are some of the characteristics you consider important in the person you someday marry?
12. How much should we conform to those around us? When is conformity good? Bad?
13. In your opinion, what behavior is considered wrong or bad by people in your generation?
14. What behavior, if any, is OK by the standards of your generation, but considered wrong by the older generation?
15. Do you think right and wrong are set up for all people in the same way? Explain.
16. Where do we get our rules for right and wrong?
17. What are your feelings about death as a future experience for you?
18. Do you or other students ever question the existence of a supreme being? Should you? Explain.
19. In your opinion, whatis the importance of church?
20. Is man basically good or evil? Explain.
21. What do you consider the most important personality trait---the one you want people to say you have?
22. Sub-cultures, like the hippies, have always existed. Can you see good and bad things about them? List these things.
23. In your opinion, is peace ever possible? Explain.
24. Will the Negro eventually get total equality, or will he end up with more segregation and increased problems with the white population? Is a black/white war possible? Explain.
25. Evaluate this class as you have seen it for the unit just completed in poetry.

This poll will merit a day or two of discussion, for I know my students would not be happy if they could not defend their views to their classmates.

Evaluation Sheet

Write one in the blank if you disagree strongly with the statement.
Write two in the blank if you disagree somewhat.
Write three in the blank if you agree somewhat.
Write four in the blank if you agree strongly.

_____ 1. I believe it is morally wrong to kill.
_____ 2. Mercy killing is humane.
_____ 3. War is merely a way of life.
_____ 4. Love can overcome evil.
_____ 5. My friends are important to me, but I'd rather have material goods.
_____ 6. Teen-age marriage is good because young people have more flexibility.
_____ 7. One's faith in God is his only happiness.
_____ 8. It is better to do good then be good.
_____ 9. The generation gap separates me from my parents most of the time.
_____ 10. Today's world is very confusing for young people.
_____ 11. I believe draft-card burners are right in their protest.
_____ 12. Man is responsible to no one but himself.
_____ 13. Man is a social creature and owes his entire effort to the betterment of mankind.
_____ 14. The best way to keep from being "taken-in" is not to trust anyone.
_____ 15. I like to be alone.
_____ 16. Man's purpose is to serve man.
_____ 17. A good marriage is the result of great romance.
_____ 18. Teenagers are too strictly disciplined these days.
_____ 19. Parents expect too much of their children.
_____ 20. The eighteen year old should be allowed to vote.
_____ 21. Fear is a lack of knowledge which can be overcome by education.
_____ 22. One is not really free to say what he wants in this country.
_____ 23. One's degree of success and happiness depends on the amount of intelligence he has.
_____ 24. Man is basically a very lonely creature.
_____ 25. In a discussion one should listen as well as talk.

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Objectives / Value Sensitivity	COMPOSITION	CREATIVE WRITING	DISCUSSION	LISTENING	ORAL COMM	POETRY WRITING	EVALUATION	
War, Courage, Death	2	3	5	5	[illegible]	2	3	25
Love, Friendship	2	3	5	5	[illegible]	[illegible]	3	25
Loneliness, Fear	3	2	[illegible]	[illegible]	[illegible]	1	[illegible]	15
Religion, Faith	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1	[illegible]	15
Decision Making, Growing Up, Responsibility	4	1	4	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	13	11	[illegible]	[illegible]	[illegible]	8	[illegible]	100

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AESTHETIC VALUE AND PERSONALITY UNIQUENESS*

Specific Value:	**Aesthetics**
Subject Area:	**Psychology**
Grade Level:	**Twelfth**
Time:	**Four Weeks**

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AESTHETIC VALUE AND PERSONALITY UNIQUENESS

Abstract

I. Philosophical Statement. Formal education affords opportunity for development and the expression of self; values seeming to be at the core of each being, they would be a likely foundation from which the individual extends the self.

II. General Objectives. This unit will develop an awareness of the alternatives that possibly exist along the spectrum reaching from the right pole to the wrong pole of a value standard.

III. Specfici Objectives. To create and/or cultivate in the participating individuals:

- A. Communication
- B. Appreciation
- C. Tolerance
- D. Compromise
- E. Individuality
- F. Change

IV. Context. Twelfth grade.

V. Content. Pre-test, Post-test, art objects, music, and a journal.

VI. Methods.

- A. Art object presentations and discussions
- B. Musical selections and their presentation with group reactions
- C. Journals
- D. Student paper which requires the student to evaluate the course of study in terms of self and group.

VII. Time Schedule. Four weeks.

AESTHETIC VALUE AND PERSONALITY UNIQUENESS

Philosophical Statement

Psychology seeks to understand animals through the study of their behavior. As a behaving animal (sometimes misbehaving) man is found to demonstrate a sense of the beautiful. It is this sense that this unit of study shall cultivate in attempting to better understand man's behavior. That is, Aesthetic value will be used as a channel to understand man's behavior; especially its uniqueness.

General Objectives

The ends toward which the efforts of this study unit are intended are as follows:

1. Improvement of communication skills - to relate aesthetic feeling through the verbal, audio, visual, and the senses.

2. Cultivation of Appreciation - to bring an awareness of the beauty of things in the environment, using forms, materials, color, sound and ideas (spoken and written) that man values as beautiful.

3. Tolerance - to learn to place self-centered interests into perspective with group interests when in group situations being aware of the understanding that is possible through group interaction.

4. Compromise - to learn the possible good that comes from readjusting your position in terms of what you learn from others (especially about self) through group interactions.

5. Individuality - to develop a secure self-style that meets your personal aims; and the confidence to cultivate that style in group interactions.

6. Change - to realize the good in adjusting behavior and self in situations that demand new patterns of behavior.

Specific Objectives

1. Effective expression of self before/in a group.

2. Learn the art of listening as a group member.

3. Learn to appreciate things in terms of beauty value.

4. Develop a feel for forms, structures and materials.

5. Develop a feel for color and patterning.

6. Develop a feel for sound and its patterning.

7. Learn to adjust your selfish aesthetic view into a group perspective.

8. Learn to change your view when you see need to do so.

9. Learn self respect through expression of definition (s) of beauty.

10. Learn to think more objectively when perceiving others.

11. Learn to criticize the values of others with constructive and tactful communication.

12. Improve the level of communication by more skillfully using the following channels:

    a. words (vocabulary & fluency)
    b. sight (visual)
    c. sound (audio)
    d. senses
    e. ideas

13. Learn to cultivate individualism by backing your own artistic, musical, and written selection.

14. Develop a respect for people who differ from you, instead of a negative resentment of them.

15. Develop skill in efficient use of group time.

16. Cultivation of aesthetic taste in art, music, and writing.

17. Develop positive feelings toward aesthetic expression in group situations.

18. Experiencing yourself through the photographing and tape recording of your expression.

19. Examining self in perspective to the group.

20. Examining the group in perspective to self.

21. Assist others in development of self image by reacting to their aesthetic expression.

22. Learn the responsibility you have to group's success through contributing your share.

23. Adjust your individualism to the group situation to achieve the ends of self and group.

Context

Two Psychology classes of about 25 students each will study the unit. They are high school seniors of ages 17-18. Exceptions to this are a few juniors in each class and one exchange student from Finland. The levels of ability and motivation range from high to low in terms of academic achievement. These students come from a middle class community of business and professional parents. Great stress in the community is placed on getting good grades for college entrance. Yearly, 95% plus of the senior class enrolls in college, with 80-95% of this group completing a four year program.

The participating students are Caucasian, with a material economic background that is quite secure, providing the student the opportunity to pursue study and activity virtually worry-free in terms of their economic needs. The emotional needs of this group, however, are very typical of any other young adult at this age and in this time of his/her life.

Content

The materials used in this unit of study are:

1. Art objects - each student will bring his art object to share with the group through description, definition of its value to self, and discussion with group members.

2. Music - the type that relays their definition as beautiful.

    a. students will individually demonstrate, describe, and discuss their selections with the rest of the members of the group

    b. the group will challenge the selection(s) and the reasons for its beauty as stated by the student describing it as an object of beauty.

    c. the group will decide if the object is to be accepted as aesthetic in terms of the viewers description

3. Journal - a daily logging of the most beautiful event, circumstance, situation, etc. for that day

    a. a weekly event also will be recorded as the most beautiful event for that entire week

    b. at last week of unit, the journals will be exchanged and read by each member of the group

    c. discussion of the reactions will take place in which students are able to clarify and/or challenge events that are found to be recorded in the journals.

Methods

1. Each student presents his art object to the class clarifying its value. (Art object and person will be photographed.)

2. The group will freely discuss the presentation with the individual presenting the object and with group members.

3. The same procedure will be used in regard to the musical selections. (Selection and individual will be put on tape for future recording replay.)

4. A journal of daily and weekly beautiful events will be compiled by each student.

    a. The journals will be exchanged and read by fellow group members.

5. Intergroup discussion of the materials will be urged for the sake of clarifying why individuals attach to certain objects, music, events, etc. in their environment.

Time Schedule

The unit is built on a four week time block. The fifth week is planned available should extension of the unit be necessary.

Week One.

1. Introduction, explanation, and clarification (with students) of unit.

2. Administer Pre-test

3. Assign Journal; explain the nature of the entries and the purpose of the record.

4. Begin student presentation of art objects to group. Discussion whenever possible.

5. Teacher begins recording soft data; daily. (Photograph art objects).

Week Two

1. Check on progress of Journals daily.

2. Continue and finish individual presentations of art objects.

3. Conclude art object phase and introduce the music appreciation phase. (Make students aware of this phase in time for its launch.)

4. Teacher keeps recording, daily, pertinent data concerning the behavior of group members throughout this phase.

Week Three

1. Keep check on Journal recordings; check for recording of weekly event for past two weeks.

2. Spend time listening to individuals presenting their samples of good music. Discussion.

3. Continue to accumulate soft data arising from group interaction on music forms.

Week Four

1. Finish music form presentations. Discussion.

2. Call in Journals. Have students read the experience logged by grou- members. (Silent reading)

3. Encourage discussions to clarify items of question as raised by classmates. (This could be done one-to-one and/or in an open group situation.)

4. Administer Post-test. This is the same test as given in opening of unit to see any measurable change(s).

5. Organize and summarize soft data.

6. Assign in-class evaluation paper. The paper is the student's chance to evaluate to unit and will serve teacher in making his evaluations and recommendations.

7. Verbally conclude unit.

8. Compute results on Grid.

9. Revise plan as needed

Evaluation Data

The evaluation will be based on:

A. Hard Data

1. Pretest answers compared to:
2. Postest answers

B. Soft Data

1. Evaluation (by teacher) of the attainment of or lack of the attainment of objectives based on observation of the following:

    a. Art objects
    b. Music selections
    c. Journal
    d. Evaluation Paper

2. Behavior observed during presentation, discussion, clarification of each individual's choice.

3. Interpretation of materials intered into the journals by the students. (Teacher reads the journals to compare entries to the discussion of them by class.)

4. Inspection of the Evaluation Papers to be written by students at the end of the unit of study. Students will be asked to react to the unit in terms of what changes he made in his thinking and behavior and what kinds of thinking and behavior he saw as a result of the unit of study. Also a statement of the effectiveness of the unit.

Evaluation and Interpretation

The grid provides a lot of data which, if studied, will provide a good tool of evaluation for this unit of study.

To be very certain, this unit did surface well the uniqueness of personality individuals possess! The entire unit gives evidence that value systems are highly individualized; very unique.

There are so many unexpected findings that this study unit revealed. Male value systems showed a trend; the female value systems showed their trend, yet at the same time, both males and females showed the same kind(s) of feelings.

One group turned out to be highly music oriented; the other group being highly art oriented. Yet the music selections of both groups were very much alike.

There was quite a spread (increase) in tolerance shown on the post test as compared to the pre test. Also the majority of students chose "brilliance" as the key to aesthetic feeling on the pre test where on the post test, the majority chose "sensitivity" and "creativity."

There was a marked difference on the choices each class made on both the pre and post tests. (Both classes were chosen by random, neither having any special qualities.)

The project gave tremendous status to the student who was NOT classroom oriented. These people towered their classmates in the realm of sensitivity, creativity, and expression. Both groups strongly urged the restructuring of the curriculum to meet the needs of this group.

The unit united the members of each respective group through respect/tolerance for/of their personal differences. Many students were awe struck to find that the quiet, apparently dull individual was the person who had the most interesting internal value structure.

Sound had a much greater effect on the groups than the grid shows. This is due to the omission of a method which I have recommended in the next section.

To have presented a unit of study of Aesthetic Value is to have invited the most exciting, mind expanding, and fulfilling communication of the "self" (soul, if I may). This is the result that I challenge you to achieve through this plan here written and tested!

Recommendations

1. Rewrite/reword/revise the questions for the test.

2. Devise methods to convert soft data into hard data. Much of this units' results are styled to depend on the teacher's observations/impressions/conclusions; thus allowing for much subjectivity.

3. Add "Group Reactions to Music Forms" to grid.

4. Structure method(s) to handle absentees. It takes time to bring these people up to data, and group discussions are affected when every class member is not present to interact/react.

5. A team approach could prove very good in this unit. It could lend more objectivity to the soft data and the one teacher could be freer to observe more.

6. The teacher should select/prepare students to handle the audio-visual materials. (At times I had two tape recorders, a stereo phonograph and a strobe light going as one student presented his musical selection.)

7. Although this unit was applied specifically to a twelfth grade Sociology group, its ideas and methods are flexible enough to adapt it to many different situations.

8. Finally, I strongly recommend that the person who presents this unit be fortified with an excessive amount of flexibility, liberalism (especially with this age group), and understanding.

AESTHETIC VALUE TEST

1. Beauty is best relayed through:

   a. form
   b. color
   c. sound (number in order of priority to you)
   d. vision
   e. words
   f. sense

2. Beauty in music is most likely found in:

   a. classical
   b. jazz
   c. rock
   d. blues (number in order of priority)
   e. soul
   f. religious
   g. folk

3. Viewing an art object:

   a. the object itself possesses/lacks beauty
   b. it has beauty if I see it and does not if I don't see it
   c. its beauty is relative to each individual
   d. art objects do not possess beauty

4. Written aesthetic expression is:

   a. valuable to seeing how someone felt
   b. valuable in helping us to see that others feel/felt as we do
   c. is not too valuable since it is one person's view
   d. relative to each person reading to work

5. Beauty in a musical piece is most often found in the:

   a. words
   b. arrangement
   c. listener
   d. person/group performing
   e. beat

6. Beauty is in:

   a. the object
   b. the viewer
   c. the communication from the object
   d. in the communication to the viewer

7. Beauty is based on:

    a. the object's physical appeal
    b. the viewers experiences
    c. either of these
    d. neither of these
    e. both of these

8. To me, aesthetics is:

    a. beauty
    b. pleasure experience
    c. stimulation
    d. form appreciation

9. Aesthetics is best relayed through:

    a. art
    b. music
    c. objects
    d. writing

10. Aesthetic appreciation is:

    a. highly individualistic
    b. quite general to all people
    c. relative to individual experience
    d. proportional to the number of cultural events you've attended

11. If I do not see beauty in something another person sees beauty in:

    a. it has no beauty
    b. it has beauty even though I personally do not see it
    c. beauty is relative to the person
    d. that person cannot communicate

12. If two people see beauty in the same object:

    a. one is a liar
    b. both have near-alike personalities
    c. each sees the beauty relative to himself
    d. the beauty is still in the object; seen or unseen

13. A painting is most effective in communicating beauty through:

    a. the subject used
    b. the technique used
    c. the colors used
    d. the frame used

14. Which of the following is most highly aesthetic:

    a. writers
    b. musicians
    c. artists
    d. sculptors

15. Men and women:

    a. differ a lot in aesthetic feeling
    b. are quite alike in aesthetic feeling
    c. some what alike
    d. no comparison

16. Beauty is in:

    a. nature
    b. man
    c. either
    d. neither
    e. both

17. To not see beauty is:

    a. sick
    b. not to have experienced
    c. foolish; all people see it/feel it/sense it.
    d. understandable; beauty is learned and some people never to learn it

18. Highly aesthetic people are:

    a. brilliant
    b. clever
    c. sensitive
    d. creative
    e. born so
    d. dreamers

19. Which of the following is not aesthetic:

    a. athletics
    b. television
    c. politics
    d. religion
    e. none of these

20. Aesthetics are:

    a. inborn
    b. taught
    c. "caught"

21. Rank the value of the following (use numbers):

    a. science
    b. math
    c. English
    d. social science
    e. language

22. In school, aesthetics are:

    a. overlooked
    b. slighted
    c. covered sufficiently
    d. stressed
    e. over-stressed

23. In school, aesthetics should be:

    a. covered lightly
    b. covered more
    c. covered as presently are
    d. covered a lot more
    e. stressed

24. Aesthetic beauty is:

    a. people
    b. things
    c. either
    d. neither
    e. both

Note: Results of test were plotted on bar graphs (one graph for each question, putting both classes and their pre and post test choices). Questions #1 and #2 were not done this way.

GRID

Objectives		Content and Methods	Pre-Test	Present and Describe Art Objects	Group Reactions	Listen to Music Forms	Description of Forms	Discussion of Forms	Writing Journal	Discussion of Experience Writing	Exchange Journals Read Each	Discuss Journals Entries	Post Test	Unit Evaluation Paper	Totals
Communication	Verbal			2	4		3	3		2		2			14
	Visual			3	1		2								6
Appreciation	Sense			1	1	2	1	1	2	1					9
	Form			1	1		2	1							5
	Color			1	1		2	1		1					6
	Sound			1		3							3		3
	Tolerance			1	2	2	2	2	1						13
	Compromise			1	2		2	3							8
	Individuality		3	3	3	2	3	3	2	3		2	1	2	27
	Change				1				1	2		1	2	2	9
	Totals		3	13	14	9	17	14	6	9	0	5	6	4	100

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AN ATTEMPT TO TEACH TOLERANCE THROUGH POETRY*

Specific Value:	**Tolerance**
Subject Area:	**American Literature**
Grade Level:	**Eleventh and Twelfth**
Time:	**Six Weeks**

Project on Student Values
3860 Plainfield Avenue N. E.
Grand Rapids, Michigan 49505

***Materials prepared by Elizabeth Van Allsburg**

AN ATTEMPT TO TEACH TOLERANCE THROUGH POETRY

Abstract

I. Philosophical Statement. High school students are often intolerant of preferences different from their own. This unit will attempt to help them consider a variety of these preferences and recognize the right of each individual to his own choice.

II. Statement of General Objectives. The student should learn to identify poetic forms, figures of speech and meters and should be able to explain the meanings of certain poetic passages. In the value area he should be able to relate ideas presented in the poems to the choices people make.

III. Statement of Specific Objectives for Value Education. The student should:
1. Allow others to have opinions differing from his own.
2. Respond on his own orally or in written assignments in showing tolerance for the self-expression of his fellow students who may not conform to "in-group" standards.
3. Openly acknowledge the rights of individuals and groups.
4. Listen to others with thoughtfulness.
5. Negate chiding others of different opinions.

IV. Statement of Context. The unit will be taught within the framework of an American Literature class made up of eleventh and twelfth grade students.

V. Outline of Content. The unit on values will be taught within a poetry unit, with additional materials on art and music presented to represent a variety of areas of appreciation.

VI. Methods. Due to limited time and an over-abundance of literature to be studied, teaching of values will need to be largely incidental within the regular pattern of lecture, questions and answers, and class discussion.

VII. Time Schedule. The unit will take approximately six weeks.

AN ATTEMPT TO TEACH TOLERANCE THROUGH POETRY

Philosophical Statement

Poetry is an excellent subject through which to teach the value of tolerance and respect for the opinions of others. Poets express such a diversity of opinion on a wide variety of topics that the reader would be forced to acknowledge views other than his own. Poems also offer the student choices which he may accept or reject.

General Objectives

The student should be able to:

1. Read poetry aloud for meaning with attention to phrasing and punctuation.
2. Explain the poet's ideas as expressed in poems studied in class. This is the part of the unit in which most of the value education will be taught.
3. Identify from examples common verse forms.
4. Define and indentify from examples figures of speech.
5. Define and indentify from examples common types of poetic meter.

Specific Objectives

The student should:

1. Allow others to have opinions differing from his own.
2. Respond on his own orally or in written assignments in showing tolerance for the self-expression of his fellow students who may not conform to "in-group" standards.
3. Openly acknowledge rights of individuals and groups.
4. Listen to others with thoughtfulness.
5. Negate chiding others of different opinions.

Context

The unit will be presented to eleventh and twelfth grade American Literature students of heterogeneous ability grouping, twenty-five to thirty in a class, under good classroom conditions. These students come primarily from an all-white community numbering around seven thousand within the city limits. Their families are mostly lower to upper middle class, of Holland descent with its attendant religious background prevailing.

Content

The basic literature content is taken from Adventures in American Literature, Laureate Edition, published by Harcourt, Brace and World. The following poems do make up the entire content, but are best adapted to discussion of values. Form, meter, figures of speech and other specifics are introduced as individual poems lend themselves to certain considerations. The thought content of the poem is our primary concern and most of the value education will stem from that.

A. Robert Frost
   1. "The Pasture"
      Man enjoys the simple things of nature: cleaning the spring, watching the calf, and wants to share that joy.
   2. "Stopping by the Woods on a Snowy Evening"
      Man enjoys nature in the form of snow and quiet woods.
   3. "Putting in the Seed"
      Man enjoys planting and watching things grow.
   4. "Mending Wall"
      Man is bound by tradition. Why put up a wall where you don't need it?
   5. "Death of the Hired Man"
      Silas' contempt for "book-learning". Only practical skills count.

B. Edgar Lee Masters
   1. "Flossie Cabanis"
      Townspeople don't understand her dramatic aspirations.
   2. "Alfonso Churchill"
      Friends laugh at his interest in the stars.
   3. Many other selections from Spoon River Anthology are also useful.

C. Sara Teasdale
   1. "The Coin"
      A pleasant memory is more valuable than material things.
   2. "Barter"
      Loveliness in life may be found in simple, non-material things.

D. Carl Sandburg
   "Chicago"
      The poet dwells on the crude and unpleasant.

E. Edna St. Vincent Millay
   1. "God's World"
      The poet extols the beauties of nature.
   2. "The Spring and the Fall"
      "Tis not love's going hurts my days,
      But that it went in little ways."
   3. "Lament"
      The poet expresses a "life must go on" attitude toward death, until the last line.
   4. "Dirge Without Music"
      The poet expresses resentment toward death.
   5. "On Hearing a Symphony of Beethoven"
      Everyone needs some refuge into which he can retreat.
   6. "Renascence"
      The poet is punished for his lack of awareness of the world around him.

F. e. e. cummings
   Use his poetic form - or lack of it - for a comparison of modern forms in music, art, architecture, and any other current form of expression.

G. Walt Whitman
   1. "I Hear America Singing"
      The poet considers things which make people happy.
   2. From "Song of Myself"
      The poet emphasizes that he tells no man what to believe; he simply presents possibilities.
   3. "Miracles"
      Miracles are different things to different people.

H. Stephen Crane
   "Think as I Think"
      Every man has a right to think as he pleases.

Methods

A. Ranking.
   List these outdoor activities in order from greatest preference to least: Winter sports, walking in the rain, sunbathing, planting a garden. (Students may suggest other preferences.)
B. Value clarifying discussions.
   1. Name some traditions we are bound by. Which ones should we keep? Are there any we should abolish?
   2. Name some people who have had their ambitions laughed at. Does anyone laugh at your ambitions? (This one need not be answered.)
C. Open ended questions.
   1. One memory I wouldn't trade for money is...
   2. One of the things that makes me feel happiest is...
D. Test question.
   Discuss love, death or nature as it is pictured by poems we have studied. Which attitude makes the most sense to you?
E. Value continuum.
   1. Person who would camp out in winter and swim in the lake on New Year's Day.
   2. Moderate year 'round outdoor enthusiast.
   3. Person who only goes out because it is necessary to get somewhere.
F. Poetry project.
   In this assignment the student chooses from among several alternatives offered by the teacher, or a teacher-approved one suggested by himself. Upon its completion he makes a brief oral report to the class indicating what he did and his reason for making the selection he did.

Time Schedule

The initial poetry unit is roughly six weeks. More time is spent on additional poetry later, and much of the value teaching process also carries over into the other areas of literature.

GRID

objectives / content & methods	I	II	III	IV	V	Total
A	6		6			12
B	10	5	5	8	5	33
C		7				7
D		8				8
E	5	5	5		5	20
F		10		5	5	20
Totals	21	35	16	13	15	100

Objectives:

I. Allows others to have differing opinions.
II. Responds orally or in writing, showing tolerance for those not conforming to "in-group".
III. Acknowledges rights of others .
IV. Listens to others.
V. Negates chiding.

Content and Methods:

A. Ranking
B. Value clarifying discussions
C. Open ended questions
D. Test questions
E. Value continuum
F. Project

GOAL SHEET

Behavioral Factors	Initial	Sustained	Quality
1. Allows others to have differing opinions.			
2. Responds orally or in writing, showing tolerance for those not conforming to "in-group".			
3. Acknowledges rights of others.			
4. Listens to others.			
5. Negates chiding.			

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RESPECT FOR HUMAN DIFFERENCES*

Specific Value: Tolerance

Subject Area: Church History

Grade Level: Tenth

Time: Six Weeks

Project on Student Values
3860 Plainfield Ave., N.E.
Grand Rapids, Michigan 49505

*Materials prepared by Walter VanderHeide

RESPECT FOR HUMAN DIFFERENCES

Abstract

I. Philosophical Statement. A Christian school education should help the student accept others as fellow image bearers of God, understand the differences which separate them, and evaluate the validity or non-validity of the judgments of others which have been made in the past.

II. General Objectives.

A. Acquaint the student with the part the church has come, the problems it faced, and the attitudes, values and concepts of individuals involved.

B. Develop an awareness of one's own attitudes, beliefs, and values in the context of the past and present.

III. Specific Objectives.

A. That students, on a test, make choices which show a willingness to accept people from different denominations.

B. That students allow for others to have opinions and attitudes differing from one's own.

C. Students relate situations in which they show respect for others and how they feel about it.

IV. Context. Tenth grade.

V. Content. Preliminary test, class discussions, preparing paper or panel discussion on the open and closed mind, post test.

VI. Methods. Bring in a denominational leader for discussion, audio visual materials, textbooks, library materials, Bell Telephone Tel-e-lecture, value strategies.

VII. Time Schedule. Six weeks.

RESPECT FOR HUMAN DIFFERENCES

Philosophical Statement

One of the highest ideals of Christians is to live a life of gratitude to God for His freely given gift. Such a life of gratitude is caught up in love and acceptance of fellowman, even though he may look, think, or act differently than I do. A Christian School education should help the student accept others as fellow image bearers of God, understand the differences which separate them and evaluate the validity or non-validity of the judgments of others which have been made in the past.

General Objectives.

In accordance with the above stated philosophical statement, this course will attempt to:

1. acquaint the student with the path the Church has come, the problems it faced, and the attitudes, values, and concepts of individuals involved.

2. develop an awareness of one's own attitudes, beliefs, and values in the context of the past and present.

Specific Objectives

1. That students, on a test, make choices, which show a willingness to accept people from different denominations.

2. That students allow for others to have opinions and attitudes differing from one's own.

3. Students write a paper or take part in a panel discussion on the open and closed mind.

4. Students relate situations in which they show respect for others and how they feel about it.

Statement of Context

This unit of study will be incorporated into the one semester course on Church History. It will follow a study of the early history of the church and of the Reformation. The vehicle for the study of values will be a study of present day denominations with an emphasis upon the cultural, national, social class, and theological factors which have brought each denomination to its present position.

This unit of study will begin in the ninth or tenth week of school and run for six weeks.

The students will be tenth grade students, who are mostly middle-class (some upper-middle class). They are mostly of Dutch extraction, and mostly from Calvinistic Churches, although there is a sprinkling of students from various denominations. There will be approximately ninety students in the three classes.

Nearly all of the parents have a twelfth grade education, and it is probable, although I cannot at this verify it, that a larger than usual percentage are college graduates.

Outline of Content and Methods

This curriculum unit will be developed along the following pattern:

A. The preliminary test, which is intended to indicate levels of open or closed mind on the part of the students.

B. The students and teacher will chose together which six denominations they would like to study. Each study will be approximately one week. The exact method for each denominational study will depend upon the availability of reference people and materials. The general pattern (with variations to retain interest) will be:

1. Discovery of reference material available in textbooks and library.
2. Bring a denominational leader into the classroom, for discussion.
3. Attempt to bring out into the open feelings which the students had while the reference person was in the classroom.
4. Use audio-visual materials where ever they fit (for example, the John Wesley film from the Methodist Church).
5. Use the strategies of Dr. Simon to reinforce the process of search.

Our plan calls for vidio-taping the reference person's discussion with one class. This will then be played back to the other classes. Our school is equipped with the Bell Telephone Tel-e-lecture, so that if the other classes have questions to ask the reference person, we can call him and his answers will be heard in the classroom. The purpose of this method is to conserve the reference person's time.

C. Assignments will involve reading in textbooks and reference materials and preparing a paper or a panel discussion on the open and closed mind.

D. Repeat the test which was given to the class at the beginning of the unit.

Strategies to be used in the classroom (see No. 5 above).

1. Thirty clarifying responses (pp. 142-149).*
2. The public interview (pp. 142-149).*

3. The value continuum (pp. 129-130).*
4. Coded student papers (pp. 138-139).*
5. The value sheet (pp. 84-110).*
6. The thought sheet (pp. 130-134).*
7. Role-playing (pp. 121-123).*
8. Devil's advocate (pp. 127-129).*
9. The Autobiography (pp. 140-142).*

Time Schedule

This unit is designed for a six-week period in Church History.

Objectives / Contents & Methods	Willingness to accept	Allow other attitudes & Opinions	Paper or panel on open or closed mind	Relate a situation	Totals
Use reference people	10	10			20
Explore feelings	8	7		10	25
Strategies involving process of search		10	10	10	30
Use of audio-visual materials	5	5			10
Use of reference materials			10		10
Pre-test and Post-test	2 1/2	2 1/2			5
Totals	25 1/2	34 1/2	20	20	100%

*All page references are to Raths, Harmin, and Simon. Values and Teaching, Charles E. Merrill Publishing Co.: Columbus, 1966.

Evaluation Instrument

Part I.

Directions. There are no right or wrong answers on this instrument. We would like to have your own individual feeling about the statements. Read each statement carefully and then decide how you feel about it. You have four possible answers on the answer sheet.

SA - Strongly Agree
A - Agree
D - Disagree
AD - Strongly Disagree

1. It is better for a member of my denomination to refrain from associating with members of other denominations.

2. I like to meet and get to know as many kids as I can from the inner city schools.

3. John Wesley was as great a man as John Calvin.

4. Kids who go to Christian Schools should be interested in good music.

5. I would rather have friends who believe as I do, than have friends who have differing views.

6. If I were buying a house, I would like it much better if most of my neighbors were Republicans.

7. If I were transfered to another city in which there were no churches of my denomination, I would not hesitate to join another denomination.

8. My new neighbor is a Roman Catholic, nevertheless, I want him for a close friend.

9. It is much better for me to play ball at the Christian Reformed Recreation Center than to play at Franklin Park.

10. Very few kids who go to Public Schools are Christian.

11. I do not know any Pentecostal kids and I see no reason why I should.

12. I think that my Church, although it has weaknesses, is the best expression of present day Christianity.

13. Kids who go to Christian Schools ought to agree on what is right and wrong.

14. John believes that pacifism is better than fighting in Viet Nam. Since I found that out I have been avoiding him, because else the other kids will start thinking I am a "kook."

15. I have an opportunity to work on a very worthy project, but the project is operated by the Church of God. I should start such a project in my own church rather than work with them.

16. It would be good for me to know as much as I can about Baptists.

17. I have a choice between a job working with all kids from our neighborhood or working with a group of Polish and Negro kids. I think I will work with the kids from our neighborhood.

18. I avoid that girl in our class who has those queer ideas about speaking in tongues.

19. I seldom talk about religion with kids from other denominations.

20. I think that it is difficult to find true Christians in most other denominations.

21. One of my fellow students thinks that Adam was not a real man, but that the story is an allegory to tell about the origin of the universe. I disagree greatly with him, but since he does believe in Christ, I respect him as a fellow Christian.

22. It is dangerous for a Christian to associate with non-Christians.

Part II

Directions. Complete the following sentences. It is best to use the first thought that comes to your mind. There are no right or wrong answers. We would like to have your own individual feeling expressed.

1. If my church would let me I:

2. When I meet a Roman Catholic, I wish:

3. The quality I like most to see in other people is:

4. People whom I choose for my friends must be:

5. If a Lutheran lived next door, I wish:

6. The quality I most want to develop in myself is:

7. My friend asked me to go to the Methodist Church next Sunday. I wish:

8. Yesterday I walked through Veterans Park where those "far out" kids hang out. If only:

9. It would improve my church if:

10. If my church (denomination) were talking merger with another, I would:

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AN ATTEMPT TO IMPROVE ONE'S ATTITUDE TOWARDS OTHERS, ONE'S SELF, AND A SPECIFIC TASK*

Specific Values:	**Tolerance -- Respect**
Subject Area:	**Physical Education**
Grade Level:	**Ninth-Twelfth**
Time:	**One semester**

Project on Student Values
3860 Plainfield, N.E.
Grand Rapids, Michigan 49505

***Materials prepared by Connie M. VanHouten**

AN ATTEMPT TO IMPROVE ONE'S ATTITUDE TOWARDS OTHERS, ONE'S SELF, AND A SPECIFIC TASK

Abstract

I. Philosophical Statement. There is a great need today, to develop in individuals an "I CARE" attitude, whether it is toward one's self or others. We also need to develop a desire to do our best no matter what the task. This unit is an attempt to change the attitude of mediocrity which has been developed, into one of accomplishment and attainment of specific goals.

II. General Objectives. The general objectives of this unit are to help the student:

a. formulate an "I CARE" attitude.

b. develop a desire to do whatever they attempt, well.

III. Specific Objectives. The specific objectives of this unit are to help the student:

a. desire to do a specific task completely.

b. formulate a satisfactory concept of himself.

c. display sensitivity to needs and feelings of others.

d. evaluate his own responsibility to himself and others.

e. formulate a caring attitude toward others.

IV. Context. High school level.

V. Methods. The methods of instruction involved were somewhat different from ordinary classroom techniques. An effort was made through several group discussions, and a set question and answer session to gain greater personal involvement and reaction from each student. The skills, rules, and playing of the game ordinarily so intensively stressed were secondary, however, to the value concepts. All questions and topics discussed and written about were heavily value-weighted.

VI. Time Schedule. One semester. For team members the duration of that sport.

AN ATTEMPT TO IMPROVE ONE'S ATTITUDE TOWARDS OTHERS, ONE'S SELF, AND A SPECIFIC TASK

Statement of Philosophy

A concern for others. In our society today one can see the great need to possess an I CARE attitude for one's self and others.

Physical Education is a means of gaining sensitivity to, respect for, and tolerance toward your fellowman. Game situations can help one become aware of the importance of trust in an individual, and of working together to obtain a mutual goal. The sharing of experiences and feelings can be a step toward creating a set of values which each student can use as a guideline to a satisfying living experience.

Statement of General Objectives

The physical education course into which this value unit is to be incorporated has as its general objectives the following goals:

1. To provide experiences which show the importance of doing a task to the best of your ability. It's not how fast you get a job done, but the quality of work you put into it.

2. To provide experiences which will help the student formulate an "I CARE" attitude for others, and to understand their needs, abilities and limitations. To promote a positive and healthy self-concept.

Statement of Specific Objectives

The specific goals of this unit directly pertain to value education and are a statement of anticipated student behavior. To formulate an I CARE attitude the student should be able to:

1. Accept responsibility for and consequences of his own behavior.

2. Judge others on their individual abilities and limitations.

3. Display sensitivity to the needs and feelings of others.

4. Complete a task to the best of his ability.

5. Analyze and appraise ideas, events, and persons in a rational manner.

Statement of Context

The unit of study will be used to complement a required physical education class for all freshmen and sophomores in an upper-middle class residential suburb. The unit of study will also be used when coaching the girls extramural tennis, basketball, and swimming teams.

The ability and intelligence level of these students are above average. Most come from very religious homes, and are of the Dutch nationality. This unit will be worked in a course which will reach approximately 330 students, and 75 team members. The facilities and equipment used are excellent.

The course is concerned with acquiring certain skills in many sports both team and individual. Skills, knowledge, and fun are the areas emphasized in the class. The course deals with such sports as field hockey, soccer, volleyball, basketball, gymnastics, track, swimming, softball, and tennis.

The unit of study, through interaction with others in discussions, on the playing court, as a team member, will help provide experiences which will help a student set up goals that will enable her to experience a satisfying life.

Statement of Methods

The methods used in the unit were discussion groups, a set time each day for questions and answers, role playing, and written assignments.

To introduce the unit and get the students orientated to the ideas of discussing life situations, I started out by using the voting method. A voting list which I used can be found in the appendix. The students were then encouraged to bring in any questions they might like to ask.

After a few questions and answer sessions, I will give them the first set of questions (Index Instrument A). Later in the semester they will be given Index Instrument B.

We will also spend some time in role playing situations. Here they will be given situations in which they will have to play a certain character or solve a problem.

Time Schedule

The time schedule will allow one semester for the entire unit. In the case of a team it will be the duration of that sport. The students meet twice a week for a 60 minute class period.

Evaluation Data

Behavioral change will be evaluated in two ways, teacher-student observation and written testing. Although observation is a very subjective method of evaluating, it was presupposed that for some specific types of behavioral change expected (tolerance in game situation, one's abilities) observation was a valid tool for evaluation. The written evaluation involves choice making situations about others. A pre and post test will be given. The same test will be administered each time. The object will be to see if any movement was made toward an acquiry of the overall objectives; a tolerance for others, and caring about one's self and others.

Index Instrument A

DIRECTIONS: signify whether you Strongly Agree (SA), Agree (A), Disagree (D), or Strongly Disagree (SD) with the following statements by placing the appropriate letter(s) in the blank to the left of the statement.

_____ 1. School teachers never try to help kids who have problems.

_____ 2. One should always agree with his parents on all matters of discipline.

_____ 3. Girls are more sensible than boys.

_____ 4. You should never judge people on appearance alone.

_____ 5. Everyone is entitled to his own beliefs.

_____ 6. It is important to get along with other people even if we don't agree with them.

_____ 7. The better man usually wins.

_____ 8. I would rather be a live coward than a dead hero.

_____ 9. It's important to care about others.

_____ 10. The referees for the other team are usually prejudiced.

_____ 11. I should be quiet when someone else is talking.

_____ 12. Sometimes my classmates are right and I am wrong.

_____ 13. Referees for the home basketball team usually rule in favor of their team.

_____ 14. I should look at both sides of a problem before making a decision.

_____ 15. A pencil found on the floor by me can be considered "finders keepers, losers, weepers."

_____ 16. Honesty always pays.

_____ 17. Most of my friends hold the same opinions on a number of topics as I do. That's one reason we remain friends.

_____ 18. Whatever the coach says, do without question.

_____ 19. Most Americans are prejudiced.

_____ 20. It's square to salute the American flag.

_____ 21. We always hurt the ones we love.

_____22. The fact that wars are ever present indicates man is basically not good.

_____23. Obedience and respect for authority are the most important virtues children should learn.

_____24. You can tell the real greatness of a man by the amount he helps others.

_____25. Quantity is more important than quality.

_____26. I feel more at ease when I am in charge.

_____27. If I had to choose, I would choose to be a follower rather than a leader.

_____28. I like team sports rather than individual sports.

_____29. My goal is to go into work which involves trying to understand and help people.

_____30. Nature is beautiful.

_____31. I think school is a waste of time.

_____32. It's alright to cheat on your warm-up in a sport, as long as the coach doesn't find out.

_____33. The captain is no better than any other man on the team.

_____34. Determination plays a large part in an athletes success.

_____35. Players on a team should work as individuals.

_____36. Anyone who can't make baskets in a game is stupid.

_____37. Ability to play is more important, than attitude toward the game when selecting a player.

_____38. You should work for yourself not the team.

_____39. One must understand himself, before he can understand others.

_____40. I would stop and help if I saw someone hurt.

_____41. It's better not to get involved.

_____42. To succeed, you must worry only about yourself.

_____43. It's not how you do a job that counts, just so you get it done.

_____44. It's important to be proud of what you do.

Index Instrument B

DIRECTIONS: choose A, B, or C. Mark your choice for each number with a circle around A, B, or C.

Precede each statement with the phrase "I ought to . . ."

1. A. Do things which most other people do.
   B. Do things which are out-of-the-ordinary.

2. A. Enjoy myself doing things with others.
   B. Enjoy myself doing things always alone.
   C. Enjoy myself being with others and sometimes being alone.

3. A. Attain a higher position than my father or mother attained.
   B. Enjoy more of the good things in life than my father or mother enjoyed.

4. A. Feel that happiness is the most important thing in life for me.
   B. Feel that enduring suffering and pain is important for me in the long run.

5. A. Rely on the advice of others for making decisions.
   B. Be independent of others in making decisions.

6. A. Put ten dollars in the bank.
   B. Spend five of the ten dollars enjoying myself with my friend.

7. A. Feel that everyone misbehaves once in a while but the important thing is not to make the same mistake over again.
   B. Feel that the most important thing if life is to strive for peace with God.

8. A. Wear clothes similar to those of my friends.
   B. Dress the way I really want to even though this makes me different than my friends.

9. A. Say what I think is right about things even if I hurt others.
   B. Think of the effect on others before I speak.

10. A. Feel comfortable getting the same grades as most of the people in my class.
    B. Feel comfortable getting better grades than most of the people in my class.

11. A. Feel that teachers don't take time to know their students.
    B. Feel that teachers are concerned about their students.

12. A. Do things which very few others can do.
    B. Do things cooperatively with others.

13. A. Have lots of friends.
    B. Have a few close friends.

14. A. Strive to be an expert in something.
    B. Do many things quite well but not be an expert in anything.

15. A. Feel it is important to have a religion.
    B. Feel religion is not necessary.

16. A. Know the words to the National Anthem.
    B. Realize that patriotism is gone.

17. A. Pass the ball to a team-mate who has a better shot.
    B. Keep the ball and shoot.

18. A. Congratulate the other team on winning the game.
    B. Ignore their attempts to shake hands and head for the locker room.

19. A. Wait to be told to start practicing.
    B. Go ahead and start practicing without being told to.

20. A. Choose a poorly skilled player for my team in gym class.
    B. Shove her off on the other team.

21. A. Get mad at someone who misses my pass to him in a game.
    B. Consider the fact that I might not have made a good pass, therefore, he missed it.

22. A. Talk back to the referee when he makes a call against me.
    B. Accept the call and not blame the referee.

VOTING LIST

This list will be used to orientate the students into thinking about value decisions. The student will be asked to raise his hand if he agrees with the statement, thumbs down if he disagrees, and he may cross his arms if he wishes to pass. A simple thank you is a good acknowledgement to his response.

1. How many of you like your name.
2. Anyone here ever own a horse.
3. How many think sometimes of dying, or what death might be like.
4. I'd like to see how much loneliness is in this group. Vote either that you feel lonely often, sometimes, or seldom.
5. How many have a favorite political party. Because of your parents.
6. How many feel strongly about some religion.
7. How many feel more religious now than when you were younger.
8. How many would want to be told if they had bad breath.
9. Who watches television more than 3 hours a day.
10. How many of you have no father living at home.
11. How many feel you should get an allowance.
12. How many feel there should be some work or chores before getting an allowance.
13. How many feel certain chores you should be expected to do, and then get paid for extra.
14. How many feel every child in the family should get an allowance.
15. Should be expected to buy clothes from your allowance.

GOAL SHEET

Behavior Factor	Initial	Sustained	Quality
1. accepts responsibility for and consequences of her own behavior	____	____	____
2. judges others on their individual abilities and limitations	____	____	____
3. displays sensitivity to the needs and feelings of others	____	____	____
4. completes a task to the best of her ability	____	____	____
5. analyzes and appraises ideas, events, and persons in a rational manner	____	____	____

Gymnastics Goal Sheet

Name _____ Class _____ Hour _____

		Check
Tumbling	be able to execute:	
	1. Forward somersault	____
	2. Backward somersault	____
	3. Headstand	____
	*4. Cartwheel	____
	*5. Roundoff	____
Trampoline	1. Knee drop	____
	2. Seat drop	____
	3. Swivel hips	____
	4. Front drop	____
	5. Back drop	____
	*6. Straddle jump	____
	*7. Stag leap	____
Balance Beam	1. Mount	____
	2. Walk with dip steps	____
	3. Turn	____
	4. Knee scale	____
	5. Front scale	____
	6. V-sit	____
	7. Dismount	____
Routine	Choose one of the three areas and prepare routine.	____

GRID

Objectives / Content	I	II	III	IV	V	Totals
Question & Answer Period	14	8	18	8	18	66%
Role Playing	6		6		6	18%
Value Sheet		8		8		16%
Totals	20%	16%	24%	16%	24%	100%

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RESPECT FOR SELF AND OTHERS*

Specific Values: Human Worth and Dignity

Subject Area: Health Education

Grade Level: Tenth

Time: Three Weeks

Project on Student Values
3860 Plainfield N.E.
Grand Rapids, Michigan 49505

*Materials prepared by Al Wier

RESPECT FOR SELF AND OTHERS

Abstract

I. Philosophical Statement. Somewhere along the line of human development, a person suddenly becomes aware of his own sexuality. How he reacts to this awareness and what kind of information he receives will determine his attitude towards himself and others for the rest of his life.

II. General Objectives. The general objectives of this unit are to make human sexuality an understandable and desirable attribute.

III. Specific Objectives. Specifically the objectives are for the student to:
- A. Detect the fact that all people have strengths and weaknesses.
- B. Explain the difference between reality and fantasy.
- C. Evaluate moral and immoral actions objectively.
- D. Expand his vocabulary.
- E. Distinguish the difference between love and infatuation.
- F. Accept himself as a sexual being.
- G. Discuss the problems of human sexuality with objectivity

IV. Context. Tenth Grade.

V. Content. The content includes such problems as:
- A. You
- B. You and others
- C. Dating
- D. Marriage
- E. Human reproduction

Other problems included are:
- A. Teen-age marriages
- B. Illegitimacy
- C. Venereal diseases

VI. Methods.

- A. Class discussion
- B. Group work
- C. Writing
- D. Films
- E. Reading

VII. Time Schedule. Three weeks

RESPECT FOR SELF AND OTHERS

Philosophical Statement

Somewhere along the line of human development, a person suddenly becomes aware of his own sexuality. How he reacts to this awareness and what kind of information he receives will determine his attitude towards himself and others for the rest of his life.

General Objectives

The general objectives of this unit are to make human sexuality an understandable and desirable attribute.

Specific Objectives

For each student to:

A. Detect the fact that all people have strengths and weaknesses.
B. Explain the difference between reality and fantasy.
C. Evaluate moral and immoral actions objectively.
D. Expand his vocabulary.
E. Distinguish difference between love and infatuation.
F. Discuss the problems of human sexuality with objectivity.

Statement of Context

This unit has been prepared for a tenth grade Health Education class of boys and girls. This class meets every day for a six-week period once a semester. It comprises one third of the tenth grade and correlates with the physical education program.

Outline of Content

The content of this unit is taken mostly from various chapters in two text books: Health and Fitness, Meridith, Irwin and Staton, Heath and Co., Boston, 1960; and Toward Adulthood, Gall, Lippincott, New York, 1964.

I. Introduction
    A. You as an individual
        1. Personality problems
        2. Facing reality
        3. Self respect
    B. You and Others
        1. Types of social behavior
        2. Conformity
        3. Being liked and approved
        4. Friendship
        5. Courtesy

C. You and special persons
    1. Stages in the development of affection
    2. Infatuation vs. love
    3. Friendship as a basis for love
    4. Reasons for marriage

II. Problems involved with human sexuality
    A. Reaching maturity
        1. Basic needs
        2. Moral vs immoral behavior
    B. Accepting your physical self
        1. Changes during adolescence
        2. Adjustments of childhood
        3. Conflict and sexual differences between boys and girls
        4. Accepting your own sexuality

III. Human Reproduction
    A. Anatomy of human reproduction
        1. Physiology of the system
    B. Vocabulary
    C. Responsibility of parents

IV. Social problems of human sexuality
    A. Illegitimacy
        1. Teen-age marriages
        2. Responsibilities of parents
        3. Responsibility to the child
        4. Rights of the child.
    B. Venereal disease
        1. Cause
        2. Prevention
        3. Treatment and cure

The Methods

The presentation of methods follows the organization of the content outline. The major methods are mentioned, but many individual techniques are not mentioned.

I. Introduction

Introduce unit content and objectives

A. We have conflicts with our selves
    1. Personality
        a. Assignment-Read Ch. 38, pp. 345-349
        b. Goals
            1) To participate in group activity
            2) To survey various personality traits
            3) To discuss reasons for differences
            4) To draw conclusions concerning differences
        c. Value technique

Students work in groups of three or four and use a personality rating scale. The teacher gives keys as to type of person to

be rated. Only the group knows who is being rated.

Teacher keys
Someone you know will rate high
Someone you know will rate you low
Someone you dislike

The teacher visits each group and questions them about differences in their selection.

2. Facing reality and acting according to it
   a. Assignment - Read Ch. 38, pp. 349-353
   b. Goals
      To work in a group
      To draw conclusions
      To explore reality and non-reality
   c. Value technique
      Small groups are assigned questions at the end of the chapter. Each group reports orally to the class. The teacher asks discussion stimulating questions to each group.
3. Self respect
   a. Assignment - Ch. 39, pp. 355-359
   b. Goals
      What does man want for himself?
      What is the mental satisfaction?
      What is self respect?
      What is loss of self respect?
      Why do we rationalize?
   c. Value technique
      Class discussion based on the above goals. Have the class cite examples that will fit each occasion.

      Film strip, "Values for Teen-ager," Part I, Confusions and Part II, Decisions.

      Follow up each film strip with questions for discussion.

B. You and Others
   1. Types of social behavior vary
      a. Assignment - Read Ch. 39, pp. 359-363
   2. Goals
      To discuss various types of social behavior
      To discuss good and bad points of conformity
      To discuss when to be liked, and by whom
      To discuss the value of friendship
      To discuss courtesy and exploitation
   3. Value techniques
      Proud words, voting and general discussion

C. You and special persons
1. We have various feelings in the area
a. Assignment - Read Ch. 40
b. Goals
To discuss the importance of marriage
To discuss the possibility of choice of mate
To discuss the stages in the development of affection
To discuss love vs infatuation
To discuss friendship as a basis of love
c. Value techniques
General class discussion about key questions:
Everyone should get married?
Are marriages made in heaven?
How do you know when it is the real thing?
Should people ever get married for reasons other than love?

Panel discussion---Going Steady
Four students in favor and four students opposed
Stimulator questions
What are the rules?
What does it really mean to go steady?
Why is the ring necessary?
Are you engaged to be engaged?
Are people exploited who go steady?
Is over-familiarity a problem?
Are sophomores ready to make these kind of decisions?

II. Problems involved with human sexuality
A. Reaching maturity
1. Basic needs of maturity
a. Assignment - Read Ch. 1, pp. 1-11 (Toward Adulthood)
b. Goals
To select from a chart which kinds of behavior shows maturity and which does not. To select from a chart which behavior leans toward morality and which toward immorality.
c. Value techniques
Give each student a list of different kinds of behavior, let him rate each behavior on the basis of immature and mature behavior. Example, littering, holding a job, being absent from school, etc.

Refer to the chart on page 8 in the text on morality and immorality. These are general statements. Example: Moral...increased trust among people. Immoral... increased distrust. The class then will supply practical examples to fit each rule given.
B. Accepting your physical self
1. We undergo physical and mental changes
a. Assignment - Read Ch. 2, pp. 14-19

b. Goals

To use proper vocabulary
To discuss changes during adolescence
To discover the adjustments of childhood
To analyze the conflicts between male and female sexuality

c. Value technique

Vocabulary quiz
Study a chart that shows the progression of sexual response differences between boys and girls at various stages.
Example: most girls do not respond sexually to necking, most boys do.

Discussion topic
Girls will give sex to get love
Boys will give love to get sex

III. Human reproduction

A. The human reproductive system

1. Basic anatomy

a. Assignment - Read Pamphlets "Approach to Manhood" and "World of a Girl," Kent County Health Dept.

b. Goals

To properly label the human reproductive system
To use proper terminology
To become at ease with terminology and discussion
To feel free to ask questions

c. Value technique

Show the movie "Human Reproduction", McGraw Hill. Each student hands in a question on any phase of sex he wishes the teacher and class to discuss. A legitimate question is, "Why don't I have any questions?"

The questions lead to an informal group discussion. Usually spontaneous questions follow from the students.

IV. Social problems of human sexuality

A. Illegitimacy

1. Who is responsible to whom?

a. Assignment - Read Ch. 3

b. Goals

To explore the problems of the parents

V. Social problems of human sexuality

A. Illegitimacy

1. Who is responsible to whom?

a. Assignment - Read Ch. 3

b. Goals

To explore the problems of the parents
To understand the affect on other people
To discuss the role of the baby

c. Value technique:

Role playing...You are pregnant, are you going to keep the baby?
You are the father...will you marry the girl?
What happens if you get married?
What happens if you don't?
What about the baby?
What is best for the baby?

B. Venereal disease

1. How can it be prevented?
   a. Assignment - Read VD pamphlets from Health Dept.
   b. Goals

      To name the kinds of venereal diseases
      To list similarities and differences of diseases
      To identify the cause of the disease
      To list the prevention
      To name the means of treatment and cure

   c. Value techniques

      Twenty question true-false test given as a pre-test to help students find out their information and mis-information on the subject. The test will be used as a discussion guide.

      Show movie, "Innocent Party," Kent County Health Dept.
      Discuss various aspects of the movie.
      Who is the innocent party? Was there an innocent party?

C. Other problems of human sexuality are usually covered during the question and answer period. Human reproduction brings up the subject of abortion. Abortion has religious overtones, but the question of the baby's life or the mother's, Thalidomyde babies, forcible rape, arrouse much thinking and discussion.

Masturbation, homosexuality and prostitution are also covered as they arise in questions or discussion

GOAL SHEET

Behavioral Factors	Initial	Sustained	Quality
1. Detect the fact that all people have strengths and weaknesses.	____	____	____
2. Explain difference between reality and fantasy.	____	____	____
3. Evaluate moral and immoral actions objectively.	____	____	____
4. Expand vocabulary.	____	____	____
5. Distinguish difference between love and infatuation.	____	____	____
6. Accept himself as a sexual being.	____	____	____
7. Discuss the problems of human sexuality with objectivity.	____	____	____

GRID

Objectives / Content	A	B	C	D	E	F	G
Reading	2.2	2.2	2.2	2.2	4.4		
Small Groups	4.4	4.4				6.6	
Writing				2.2		2.2	2.2
Discussion			1.1	22.2	11.0	14.3	6.6
Films		3.3	3.3			3.3	3.3

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